



## YEARLY STATUS REPORT - 2022-2023

### Part A

#### Data of the Institution

<b>1.Name of the Institution</b>		CHRIST (Deemed to be University)
• Name of the Head of the institution		Joseph C C
• 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		Bengalure
• State/UT		Karnataka
• Pin Code		560029
<b>2.Institutional status</b>		
• University		Deemed
• Type of Institution		Co-education
• Location		Urban

• Name of the IQAC Co-ordinator/Director	Alex P Joseph				
• Phone no./Alternate phone no	08040129069				
• Mobile	9746970806				
• IQAC e-mail address	director.iqac@christuniversity.in				
• Alternate Email address	office.iqac@christuniversity.in				
<b>3.Website address (Web link of the AQAR (Previous Academic Year))</b>	<a href="https://christuniversity.in/uploads/userfiles/AQAR%202021-22.pdf">https://christuniversity.in/uploads/userfiles/AQAR%202021-22.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://christuniversity.in/view-center-pdf/academic-year-2022-23">https://christuniversity.in/view-center-pdf/academic-year-2022-23</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	A+	3.42	2022	26/10/2022	25/10/2027
<b>6.Date of Establishment of IQAC</b>			11/03/2003		
<b>7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Department of Physics and Electronics	DST FIST Program	DST	2022, 5 Years	176 Lakhs	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			Yes		
• Upload latest notification of formation of IQAC			<a href="#">View File</a>		
<b>9.No. of IQAC meetings held during the year</b>			4		
• The minutes of IQAC meeting and compliance to the decisions have been			Yes		

uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)	
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>	
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>	
Lectures and workshops were initiated across all departments and to University officials on implementing 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 needs analysis and incorporate local, regional, national, and global developmental needs in the curriculum.	
<b>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</b>	
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
<b>13. Whether the AQAR was placed before statutory body?</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name	Date of meeting(s)
Executive Council	13/05/2024

<b>14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?</b>	No
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**15. Whether institutional data submitted to AISHE**

Year	Date of Submission
2022-23	05/04/2024

**16. Multidisciplinary / interdisciplinary**

The University offers 74 Undergraduate and 56 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 30,000 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 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 to enable students to achieve a faster professional qualification. Thanks to its internationalisation efforts, the University, through its Office of International Affairs, has attracted students from 77 countries to 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 has complete freedom in designing their pedagogy, bringing in additional topics for their teaching, and deciding on 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 assess students' knowledge and skills precisely. 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 courses are 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:**

NIL

**Extended Profile**

**1.Programme**

1.1	130
Number of programmes offered during the year:	

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

1.2	26
Number of departments offering academic programmes	

**2.Student**

2.1	30967
Number of students during the year	

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

2.2	9224
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>
2.3	<b>29965</b>
Number of students appeared in the University examination during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.4	<b>644</b>
Number of revaluation applications during the year	
<b>3.Academic</b>	
3.1	<b>4358</b>
Number of courses in all Programmes during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
3.2	<b>1327</b>
Number of full time teachers during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
3.3	<b>1353</b>
Number of sanctioned posts during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>4.Institution</b>	
4.1	<b>269490</b>
Number of eligible applications received for admissions to all the Programmes during the year	

File Description	Documents
Data Template	<a href="#">View File</a>
4.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	4584
File Description	Documents
Data Template	<a href="#">View File</a>
4.3 Total number of classrooms and seminar halls	715
4.4 Total number of computers in the campus for academic purpose	3308
4.5 Total expenditure excluding salary during the year (INR in lakhs)	59925

## 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

The Institution's Vision, Mission and Graduate attributes echoes the New Education Policy 2020, by incorporating academic excellence and holistic development of the learners.

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.

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.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

94

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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

3793

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 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

1523

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

125

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 1.3 - Curriculum Enrichment

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

Matters of 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 the integration of social engagement in the learning processes.

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 issues relating to gender equity and social inclusion are incorporated into various programmes. Gender Sensitization, Women and Society, Women's Issues, Economics of Gender, Gender and Intersectionality, Queer Ecologies, Gender and Development are some of the other areas explored. 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, throw light upon these issues and more. 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	<a href="#">View File</a>

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

20

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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

20996

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

16299

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

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

**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**

**28381**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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**

**4584**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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

The University has policies and mechanisms to gauge the learning levels of students to support both the slow and advanced learners.

Orientation and induction programmes are conducted 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. The 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.

Slow learners are supported through remedial classes, bridge 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	<a href="#">View File</a>
Link For Additional Information	<a href="https://christuniversity.in/center/C/IQAC/academic">https://christuniversity.in/center/C/IQAC/academic</a>

### 2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
30967	1327

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 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:

**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 to 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 the ability to apply concepts to real-life situations. Peer teaching, field visits, panel discussions, student-led seminars, and 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, and 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	<a href="#">View File</a>

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 have access to 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 G-suit and Microsoft365 with the accompanying tools and platforms for online and collaborative learning, online courses for Environmental Studies and Indian Constitution, virtual labs, and desktop computers on campus. Faculty members and students are also provided with regular training through Orientation programmes, cyber security ethics training, and FDPs and QIPs. Given below are some of the tools that are used:

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

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

#### 2.3.3.1 - Number of mentors

1327

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 2.4 - Teacher Profile and Quality

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

1327

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

#### 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

1024

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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

8160

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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

66

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 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

14

#### 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

14

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

601

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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 University has undergone a groundbreaking transformation in its examination and assessment methods, seamlessly integrating Information Technology (IT) to enhance its examination management system. Through the incorporation of Enterprise Resource Planning Software, namely Knowledge Pro (KP), alongside Learning Management Systems like Moodle and Google Classroom, the University has streamlined examination processes for the Office of Examinations, faculty, students, and officials.

Continuous Internal Assessments (CIAs), constituting at least 45% of the final grade, are intricately woven into course plans via KP, ensuring transparency and accountability. These assessments are conducted through Moodle and Google Classroom, featuring built-in similarity checks to combat plagiarism and maintain academic integrity.

For Mid Semester Examinations (MSE), faculty create question papers, which undergo rigorous departmental review before being uploaded to KP. A randomized set is then selected for examination use. Marks from both CIAs and MSEs undergo departmental review before students can access them through their KP Accounts.

End Semester Examinations (ESE), typically representing 50% of the final grade, are supported by a Digital Repository of Questions, meticulously curated and updated annually. Questions undergo initiation, peer review, and approval processes before being included in examination papers. ESE answer scripts utilize barcodes for anonymity and efficient machine reading, with faculty-provided answer schemes shared with students. Additionally, IT integration extends to examination logistics, including digital hall tickets, attendance tracking, and communication with absentees' guardians. Barcoded answer scripts facilitate post-evaluation processes, ensuring efficiency and accuracy in examination management.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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 Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). They are mapped in every programme and incorporated into the assessment strategies. 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 and publicised in the handbooks and on the website (<https://christuniversity.in/graduate-attributes>). Outcome-based education emphasises constructive alignment to link assessment with Course Outcomes 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 is 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, the website, Enterprise Resource Planning (ERP), Learning Management Systems (LMS), student handbooks, admission brochures, and induction programs.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

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

8455

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 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://igac.christuniversity.in/index.php/s/c3F61LSvzP9iZCO>

## 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 as well as increase in PhD scholars, publication in reputed journals, and undertaking funded projects; communicated to stakeholders through annual research cohort orientations, periodic research collectives, and through 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

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

33.52

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

23

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

38

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.1.5 - Institution has the following facilities to** A. Any 4 or more of the above

support research Central Instrumentation  
 Centre Animal House/Green House Museum  
 Media laboratory/Studios Business Lab  
 Research/Statistical Databases Moot court  
 Theatre Art Gallery

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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**

1

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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)**

712.40

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

176.50

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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 Incubation Center, located in CHRIST (Deemed to be University) in Bengaluru, is a place where young and aspiring entrepreneurs can activate their innovative minds, and nurture and grow their ideas into reality, which in turn would contribute to the economic and employment growth of our nation.

We offer customized incubation services for startups, including office space, communication tools, and conference facilities. Our support extends to secretarial assistance, access to labs and libraries, and guidance from qualified experts. Startups also benefit from accommodation, dining, and mentorship from industry professionals. We empower startups to succeed and make a positive impact.

One of the successful stories is Sunbird Straws, which is proudly incubated at Christ University. Sunbird Straws is a social enterprise that focuses on Agri wastes and converts them into proprietary products of everyday use. We engage women from rural communities to produce and sell them globally.

Our first product, the patent-protected biodegradable drinking straws made from naturally fallen coconut leaves, is branded as Sunbird Straws. Sunbird straws have now attracted global attention, and we have reached 10 countries. Our pilot production units have been set up in Madurai, Kasargod, and Tuticorin. We have planned to launch two more products made from Agri wastes soon.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

267

#### 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

267

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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

108

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 3.4 - Research Publications and Awards

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

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following **A. All of the above**

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

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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**

**A. All of the above**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.4.3 - Number of Patents published/awarded during the year**

**3.4.3.1 - Total number of Patents published/awarded year wise during the year**

**126**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.4.4 - Number of Ph.D's awarded per teacher during the year**

**3.4.4.1 - How many Ph.D's are awarded during the year**

**52**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

**1**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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

683

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.4.7 - E-content is developed by teachers For e- A. Any 5 or all of the above PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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
4.50	4.50

File Description	Documents
Any additional information	<a href="#">View File</a>
Bibliometrics of the publications during the year	<a href="#">View File</a>

### 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
27	27

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 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, and 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 specialised knowledge and skills to meet the needs of the industry, government agencies and research organisations. 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 clients that the Consultancy offered services to in 2022-23 are India Vision Foundation, KIOCL Ltd, Matrimony.com, and Heyy Pte. Ltd, Serv hub and corporate training for TATA Electronics and TVS Motors.

Consultancy projects are reviewed and approved by management and comply with exact professional and ethical standards.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 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)

115.50

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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

The International Students Exchange programme focuses on enhancing students' mutual capacity to improve cultural, social, and service knowledge and bring about sustainable and meaningful development change. Students from international universities with diverse backgrounds and communities were supported in organising service activities and developing leadership and professional skills with able academic instructions. Students took up Internships, Social Research, Volunteering and Field-based studies. The students posted in the urban slums supported the transit school and early learning centre in conducting basic English classes and framing simple learning methods.

Students engaged in various activities and programmes encompassing mentoring and providing academic support for children in Activity Centres, working on environment issues through Prayatna, participating in rural camps and internships for experiential learning, technological assistance towards agriculture development, mobilising funds for sponsoring children to ensure educational promotion among children.

The undergraduate and postgraduate students of the university were taken to rural villages to facilitate their understanding of various aspects of rural life. The students stay in the villages overnight and have discussions with various groups such as children, elderly, self-help group women, youth group members and so on and gain an understanding of the issues and challenges of rural communities, which make them socially responsible citizens and contribute for the betterment of the society in future.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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**

16

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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)**

186

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

22388

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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

96

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

CHRIST 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 645 ICT-enabled, Classroom sizes that follow the norms of statutory bodies. 35 Seminar halls with ICT facilities, including Smart Boards and smart rooms for interactive presentations, are available. For mega conferences, 15 spacious auditoriums with state-of-the-art acoustics exist in all the campuses, equipped with the latest A/V technology. The Main auditorium accommodates 2000 participants. Moot Courts for the simulation of cases leading to pleading, drafting and developing arguments. Students of Performing Arts and Western Classical Music have practice rooms for Dance and Music. Design studio and Rural studio facilities.

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

Across all campuses about 4008 Computers are available for academic purposes with a student-to-computer ratio of about 9:1. The built-up area per student is 16 square feet. 44 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	<a href="#">View File</a>

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 8 main auditoriums, with a total seating capacity of 8000 with the facility to project cultural and academic events using the latest audio-visual equipment. In addition to this, the University has 5 mini Auditoriums, 3 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. Under the guidance of the Student Welfare Office, the University conducts cultural activities and programmes like Ethnic Day, Talent search competition-Darpan, inter-class cultural fest-Blossoms and inter-college cultural fest-In Bloom. Alongside, many academic departments

host cultural fests for their students.

#### Facilities for Sports and Games

For outdoor and indoor sports and games, the University has 8 Football Grounds, 2 Hockey Fields, 3 Throwball courts, 5 Volleyball courts, 13 Basketball courts, 2 Tennis courts, 6 Cricket grounds and Nets, 1 Kabaddi court, 1 Kho-Kho court, 9 Badminton courts, 4 Track & Field/ Athletics grounds, 6 Table Tennis Tables, 10 Gymnasiums and Fitness Centres. In addition to this Indoor facilities are available

for various games including Chess, FoosBall, Pool, Carroms, Table Tennis etc.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 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 4 ambulances that are available in case of emergencies. Sanitary napkin dispensers are available

There are 25 buses for intracity and intercity travel and battery-operated buggies for visitors on campus

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

46096

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 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 borrow books or refer. 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) and subscription to 489 periodicals and 23 newspapers in 7 languages. 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 in prevention of loss of library materials. Since 1999, automation with Barcode technology for processing and circulation of print resources has been in place. Library uses 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	<a href="#">View File</a>

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

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

**927.55**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

**4674**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### **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**

**715**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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 that promotes and encourages using IT facilities for academic and administrative**

activities. The IT management and utilization process is integrated with the University- -Knowledge Pro ERP system. 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 the effective use of IT infrastructure through Firewall, Antivirus, ManageEngine Desktop Central for software deployment, hardware and software installation, reporting and tracking user activities and a Dashboard for effective monitoring and management of IT services.

Active Directory Domain is used for effective networking.

Budgetary provision: On average, about six per cent of the university's annual budget is allocated for the procurement, maintenance, and enhancement of IT facilities.

Databank provides the students with question papers from previously conducted examinations. This tool can search questions based on programme, course and semester.

#### E-Services for Student 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	<a href="#">View File</a>

#### 4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
<b>30967</b>	<b>3308</b>

**4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)** • **?1 GBPS**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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	<a href="#">View File</a>
Upload the data template	<a href="#">View File</a>

**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**

**8999**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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.

**CHRIST (Deemed to be University) administers various assets and facilities across its campuses to support various activities. These facilities are meticulously maintained to optimize their functionality and enrich the educational journey for students and staff. A structured facility management team oversees the upkeep and addresses complaints through an ERP system. Maintenance procedures encompass academic, ICT, and laboratory facilities, managed by dedicated teams and faculty supervision. Libraries operate with**

stringent access protocols and provide digital resources via an online portal. IT Services manage computer systems and peripherals, while an annual maintenance contract ensures smooth operations.

Sports and cultural facilities receive similar attention, with centralized booking systems and regular maintenance by the Facility Management office. The university prioritizes the health and well-being of its community by providing hygienic food options through multiple canteens and implementing efficient waste management practices. The greenery on campus is maintained by a dedicated gardening team, and waste segregation is monitored closely. Critical infrastructure like power backup units and elevators are managed under annual maintenance contracts, ensuring a seamless experience for all users. These practices are meticulously documented to ensure the comfort and convenience of students and staff.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 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)**

13530

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year**

24398

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

**• All of the above**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## **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**

**557**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

5049

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

1796

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 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

424

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

The University employs a hierarchical student leadership structure, starting with the University Student Council as the apex body, boasting around 70 members. Additionally, each of the seven schools and campuses maintains its School Student Councils, consisting of 50 to 100 members each. These councils collaborate to enhance the quality of student life on campus. Selection into these councils involves meticulously ensuring alignment with the University's Vision, Mission, and Core Values. Upon selection, members undergo thorough induction and training to foster comprehensive skill development and prepare them for leadership roles.

The Student Council convenes Open Forums bi-annually to foster an enriching academic environment. Furthermore, it supports various clubs, associations, and departmental events, contributing to academic and extracurricular pursuits. Through the Centre for Academic and Professional Support (CAPS), the council extends academic and professional guidance to students. Additionally, it maintains a presence in the Anti-ragging Committee, prioritizing campus safety.

Moreover, the council collaborates with departmental associations such as CUCA, ECHO, MACS, MESTA, CUSBMA, Agora, and Ellipsis. It organizes cultural events like Darpan, Blossoms, In-blooms, Nritta, and Bhasha Utsav. These endeavours facilitate the engagement and recognition of diverse talents within the University community, enriching campus life and fostering a sense of belonging and achievement.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

419

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 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

The Christ University Alumni Foundation fosters a robust network among graduates, enhancing the institution's growth and profile. The alumni website (<https://alumni.christuniversity.in/>) facilitates connections among alumni spanning various years.

The Alumni Association significantly benefits both students and faculty. Alumni deliver over 250 expert sessions, enhancing student awareness of industry trends. They conduct training sessions, aiding students in employability skills and placement. Alumni contribute to project evaluations, provide mentorship, and offer scholarships

totalling Rs. 5,00,000 to 40 economically disadvantaged students.

Moreover, alumni support faculty with events like Fun Fiesta and the Annual Medical Camp, benefiting thousands of students and staff. They also contribute financially and non-financially, sponsoring scholarships, gifts, and events.

Institutional support includes endowing a Gold Medal for the best engineering student and involvement in admissions processes. Financial contributions to the institution total around 10 lakhs, with non-financial contributions estimated at 12 lakhs, including gifts and sponsorships directly benefiting students and staff.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 5.4.2 - Alumni contribution during the year (INR in Lakhs) A. ? 5Lakhs

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 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

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.

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 the consensus makes all academic and administrative decisions of its members. The concerned authorities attend to all grievances of staff and students within 24 hours.

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. Maintaining transparency in functioning by making all regulations and rules available through student and staff Handbooks, the University website, and staff and student ERP accounts. 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 have also been adopted.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

## 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 sustaining and enhancing the 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 various 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 minimum requirements 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 increased by 845% (8.45 times) in the indexed Scopus/Web of Science journals from 2022-2023. A centralised R & D Block 'Centre for Advanced Research and Development' has been constructed.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

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, and Planning and Monitoring Board, work hand in hand.

#### Growth:

1. 2021 22 CHRIST offered 118 programmes, which increased to 130 in 2022-23. Similarly, 33 PhD programmes were offered in 2022-23.
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 nationally with an enhanced brand image.
4. The service and appointment rules regarding the transfer of staff have 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. The introduction of the ERP system has smoothed the documentation process of all departments.
7. Faculty-student ratio, which was 1:21 in 2021-22, improved to 1:20 In 2022-23. Consultancy revenue and Publication per

faculty have improved.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

6.2.3.1 - e-governance is implemented covering A. All of the above following areas of operation

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

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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 is based on the performance in the appraisal and recommendation of the Coordinator/HOD/Director. The teaching faculty can avail themselves of 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 themselves of interest-free loans, support

for attending training sessions, fee concessions for their children, and higher studies. Annual Free health check is carried out for all faculty and staff.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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**

1054

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

76

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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)**

808

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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 schemes, and Corpus Funds to mobilize award merit cum scholarships. Voluntary Contributions from alumni and students towards the University's Social initiative also help. Corporate funding, in partial or full, for organizing fests, conferences, and departmental activities, as well as rent and utility service collections from various vendors operating on the campus, are other sources of finance.

The Optimal utilization of resources is achieved by conducting assessment-based investments in infrastructure, information technology, and 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, providing accountability-linked administrative and financial autonomy to all the units.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### **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)**

40

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

#### **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)**

20.43

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

#### 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. Internal Audit observations and comments are reviewed by the Statutory Auditor. 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 expenditures are analysed and presented to the Finance Committee and the Board of Management. The annual budget of revenue expenditure and capital is approved by the Finance Committee and Board of Management. The University has an 'A+' Grade in ICRA Ltd rating every year.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

**6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken**  
**A. Any 5 or all of the above**  
**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)**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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)**

The following quality initiatives were taken up by the University during 2022-23. The university provided Rs 33.52 lakhs of seed money to its teachers for research. Faculty members of the University

submitted research proposals to various agencies, and there has been considerable improvement in the financial grants received for the research projects during the year. Over a hundred workshops/seminars were conducted on the innovation ecosystem.

A new Research & Development Block has been established in CHRIST. 802 research papers were published in the UGC CARE journals. 683 books and 126 patents were published. The consultancy has resulted in Rs. 115 lakhs.

186 extension programmes were conducted, and 16 awards were received. 199 collaborative activities occurred, and 96 MoUs were signed with institutions/industries in India and abroad.

549 students qualified in competitive examinations, and 5049 were placed in various organisations. 1382 teachers were provided financial support to attend conferences/workshops.

808 professional development/administrative training programmes were organised for teaching and non-teaching staff.

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

## **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

Guidelines and policies have been set up by the University to encourage gender equity among students and staff actively. 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 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	<a href="#">View File</a>
Annual gender sensitization action plan(s)	<a href="https://christuniversity.in/center/C/SDGC/gender%20equality">https://christuniversity.in/center/C/SDGC/gender%20equality</a>
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	<a href="https://igac.christuniversity.in/index.php/s/83xBJXe057CwJpn#pdfviewer">https://igac.christuniversity.in/index.php/s/83xBJXe057CwJpn#pdfviewer</a>

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

**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. The non-recyclable waste is collected by external agencies 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, producing 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, collected by an NGO for disposal per the standards.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

**7.1.5 - Green campus initiatives include**

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

**A. Any 4 or All of the above**

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

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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:** A. Any 4 or all of the above

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions/awards
5. Beyond the campus environmental promotional activities

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

**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. Diversity is also reflected in the staff representing most of India's states, the Union Territories, and even foreign countries. To promote inclusivity, the University has worked towards:

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

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

CHRIST (Deemed to be University) actively upholds India's constitutional obligations by promoting inclusivity and civic engagement among youth. Through various initiatives spanning departments like NCC, Law, and Political Science, it celebrates key national events like Independence Day and Republic Day while

participating in activities such as Swachh Bharat Abhiyan and Human Rights Day Celebrations.

The institution strategically aligns its calendar with constitutional duties outlined in India's foundational document, fostering responsible citizenship and societal engagement. By organizing events that embody democratic values, CHRIST (Deemed to be University) instils a sense of civic responsibility and social justice in its stakeholders. This commitment enhances the academic journey and empowers individuals to contribute meaningfully to a just and equitable society.

Through its unwavering dedication to constitutional principles, the university promotes inclusivity, diversity, and societal development across various domains, including civic responsibilities, environmental conservation, and public health promotion.

**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** All of the above

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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. Teachers Day is organised annually to commemorate the birth

anniversary of Dr Sarvepalli Radhakrishnan on 05 September. 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.

## 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

The Institution's Vision, Mission and Graduate attributes echoes the New Education Policy 2020, by incorporating academic excellence and holistic development of the learners.

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.

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.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

94

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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**

3793

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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**

1523

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

125

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**1.3 - Curriculum Enrichment**

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

Matters of 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 the integration of social engagement in the learning processes.

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 issues relating to gender equity and social inclusion are incorporated into various programmes. Gender Sensitization, Women and Society, Women's Issues, Economics of Gender, Gender and Intersectionality, Queer Ecologies, Gender and Development are some of the other areas explored. 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, throw light upon these issues and more. 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	<a href="#">View File</a>

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

20

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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**

20996

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

16299

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

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

**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**

28381

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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**

4584

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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

The University has policies and mechanisms to gauge the learning levels of students to support both the slow and advanced learners. Orientation and induction programmes are conducted 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. The 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.

Slow learners are supported through remedial classes, bridge 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	<a href="#">View File</a>
Link For Additional Information	<a href="https://christuniversity.in/center/C/IQAC/agac">https://christuniversity.in/center/C/IQAC/agac</a>

### 2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
30967	1327

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 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:

**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 to 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 the ability to apply concepts to real-life situations. Peer teaching, field visits, panel discussions, student-led seminars, and 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, and 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	<a href="#">View File</a>

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 have access to 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 G-suit and Microsoft365 with the accompanying tools and platforms for online and collaborative learning, online courses for Environmental Studies and Indian Constitution, virtual labs, and desktop computers on campus. Faculty members and students are also provided with regular training through Orientation programmes, cyber security ethics training, and FDPs and QIPs. Given below are some of the tools

that are used:

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

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

#### 2.3.3.1 - Number of mentors

1327

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 2.4 - Teacher Profile and Quality

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

1327

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

#### 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

1024

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

#### 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

8160

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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**

66

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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**

14

**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**

14

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

601

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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 University has undergone a groundbreaking transformation in its examination and assessment methods, seamlessly integrating Information Technology (IT) to enhance its examination management system. Through the incorporation of Enterprise Resource Planning Software, namely Knowledge Pro (KP), alongside Learning Management Systems like Moodle and Google Classroom, the University has streamlined examination processes for the Office of Examinations, faculty, students, and officials.

Continuous Internal Assessments (CIAs), constituting at least 45% of the final grade, are intricately woven into course plans via KP, ensuring transparency and accountability. These assessments are conducted through Moodle and Google Classroom, featuring built-in similarity checks to combat plagiarism and maintain academic integrity.

For Mid Semester Examinations (MSE), faculty create question papers, which undergo rigorous departmental review before being uploaded to KP. A randomized set is then selected for examination use. Marks from both CIAs and MSEs undergo departmental review before students can access them through their KP Accounts.

End Semester Examinations (ESE), typically representing 50% of the final grade, are supported by a Digital Repository of Questions, meticulously curated and updated annually. Questions undergo initiation, peer review, and approval processes before being included in examination papers. ESE answer scripts utilize barcodes for anonymity and efficient machine reading, with faculty-provided answer schemes shared with students. Additionally, IT integration extends to examination logistics, including digital hall tickets, attendance tracking, and communication with absentees' guardians. Barcoded answer scripts facilitate post-evaluation processes, ensuring efficiency and accuracy in examination management.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### **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	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 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 Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). They are mapped in every programme and incorporated into the assessment strategies. 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 and publicised in the handbooks and on the website (<https://christuniversity.in/graduate-attributes>). Outcome-based education emphasises constructive alignment to link assessment with Course Outcomes 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 is 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, the website, Enterprise Resource Planning (ERP), Learning Management Systems (LMS), student handbooks, admission brochures, and induction programs.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

### 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

8455

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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://iqac.christuniversity.in/index.php/s/c3F61LSvzP9iZCO>

## **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 as well as increase in PhD scholars, publication in reputed journals, and undertaking funded projects; communicated to stakeholders through annual research cohort orientations, periodic research collectives, and through 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

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

33.52

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

23

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

38

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.1.5 - Institution has the following facilities to support research**  
Central Instrumentation  
Centre Animal House/Green House Museum  
Media laboratory/Studios Business Lab

A. Any 4 or more of the above

<b>Research/Statistical Databases Moot court Theatre Art Gallery</b>	
<b>File Description</b>	<b>Documents</b>
Upload relevant supporting document	<a href="#">View File</a>
<b>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</b>	
<b>1</b>	
<b>File Description</b>	<b>Documents</b>
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.2 - Resource Mobilization for Research</b>	
<b>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)</b>	
<b>712.40</b>	
<b>File Description</b>	<b>Documents</b>
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)</b>	
<b>176.50</b>	
<b>File Description</b>	<b>Documents</b>
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year</b>	
<b>0.01</b>	

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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 Incubation Center, located in CHRIST (Deemed to be University) in Bengaluru, is a place where young and aspiring entrepreneurs can activate their innovative minds, and nurture and grow their ideas into reality, which in turn would contribute to the economic and employment growth of our nation.

We offer customized incubation services for startups, including office space, communication tools, and conference facilities. Our support extends to secretarial assistance, access to labs and libraries, and guidance from qualified experts. Startups also benefit from accommodation, dining, and mentorship from industry professionals. We empower startups to succeed and make a positive impact.

One of the successful stories is Sunbird Straws, which is proudly incubated at Christ University. Sunbird Straws is a social enterprise that focuses on Agri wastes and converts them into proprietary products of everyday use. We engage women from rural communities to produce and sell them globally.

Our first product, the patent-protected biodegradable drinking straws made from naturally fallen coconut leaves, is branded as Sunbird Straws. Sunbird straws have now attracted global attention, and we have reached 10 countries. Our pilot production units have been set up in Madurai, Kasargod, and Tuticorin. We have planned to launch two more products made from Agri wastes soon.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

267

**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**

267

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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**

108

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.4 - Research Publications and Awards**

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

**3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following**

- 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**

**A. All of the above**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.4.3 - Number of Patents published/awarded during the year**

**3.4.3.1 - Total number of Patents published/awarded year wise during the year**

**126**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.4.4 - Number of Ph.D's awarded per teacher during the year**

**3.4.4.1 - How many Ph.D's are awarded during the year**

**52**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

**1**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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**

683

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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
4.50	4.50

File Description	Documents
Any additional information	<a href="#">View File</a>
Bibliometrics of the publications during the year	<a href="#">View File</a>

**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
27	27

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 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, and 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 specialised knowledge and skills to meet the needs of the industry, government agencies and research organisations. 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 clients that the Consultancy offered services to in 2022-23 are India Vision Foundation, KIOCL Ltd, Matrimony.com, and Heyy Pte. Ltd, Serv hub and corporate training for TATA Electronics and TVS Motors.

Consultancy projects are reviewed and approved by management and comply with exact professional and ethical standards.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 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)

115.50

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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

The International Students Exchange programme focuses on enhancing students' mutual capacity to improve cultural, social, and service knowledge and bring about sustainable and meaningful development change. Students from international universities with diverse backgrounds and communities were supported in organising service activities and developing leadership and professional skills with able academic instructions. Students took up Internships, Social Research, Volunteering and Field-based studies. The students posted in the urban slums supported the transit school and early learning centre in conducting basic English classes and framing simple learning methods.

Students engaged in various activities and programmes encompassing mentoring and providing academic support for children in Activity Centres, working on environment issues through Prayatna, participating in rural camps and internships for experiential learning, technological assistance towards agriculture development, mobilising funds for sponsoring children to ensure educational promotion among children.

The undergraduate and postgraduate students of the university were taken to rural villages to facilitate their understanding of various aspects of rural life. The students stay in the villages overnight and have discussions with various groups such as children, elderly, self-help group women, youth group members and so on and gain an understanding of the issues and challenges of rural communities, which make them socially responsible citizens and contribute for the betterment of the society in future.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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**

16

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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)**

186

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

22388

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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**

119

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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**

96

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**INFRASTRUCTURE AND LEARNING RESOURCES**

**4.1 - Physical Facilities**

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

CHRIST 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 645 ICT-enabled, Classroom sizes that follow the norms of statutory bodies. 35 Seminar halls with ICT facilities, including Smart Boards and smart rooms for interactive presentations, are available. For mega conferences, 15 spacious auditoriums with state-of-the-art acoustics exist in all the campuses, equipped with the latest A/V technology. The Main auditorium accommodates 2000 participants. Moot Courts for the simulation of cases leading to pleading, drafting and developing arguments. Students of Performing Arts and Western Classical Music have practice rooms for Dance and Music. Design studio and

Rural studio facilities.

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

Across all campuses about 4008 Computers are available for academic purposes with a student-to-computer ratio of about 9:1. The built-up area per student is 16 square feet. 44 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	<a href="#">View File</a>

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 8 main auditoriums, with a total seating capacity of 8000 with the facility to project cultural and academic events using the latest audio-visual equipment. In addition to this, the University has 5 mini Auditoriums, 3 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. Under the guidance of the Student Welfare Office, the University conducts cultural activities and programmes like Ethnic Day, Talent search competition-Darpan, inter-class cultural fest-Blossoms and inter-college cultural fest-In Bloom. Alongside, many academic departments

host cultural fests for their students.

## Facilities for Sports and Games

For outdoor and indoor sports and games, the University has 8 Football Grounds, 2 Hockey Fields, 3 Throwball courts, 5 Volleyball courts, 13 Basketball courts, 2 Tennis courts, 6 Cricket grounds and Nets, 1 Kabaddi court, 1 Kho-Kho court, 9 Badminton courts, 4 Track & Field/ Athletics grounds, 6 Table Tennis Tables, 10 Gymnasiums and Fitness Centres. In addition to this Indoor facilities are available for various games including Chess, FoosBall, Pool, Carroms, Table Tennis etc.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 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 4 ambulances that are available in case of emergencies. Sanitary napkin dispensers are available

There are 25 buses for intracity and intercity travel and battery-operated buggies for visitors on campus

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

46096

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

#### 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 borrow books or refer. 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) and subscription to 489 periodicals and 23 newspapers in 7 languages. 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 in prevention of loss of library materials. Since 1999, automation with Barcode technology for processing and circulation of print resources has been in place. Library uses 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	<a href="#">View File</a>

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

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

**927.55**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

**4674**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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**

**715**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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 that promotes and encourages using IT facilities for academic and administrative activities. The IT management and utilization process is integrated with the University- -Knowledge Pro ERP system. 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 the effective use of IT infrastructure through Firewall, Antivirus, ManageEngine Desktop Central for software deployment, hardware and software installation, reporting and tracking user activities and a Dashboard for effective monitoring and management of IT services.

Active Directory Domain is used for effective networking.

Budgetary provision: On average, about six per cent of the university's annual budget is allocated for the procurement, maintenance, and enhancement of IT facilities.

Databank provides the students with question papers from previously conducted examinations. This tool can search questions based on programme, course and semester.

**E-Services for Student 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	<a href="#">View File</a>

#### 4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
<b>30967</b>	<b>3308</b>

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

- **?1 GBPS**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 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	<a href="#">View File</a>
Upload the data template	<a href="#">View File</a>

#### 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

**8999**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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.

CHRIST (Deemed to be University) administers various assets and facilities across its campuses to support various activities. These facilities are meticulously maintained to optimize their functionality and enrich the educational journey for students and staff. A structured facility management team oversees the upkeep and addresses complaints through an ERP system. Maintenance procedures encompass academic, ICT, and laboratory facilities, managed by dedicated teams and faculty supervision. Libraries operate with stringent access protocols and provide digital resources via an online portal. IT Services manage computer systems and peripherals, while an annual maintenance contract ensures smooth operations.

Sports and cultural facilities receive similar attention, with centralized booking systems and regular maintenance by the Facility Management office. The university prioritizes the health and well-being of its community by providing hygienic food options through multiple canteens and implementing efficient waste management practices. The greenery on campus is maintained by a dedicated gardening team, and waste segregation is monitored closely. Critical infrastructure like power backup units and elevators are managed under annual maintenance contracts, ensuring a seamless experience for all users. These practices are meticulously documented to ensure the comfort and convenience of students and staff.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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)**

**13530**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year**

**24398**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

**• All of the above**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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**

557

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

5049

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

1796

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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**

424

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

The University employs a hierarchical student leadership structure, starting with the University Student Council as the apex body, boasting around 70 members. Additionally, each of the seven schools and campuses maintains its School Student Councils, consisting of 50 to 100 members each. These councils collaborate to enhance the quality of student life on campus. Selection into these councils involves meticulously ensuring alignment with the University's Vision, Mission, and Core Values. Upon selection, members undergo thorough induction and training to foster comprehensive skill development and prepare them for leadership roles.

The Student Council convenes Open Forums bi-annually to foster an enriching academic environment. Furthermore, it supports various clubs, associations, and departmental events, contributing to academic and extracurricular pursuits. Through the Centre for Academic and Professional Support (CAPS), the council extends academic and professional guidance to students. Additionally, it maintains a presence in the Anti-ragging Committee, prioritizing campus safety.

Moreover, the council collaborates with departmental associations such as CUCA, ECHO, MACS, MESTA, CUSBMA, Agora, and Ellipsis. It organizes cultural events like Darpan, Blossoms, In-blooms, Nritta, and Bhasha Utsav. These endeavours facilitate the engagement and recognition of diverse talents within the University community, enriching campus life and fostering a sense of belonging and achievement.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

419

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

#### 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

The Christ University Alumni Foundation fosters a robust network among graduates, enhancing the institution's growth and profile. The alumni website ((<https://alumni.christuniversity.in/>)) facilitates connections among alumni spanning various years.

The Alumni Association significantly benefits both students and faculty. Alumni deliver over 250 expert sessions, enhancing student awareness of industry trends. They conduct training sessions, aiding students in employability skills and placement. Alumni contribute to project evaluations, provide mentorship, and offer scholarships totalling Rs. 5,00,000 to 40 economically disadvantaged students.

Moreover, alumni support faculty with events like Fun Fiesta and the Annual Medical Camp, benefiting thousands of students and staff. They also contribute financially and non-financially, sponsoring scholarships, gifts, and events.

Institutional support includes endowing a Gold Medal for the best engineering student and involvement in admissions processes. Financial contributions to the institution total around 10 lakhs, with non-financial contributions estimated at 12 lakhs, including gifts and sponsorships directly benefiting students and staff.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

5.4.2 - Alumni contribution during the year (INR in Lakhs)

A. ? 5Lakhs

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 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

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.

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 the consensus makes all academic and administrative decisions of its members. The concerned authorities attend to all grievances of staff and students within 24 hours.

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. Maintaining transparency in functioning by making all regulations and rules available through student and staff Handbooks, the University website, and staff and student ERP accounts. 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 have also been adopted.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

## 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 sustaining and enhancing the 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 various 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 minimum requirements 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 increased by 845% (8.45 times) in the indexed Scopus/Web of Science journals from 2022-2023. A centralised R & D Block 'Centre for Advanced Research and Development' has been constructed.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

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, and Planning and Monitoring Board, work hand in hand.

Growth:

1. 2021 22 CHRIST offered 118 programmes, which increased to 130 in 2022-23. Similarly, 33 PhD programmes were offered in 2022-23.
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 nationally with an enhanced brand image.
4. The service and appointment rules regarding the transfer of staff have 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. The introduction of the ERP system has smoothed the documentation process of all departments.
7. Faculty-student ratio, which was 1:21 in 2021-22, improved to 1:20 In 2022-23. Consultancy revenue and Publication per faculty have improved.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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**

A. All of the above

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

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### **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 is based on the performance in the appraisal and recommendation of the Coordinator/ HOD/Director. The teaching faculty can avail themselves of 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 themselves of interest-free loans, support for attending training sessions, fee concessions for their children, and higher studies. Annual Free health check is carried out for all faculty and staff.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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**

1054	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

76	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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)**

808	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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 schemes, and Corpus Funds to mobilize award merit cum scholarships. Voluntary Contributions from alumni and students towards the University's Social initiative also help. Corporate funding, in partial or full, for organizing fests, conferences, and departmental activities, as well as rent and utility service collections from various vendors operating on the campus, are other sources of finance.

The Optimal utilization of resources is achieved by conducting assessment-based investments in infrastructure, information technology, and 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, providing accountability-linked administrative and financial autonomy to all the units.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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)**

40

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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)**

20.43

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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. Internal Audit observations and comments are reviewed by the Statutory Auditor. 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 expenditures are analysed and presented to the Finance Committee and the Board of Management. The annual budget of revenue expenditure and capital is approved by the Finance Committee and Board of Management. The University has an 'A+' Grade in ICRA Ltd rating every year.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

**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)**

**A. Any 5 or all of the above**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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)**

The following quality initiatives were taken up by the University during 2022-23. The university provided Rs 33.52 lakhs of seed money to its teachers for research. Faculty members of the University submitted research proposals to various agencies, and there has been considerable improvement in the financial grants received for the research projects during the year. Over a hundred workshops/seminars were conducted on the innovation ecosystem.

A new Research & Development Block has been established in CHRIST. 802 research papers were published in the UGC CARE

journals. 683 books and 126 patents were published. The consultancy has resulted in Rs. 115 lakhs.

186 extension programmes were conducted, and 16 awards were received. 199 collaborative activities occurred, and 96 MoUs were signed with institutions/industries in India and abroad.

549 students qualified in competitive examinations, and 5049 were placed in various organisations. 1382 teachers were provided financial support to attend conferences/workshops.

808 professional development/administrative training programmes were organised for teaching and non-teaching staff.

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

## **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**

Guidelines and policies have been set up by the University to encourage gender equity among students and staff actively. 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 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	<a href="#">View File</a>
Annual gender sensitization action plan(s)	<a href="https://christuniversity.in/center/C/SDGC/gender%20equality">https://christuniversity.in/center/C/SDGC/gender%20equality</a>
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	<a href="https://igac.christuniversity.in/index.php/s/83xBJXe057CwJpn#pdfviewer">https://igac.christuniversity.in/index.php/s/83xBJXe057CwJpn#pdfviewer</a>

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

**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. The non-recyclable waste is collected by external agencies 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, producing 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, collected by an NGO for disposal per the standards.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

<b>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</b>	<b>A. Any 4 or all of the above</b>
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File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**7.1.5 - Green campus initiatives include**

<b>7.1.5.1 - The institutional initiatives for greening the campus are as follows:</b>  <ol style="list-style-type: none"> <li><b>1. Restricted entry of automobiles</b></li> <li><b>2. Use of bicycles/ Battery-powered vehicles</b></li> <li><b>3. Pedestrian-friendly pathways</b></li> <li><b>4. Ban on use of plastic</b></li> <li><b>5. Landscaping</b></li> </ol>	<b>A. Any 4 or All of the above</b>
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File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

<p><b>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</b></p> <ol style="list-style-type: none"> <li><b>1. Green audit</b></li> <li><b>2. Energy audit</b></li> <li><b>3. Environment audit</b></li> <li><b>4. Clean and green campus recognitions/awards</b></li> <li><b>5. Beyond the campus environmental promotional activities</b></li> </ol>	<p><b>A. Any 4 or all of the above</b></p>
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File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

<p><b>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.</b></p>	<p><b>A. Any 4 or all of the above</b></p>
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File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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. Diversity is also**

reflected in the staff representing most of India's states, the Union Territories, and even foreign countries. To promote inclusivity, the University has worked towards:

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

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

CHRIST (Deemed to be University) actively upholds India's constitutional obligations by promoting inclusivity and civic engagement among youth. Through various initiatives spanning departments like NCC, Law, and Political Science, it celebrates key national events like Independence Day and Republic Day while participating in activities such as Swachh Bharat Abhiyan and Human Rights Day Celebrations.

The institution strategically aligns its calendar with constitutional duties outlined in India's foundational document, fostering responsible citizenship and societal engagement. By organizing events that embody democratic values, CHRIST (Deemed to be University) instils a sense of civic responsibility and social justice in its stakeholders. This commitment enhances the academic journey and empowers individuals to contribute meaningfully to a just and equitable society.

Through its unwavering dedication to constitutional principles, the university promotes inclusivity, diversity, and societal development across various domains, including civic responsibilities, environmental conservation, and public health promotion.

**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**

All of the above

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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. Teachers Day is organised annually to commemorate the birth anniversary of Dr Sarvepalli Radhakrishnan on 05 September. 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	<a href="#">View File</a>

## 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:** The 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.

Notes: The peer educator program is designed exclusively for 2nd-year undergraduates only as they would be on campus for 1.5 years post the program to be Peer Promoters.

### 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. They 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 the students from across the University. Since 2016, the 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 they identify. 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.