



# **YEARLY STATUS REPORT - 2020-2021**

## **Part A**

### **Data of the Institution**

#### **1.Name of the Institution**

CHRIST (Deemed to be University)

- Name of the Head of the institution Abraham V M
- Designation Vice Chancellor
- Does the institution function from its own campus? Yes
- Phone no./Alternate phone no. 08040129600
- Mobile no 8277924069
- Registered e-mail registrar@christuniversity.in
- Alternate e-mail address office.registrar@christuniversity.in
- City/Town Bengaluru
- State/UT Karnataka
- Pin Code 560029

#### **2.Institutional status**

- University Deemed
- Type of Institution Co-education
- Location Urban

- Name of the IQAC Co-ordinator/Director **Chandrasekharan K A**
- Phone no./Alternate phone no **08040129069**
- Mobile **9945586502**
- IQAC e-mail address **director.iqac@christuniversity.in**
- Alternate Email address **office.iqac@christuniversity.in**

**3. Website address (Web link of the AQAR (Previous Academic Year))**

[https://christuniversity.in/uploads/userfiles/AQAR%20Report%202019\\_20.pdf](https://christuniversity.in/uploads/userfiles/AQAR%20Report%202019_20.pdf)

**4. Whether Academic Calendar prepared during the year?**

**Yes**

- if yes, whether it is uploaded in the Institutional website Web link:

<https://christuniversity.in/view-center-pdf/academic-year2020-21>

**5. Accreditation Details**

| Cycle          | Grade    | CGPA        | Year of Accreditation | Validity from     | Validity to       |
|----------------|----------|-------------|-----------------------|-------------------|-------------------|
| <b>Cycle 1</b> | <b>A</b> | <b>3.25</b> | <b>2016</b>           | <b>02/12/2016</b> | <b>01/12/2021</b> |

**6. Date of Establishment of IQAC**

**03/11/2003**

**7. Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.**

| Institution/ Department/Faculty | Scheme   | Funding agency  | Year of award with duration      | Amount       |
|---------------------------------|--|---|----------------------------------|--------------|
| <b>Victor Paul</b>              | <b>Continuing Education For Disadvantaged Adolescents In South Asia.</b> | <b>IFCU-International Federation of Catholic University</b> | <b>2017 4 Years and 5 Months</b> | <b>6.44</b>  |
| <b>Victor Paul</b>              | <b>Unnat Bharath Abhiyan</b>   | <b>Government of India-MHRD</b>                             | <b>2017 4 Year and 7 Month</b>   | <b>3.50</b>  |
| <b>Joseph Rodrigues</b>         | <b>Research Project On</b>   | <b>Funding : Global IEEE</b>                                | <b>2018 3 Years</b>              | <b>35.00</b> |

|                       |  |  |              |       |
|-----------------------|--|--|--------------|-------|
|                       | Sensitizing And Providing Solar Based Electricity Generation For The Rural And Urban Areas                 | Institute for Engineers                        |              |       |
| Shilpashree S P       | Complete Theoretical Analysis Of D+\gamma ---> N+p.  | Science and Engineering Research Board (SERB)  | 2018 3 Years | 10.95 |
| Aneesh Kumar          | Trauma Sensitive Practices And Abusive Preventions In Indian Schools                                       | western michigan university                    | 2019 2 years | 0.72  |
| Rajesh A              | A Study On Changing Dynamics Of Politics In Tamil Nadu - New Wave Regionalism: Problems And Possibilitie s | ICSSR  | 2019 2 Years | 7.00  |
| Shivappa B Gudennavar | Investigatio ns On Spectral And Timing Properties Of Low Mass X-ray Binaries Using Astrosat                | ISRO, Department of Space, Government of India | 2019 4 Years | 15.18 |
| Sreeja Kartha         | Unraveling The Ongoing   | ISRO   | 2019 4 Year  | 15.79 |

|                 |  |  |               |       |
|-----------------|--|--|---------------|-------|
|                 | Star Formation In Diverse Galaxy Environments Using Uvit   |  |               |       |
| Blesson Mathew  | Decoding The Evolutionary Phase Of Emission-line Stars In The Galaxy And The Magellanic Clouds   | SERB   | 2019 3 Years  | 21.49 |
| Abraham V M     | Using Digital Tools In Higher Education  | United Board for Christian Higher Education in Asia (UBCHEA) | 2020 1 Year   | 8.27  |
| Tony Sam George | A Effect Of A Brief Psychological Intervention On Anxiety And Depression In University Students During Covid 19 Controlled Trail Of Reducing Covid19related Stress | The university of new south wales                            | 2020 2 Years  | 14.09 |
| Manohar M       | Novel Approach For   | Karnataka State  | 2020 3 Months | 0.05  |

|               |   |  |               |       |
|---------------|---|--|---------------|-------|
|               | Crop Prediction Based On Different Parameters In Indian Regions Using Data Mining   | Council for Science and Technology (KSCST)                 |               |       |
| Pradeep Kumar | Development Of Hvf Coatings On Aluminum Alloys As An Alternative To Hard Chrome Plating   | VGST (Vision Group of Science and Technology)              | 2020 2 Years  | 5.00  |
| Santosh K R   | The Effect Of Solution Focused Questions On Depression: Neuro-cognitive Mechanisms, Electrophysiological State And Affective Experiences            | Cognitive Science Research Initiative (CSRI)               | 2020 3 Years  | 32.38 |
| Paari K A     | Isolation, Identification And Characterization Of Potential Probiotic From Aquatic Source And Their Application As Growth Enhancers In Fish Rearing | Karnataka State Council for Science and Technology (KSCST) | 2020 4 Months | 0.06  |

|                     |  |  |              |       |
|---------------------|--|--|--------------|-------|
| Sheeja Karalam      | Welfare Needs Of The Survivors Of Human Trafficking: A Multi Stakeholder Approach                                      | ICSSR                                  | 2020 2 years | 10.00 |
| Manoharan N         | Shared Values And Worldviews In Us-india Relations: Promoting Opportunities For Cooperation                            | US Department of State                 | 2020 2 Years | 6.00  |
| Nidhin M            | Facile Synthesis Of Nanoparticles For The Biodegradation Of Plastics   | Vision Group on Science and Technology | 2020 1 Year  | 3.00  |
| Jyothi Thomas       | Development Of Ai Machine For Sex Identification Of Pupa And Cocoon Cutting To Foster Women Empowerment In Sericulture | DST                                    | 2020 2 Years | 20.59 |
| Alok Kumar Malaviya | Development Of A Unique Herbal Symbiotic Solution For Reducing Blood   | Vision Group on Science and Technology | 2020 1 Year  | 3.00  |

|               | Cholesterol Level  |  |                           |       |
|---------------|--|--|---------------------------|-------|
| Valarmathi B  | The Institutionalization Of Service-learning For Whole Person Development Through Sustainable Community Partnerships | United Board   | 2021 2 Years              | 7.50  |
| Hari Murthy   | Atal FDP   | AICTE-ATAL   | 2021 1 week               | 0.93  |
| Manoj B       | GGD Decorated Dye Sensitized Solar Cell For Energy Harvesting Applications   | Department of Science & Technology (DST)( Technology mission division- Water and Clean Energy) | 2021 3 Years              | 61.51 |
| Dileep V Nair | Lattice Boltzmann Solver For Porescale Transport And Electrochemistry In Lithium Oxygen Battery                      | DST & NSM  | 2021 1 Year               | 1.50  |
| Victor Paul   | Promoting Healthy Behaviour: Community Based Interventions Under Nasha Mukta Bharat Abhiyan                          | Ministry of Social Justice and Empowerment (MSJE)  | 2021 1 Year and 11 Months | 16.83 |

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

- Upload latest notification of formation of IQAC [View File](#)

**9. No. of IQAC meetings held during the year** **3**

- The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report) **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

**10. Whether IQAC received funding from any of the funding agency to support its activities during the year?** **No**

- If yes, mention the amount

**11. Significant contributions made by IQAC during the current year (maximum five bullets)**

Lectures and workshops were initiated across all departments and to University officials on the Implementation of NEP - 2020. Faculty training and innovative methods in online teaching learning and assessment were introduced. Shifting entire admission, and faculty and staff recruitment process online. Online Orientation Programmes conducted for all new faculty and non-teaching staff. Coursera courses with certification offered for students and staff; SWAYAM courses were integrated into all UG curriculum.

**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**



| Plan of Action  | Achievements/Outcomes  |
|---|--|
| Implementation of NAAC Module in the University ERP                                 | Created a data collection module with the provision to upload the documents along with data.   |
| Registration in National Academic Depository (NAD)                                  | Registered in the National Academic Depository (NAD). Degree certificates of 2020-21 graduates have been uploaded in NAD.                  |
| NBA and NAAC Accreditation  | Five departments under the School of Engineering and Technology obtained NBA Accreditation. Application for IIQA and draft SSR prepared.   |
| Enhancement of Research facilities  | Constructed Research and Development (R&D) Block to facilitate research activities. Established Centre for Advanced Research and Training. |
| Deployment of New Tech Platforms for online classes, webinars and training programs | CISCO WebEx, Microsoft Office 365 were deployed to facilitate online classes, training programs and webinars                               |

**13. Whether the AQAR was placed before statutory body?** Yes

- Name of the statutory body

| Name                | Date of meeting(s) |
|---------------------|--------------------|
| Board of Management | 28/05/2022         |

**14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?** No

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

## 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                | Abraham V M                          |
| • Designation  | Vice Chancellor                      |
| • Does the institution function from its own campus? | Yes                                  |
| • Phone no./Alternate phone no.                      | 08040129600                          |
| • Mobile no  | 8277924069                           |
| • Registered e-mail                                  | registrar@christuniversity.in        |
| • Alternate e-mail address                           | office.registrar@christuniversity.in |
| • City/Town  | Bengaluru                            |
| • State/UT   | Karnataka                            |
| • Pin Code   | 560029                               |
| <b>2.Institutional status</b>                        |                                      |
| • University   | Deemed                               |
| • Type of Institution                                | Co-education                         |
| • Location   | Urban                                |
| • Name of the IQAC Co-ordinator/Director             | Chandrasekharan K A                  |
| • Phone no./Alternate phone no                       | 08040129069                          |
| • Mobile   | 9945586502                           |
| • IQAC e-mail address                                | director.iqac@christuniversity.i     |

|   |   |      |                       |               |             |
|---|---|------|-----------------------|---------------|-------------|
|   | n   |      |                       |               |             |
| • Alternate Email address   | <a href="mailto:office.iqac@christuniversity.in">office.iqac@christuniversity.in</a>  |      |                       |               |             |
| <b>3.Website address (Web link of the AQAR (Previous Academic Year))</b>  | <a href="https://christuniversity.in/uploads/userfiles/AQAR%20Report%202019_20.pdf">https://christuniversity.in/uploads/userfiles/AQAR%20Report%202019_20.pdf</a> |      |                       |               |             |
| <b>4.Whether Academic Calendar prepared during the year?</b>  | Yes   |      |                       |               |             |
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|                       | : Problems And Possibilities   |  |              |       |
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|               |  |  |               |       |
|---------------|--|--|---------------|-------|
|               | Intervention On Anxiety And Depression In University Students During Covid 19 Controlled Trail Of Reducing Covid19related Stress | south wales  |               |       |
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|   |                           |
|---|---------------------------|
| <b>8.Whether composition of IQAC as per latest NAAC guidelines</b>  | <b>Yes</b>                |
| <ul style="list-style-type: none"> <li>Upload latest notification of formation of IQAC</li> </ul>   | <a href="#">View File</a> |
| <b>9.No. of IQAC meetings held during the year</b>  | <b>3</b>                  |
| <ul style="list-style-type: none"> <li>The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)</li> </ul> | <b>Yes</b>                |
| <ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and</li> </ul>   | <a href="#">View File</a> |

|  |    |  |
|--|----|--|
| action taken report)   |    |  |
| <b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>   | No |  |
| • If yes, mention the amount   |    |  |
| <b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>   |    |  |
| <p>Lectures and workshops were initiated across all departments and to University officials on the Implementation of NEP - 2020. Faculty training and innovative methods in online teaching learning and assessment were introduced. Shifting entire admission, and faculty and staff recruitment process online. Online Orientation Programmes conducted for all new faculty and non-teaching staff. Coursera courses with certification offered for students and staff; SWAYAM courses were integrated into all UG curriculum.</p> |    |  |
| <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  |
| Implementation of NAAC Module in the University ERP   | Created a data collection module with the provision to upload the documents along with data.   |
| Registration in National Academic Depository (NAD)  | Registered in the National Academic Depository (NAD). Degree certificates of 2020-21 graduates have been uploaded in NAD.                  |
| NBA and NAAC Accreditation  | Five departments under the School of Engineering and Technology obtained NBA Accreditation. Application for IIQA and draft SSR prepared.   |
| Enhancement of Research facilities  | Constructed Research and Development (R&D) Block to facilitate research activities. Established Centre for Advanced Research and Training. |
| Deployment of New Tech Platforms for online classes, webinars and training programs                                   | CISCO WebEx, Microsoft Office 365 were deployed to facilitate online classes, training programs and webinars                               |
| <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>  |  |
| <b>Name</b>   | <b>Date of meeting(s)</b>  |
| <b>Board of Management</b>  | <b>28/05/2022</b>  |
| <b>14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?</b> | <b>No</b>  |
| <b>15. Whether institutional data submitted to AISHE</b>  |  |
|   |  |

|      |                    |
|------|--------------------|
| Year | Date of Submission |
| Yes  | 31/03/2022         |

**16.Multidisciplinary / interdisciplinary****17.Academic bank of credits (ABC):****18.Skill development:****19.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)****20.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):****21.Distance education/online education:****Extended Profile****1.Programme**

|     |     |
|-----|-----|
| 1.1 | 108 |
|-----|-----|

Number of programmes offered during the year:

|     |    |
|-----|----|
| 1.2 | 26 |
|-----|----|

Number of departments offering academic programmes

**2.Student**

|     |       |
|-----|-------|
| 2.1 | 23821 |
|-----|-------|

Number of students during the year

|     |      |
|-----|------|
| 2.2 | 7630 |
|-----|------|

Number of outgoing / final year students during the year:

|     |       |
|-----|-------|
| 2.3 | 23318 |
|-----|-------|

|   |        |
|---|--------|
| Number of students appeared in the University examination during the year                     |        |
| 2.4   | 448    |
| Number of revaluation applications during the year  |        |
| <b>3.Academic</b>   |        |
| 3.1   | 3552   |
| Number of courses in all Programmes during the year   |        |
| 3.2   | 1148   |
| Number of full time teachers during the year  |        |
| 3.3   | 1148   |
| Number of sanctioned posts during the year  |        |
| <b>4.Institution</b>  |        |
| 4.1   | 163464 |
| Number of eligible applications received for admissions to all the Programmes during the year |        |
| 4.2   | 2687   |
| Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year  |        |
| 4.3   | 520    |
| Total number of classrooms and seminar halls  |        |
| 4.4   | 2859   |
| Total number of computers in the campus for academic purpose                                  |        |
| 4.5   | 15578  |
| Total expenditure excluding salary during the year (INR in lakhs)                             |        |
| <b>Part B</b>   |        |
| <b>CURRICULAR ASPECTS</b>   |        |
| <b>1.1 - Curriculum Design and Development</b>  |        |

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 focus of India's New Education Policy, 2020 aligns with our Vision, Mission, and Graduate Attributes to extend the traditional emphasis on academic excellence to incorporate holistic development of the learner.

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 as seen in the diagram below.

The diagram below reflects the curriculum review process:

Given below are illustrative examples of programmes with POs, PSOs, and COs focused on LRNG needs.

Each department regularly reviews its curriculum 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**

85

| 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**

**3000**

| 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**

**939**

| 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**

**108**

| 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**

The University emphasises holistic development and its interdisciplinary, multidisciplinary curriculum incorporates issues of equity, social justice, professional ethics, gender, environmental protection, and sustainability. Service learning integrates social engagement in the learning processes. Students also take up two mandatory courses that incorporate these issues, in addition to courses on the Constitution and Environmental Studies.

**Professional Ethics:** Professional ethics is integrated through courses like Research Ethics, Global Ethics for Contemporary Societies, International Finance, and Corporate Social Responsibilities.

**Gender:** Courses like Gender Studies, Women's Issues, Economics of Gender, Gender and Intersectionality, and Queer Ecologies focus on issues relating to gender equity and social inclusion.

**Human Values:** Courses such as Media and Human Rights, Human Rights and Sociology of Law, Human Rights and Inclusion, Literary Representations of Disability, and Business Ethics and Corporate Governance focus on human values and ethics.

**Environment and Sustainability:** MSc (Sustainable Development), and courses on Social Ecology, Sociology of Development, Environmental Economics, Ecological Discourses and Practices reflect this emphasis on environment and sustainability.

Given below are some illustrative examples from various programmes:

The Holistic Education modules also address these values. This emphasis is reflected in the curricula, student engagement, and extension activities.

| 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**

**141**



| 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

17167

| 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

21553

| 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

10009

| 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

2687

| 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 and to support both the slow and advanced learners.

#### Mechanism to Identify Learning Levels

The University utilises works to ensure 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 and participation.

Course teachers also analyse the performance of the students to identify slow with > 40% marks and advanced learners with <70% marks.

#### Strategies for Slow Learners

Slow learners are supported through remedial classes, individual mentoring by faculty, extra tutorials, counselling, and peer learning. They have access to additional lab sessions as well as academic support from their peers and seniors.

#### Strategies for Advanced Learners

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, teach with faculty guidance, and get opportunities to pursue industry-oriented courses.

The Centre for Counselling and Health Services has full time counsellors who support slow and advanced learners through counselling to assist those with personal and learning issues.

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |
| Link For Additional Information     | Nil                       |

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

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 23821              | 1148               |

| 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

Student centred learning is at the core of the philosophy of

education at the University and faculty use various methods to facilitate active learning and participation. Given below are some illustrative examples:

**Experiential learning:** Many Departments offer service learning. Students from the School of Commerce, Finance, and Accountancy conduct Income Tax Returns Filing Camps; the Department of Sociology and Social Work organises skill labs and Rural Camps for its students. The Department of Hotel Management organises an Experiential Learning Restaurant. These encourage learning by doing and create opportunities for practical learning.

**Participatory Learning:** Some of the methods adopted are panel discussions, student-led seminars, student conferences, working on projects, working in laboratories, and learning from industries through participation and observation. Field visits are part of the curricula for many programmes. Collaborative learning is emphasised.

**Problem Solving Methodologies:** Students are introduced to research projects, live projects, and lab courses that require them to solve real time problems. Innovative assignments, case study based teaching and learning, opportunities to create or design programmes and applications, are some of the ways in which problem based learning is used at the University.

The emphasis is always on learner centred processes of learning.

| 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 GSuite powered email ids. CHRIST has also adopted its own Enterprise Resource Planning platform, Knowledge Pro to facilitate teaching, learning, and administration.

Faculty and students also have access to GSuite 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 and students also have access to extensive online learning resources and databases that facilitate effective teaching and learning. The adoption of technology assisted teaching and learning practices and the accompanying training, orientation, and capacity building initiatives facilitated the smooth transition to online and hybrid teaching that was necessitated by the onset of the COVID 19 Pandemic in 2020.

| 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

1148

| 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

1148

| 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

949

| 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

7742

| 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

82

| 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

15.76

#### 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

15.76

| 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

448

| 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

CHRIST has integrated Information Technology (IT) into its examination and assessment procedures with considerable improvement in the examination management system.

The University uses the Enterprise Resource Planning Software Knowledge Pro (KP) and to manage examination related processes. Course plans, that include assessment details, are uploaded on KP, reviewed, and shared with students. Continuous Internal Assessment is conducted through Learning Management Systems (LMS), namely Moodle and Google Classroom, and marks and feedback are reviewed and shared through these and KP. LMS has integrated similarity checkers to ensure academic honesty. End Semester Examinations are centralised, use question banks maintained on KP, and usually account for 50% of the final grade. Reliability and validity of assessment is reinforced through the use of barcodes for the answer scripts. Faculty prepare answer schemes that are shared with the students.

Assessment during the Pandemic were conducted online with AI and human proctoring through a third party platform, Mercer | Mettl, and KP.

IT integration has facilitated faster declaration of results in 15 days, timely redressal of grievances (within 24 hours regarding the conduct of examination and evaluation) and students have real time access to their marks and marks cards on KP after the declaration of results.

| File Description  | Documents  |
|---|--|
| Upload relevant supporting document   | <a href="#">View File</a>  |
| <b>2.5.4 - Status of automation of Examination division along with approved Examination Manual</b>  | <b>A. 100% automation of entire division &amp; implementation of Examination Management System (EMS)</b> |
| File Description  | Documents  |
| Upload the data template  | <a href="#">View File</a>  |
| Upload relevant supporting document   | <a href="#">View File</a>  |
| <b>2.6 - Student Performance and Learning Outcomes</b>  |  |
| 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  |  |
| <p>The University Curricula clearly defines learning outcomes including generic and Programme Specific Outcomes (PSOs) and Course Outcomes (COs). They are mapped in every programme and depending on the nature of the discipline/subject, assessment processes are designed. 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 publicized in the handbooks and on the website (<a href="https://christuniversity.in/graduate-attributes">https://christuniversity.in/graduate-attributes</a>).</p> <p>The Institution uses the principles of constructive alignment to ensure that the POs, PSOs, and COs are aligned with assessment strategies and are supported by the teaching and learning processes adopted. This process is implemented through Course Plans.</p> <p>Attainment of learning outcomes are directly measured through formative and summative methods including continuous assessment through examinations, seminars, quizzes, tests, projects, assignments, portfolios, presentations, exhibitions, group discussions, research presentations, and field projects. In addition indirect assessment processes are employed through exit feedback from students, course teachers, and feedback from other stakeholders.</p> |  |



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

| 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

The Institution measures attainment of the Learning Outcomes (POs, PSOs, and COs) in direct and indirect ways. It is measured directly through the assessment methods adopted for the courses and indirectly through the feedback collected from the students, alumni, parents, and other stakeholders on the curriculum.

Direct attainment measures will take all forms of assessment into consideration, including CIAs and ESE/final submissions. CIAs ensure that students are assessed periodically and that they receive valuable feedback in addition to their grades. The ESE usually provides the grade as the only form of feedback.

The 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 grading scheme followed for the courses is given below:

The grading scheme followed for the courses is given below:

The Institution takes the final grade earned by the students as the data point to assess the attainment of COs.

Programme Outcome attainment is measured in the following manner:

Given below is an overview of the attainment levels of the courses and programmes for 2020-2021:

These methods are used to measure attainment of POs, PSOs, and COs for most of the programmes offered by the Institution.

| 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

7287

| 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://christuniversity.in/view-center-pdf/academic-year-2020-21>

## 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 has a sound research strategy with stipulations on mandatory PhD qualifications, more PhD scholars, stipulations for publications in recognised journals, and focus on funded projects. The major provisions of the research policy are:

1. Research Advisory Committee for every research scholar to enhance the rigour
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 in their research areas
5. Research promotion schemes including an Institutional fellowship of INR. 8,000/- p.m. for three years to the full-time PhD scholars.

The research policy is widely communicated at the annual research cohort orientations, periodic research collectives, and through the university website.

The Institution also 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 for Industry-academia collaboration

There were 2600 research articles in Scopus in 2021 and Patents and Funded Projects are incentivised. State of the art Centre for Advanced Research and Development was established in 2021.

| 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)**

**28.52**

| 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

18

| 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

66

| 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**  
**Research/Statistical Databases Moot court**  
**Theatre Art Gallery**

A. Any 4 or more of the above

| 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

15

| 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)

73.84

| 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)

160.85

| 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

25

| 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 emphasises knowledge creation and has created an eco-system**

for innovations that includes an Incubation Centre, Intellectual Property Right Cell, and a Centre for Digital Innovation for creation and transfer of knowledge.

CHRIST - Incubation and Entrepreneurship Support Cell (C-IESC) supports young and aspiring entrepreneurs to contribute to the economic and employment growth of the nation. C-IESC offers incubation services and access to expert services of Professional Consultants and industry experts as Mentors. They help the start-ups showcase their potential to monetize their ideas, graduate from the University as "Successful Entrepreneurs" and create societal impact.

Intellectual Property Rights Cell conducts regular awareness programmes for faculty members on IPR related themes and supports the efforts of the faculty members to draft and file Patent applications. It is notable that 2 Patents have been commercialised. Though majority of the patents were filed in India, some patents were also filed from US, Canada and Australia.

Centre for Digital Innovation has two verticals namely Centre for Digital Innovation - Global (CDI- GLOBAL) and Centre for Digital Innovation-ERP (CDI-ERP). CDI-Global focuses on research-oriented digital solutions for social good.

| 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

100

#### 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

100

| 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

39

| 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> |

##### 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**

165

| 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**

46

| 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**

1600

| 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**

535



| File Description  | Documents                    |
|---|------------------------------|
| Upload the data template  | <a href="#">View File</a>    |
| Upload relevant supporting document   | <a href="#">View File</a>    |
| <b>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</b> | <b>C. Any 3 of the above</b> |
| File Description  | Documents                    |
| Upload the data template  | <a href="#">View File</a>    |
| Upload relevant supporting document   | <b>No File Uploaded</b>      |
| <b>3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed</b>   |                              |
| Scopus  | Web of Science               |
| -   | -                            |
| File Description  | Documents                    |
| Any additional information  | <b>No File Uploaded</b>      |
| Bibliometrics of the publications during the year   | <b>No File Uploaded</b>      |
| <b>3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University</b>  |                              |
| Scopus  | Web of Science               |
| -   | -                            |
| File Description  | Documents                    |
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution  | <b>No File Uploaded</b>      |
| Any additional information  | <b>No File Uploaded</b>      |

### 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 centre for consultancy that facilitates consultancy by faculty to develop, design and deliver exceptional solutions to social, academic, business problems.

The University has a well defined policy for consultancy to nurture research and consulting culture among the faculty members, so that they can share their specialised knowledge and skills to meet the needs of the industry, government and other research organisations. The Consultancy Policy provides for sharing the consultancy proceeds between the University and the consulting faculty, based on the time and expenditure elements.

The University's highly-qualified faculty's domain expertise is leveraged to research and create new models, frameworks, prototypes, and offer organisational training and development services to external organisations.

Consultancy projects are reviewed and approved by the Management and comply with exacting professional and ethical standards. The sharing of consultancy proceeds depends on expenses and time given by the faculty and is usually shared by the faculty and the University in the ratio of 70:30.

In 2020-2021 27 projects were executed by the consultancy for organisations like Capgemini Technology Services India, United Board for Christian Higher Education in Asia, AKN Exports India, Korea Nazarene University, and National Commission for Women (NCW).

| 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)**

107.15

| 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

CHRIST facilitates holistic development of students through various social activities and programmes in urban and rural communities. The Centre for Social Action (CSA) volunteer programs accept 200 volunteers every year who work with four branches based on their personal interests. These branches are Drishti (Street Plays on social issues), Activity Centre (Academic support and mentoring for children from urban slums), Prayatna (Environmental Issues), and Media & Communications. CSA also facilitates rural exposure camps for the students.

Students from CHRIST and other international universities who take up Internships and Service Learning in the region engage with social research, volunteering and field based studies. They also contribute towards the promotion of livelihood of the rural and urban poor and work towards the empowerment of the community.

CHRIST conducts rural health camps, cleanliness drives, awareness programmes such as those for deaddiction, road safety and restoration of lakes.

Students provided support to the adopted slums in both the rural and urban areas by supporting them with sanitisation materials and basic needs. They created awareness and support in social media on the impact of the pandemic on these communities. All these community engagement initiatives sensitise the students and contribute towards holistic development.

| 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**

17

| 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)**

67

| 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**

7576

| 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**

155

| 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

31

| 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 has adequate, state-of-the-art physical infrastructure facilities for enabling an effective teaching-learning process for its faculty and students. The University constantly upgrades itself with current trends in educational infrastructure to meet the needs of the times, while maintaining the statutory requirements of regulatory bodies like UGC, AICTE, BCI, NCTE, COA etc. CHRIST has 494 ICT enabled, well-designed, spacious classrooms. With 26 ICT enabled Seminar halls, 10 spacious auditoriums with state-of-the-art acoustics, the University is able to conduct various events and conferences. The Main auditorium in Bangalore Central Campus accommodates 2000 participants. Moot Courts for Law students, Dance and Music rooms for students of Performing Arts, Design Studio for the School of Architecture are facilities that enhance learning. The University has excellent domain-specific laboratories, with modern equipment to facilitate experiential learning and research by the UG, PG and PhD students, in all the campuses. Latest equipment and facilities are available for access. Across all campuses about 2859 Computers are available for academic purposes with a student to computer ratio of about 8:1. Forty Two fully equipped Computer labs are open for students and teachers. Moodle and Google LMSs are used by faculty for effective classroom management.

| 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, yoga and sports activities, with well-equipped facilities for indoor and outdoor activities. The University has five main auditoriums, three in main campus locations and one each in off campuses, with a total seating capacity of 7000 with facility to project cultural and academic events using the latest audio-visual equipment. In addition to this, the University has 10 mini Auditoriums, 2 Amphitheatres / Open-air theatres, 3 Music Rooms, 1 Music Studio, 5 Jam Rooms and Choir Rooms, and 3 Dance Rooms as facilities for its cultural activities. 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. Apart from this the departments hold academic fests to nurture learning. To promote physical and mental wellbeing, the University conducts Yoga sessions in all the campuses open theater area in Block I in Bangalore Central Campus, indoor sports area and gymnasium in Lavasa and NCR Campus, Open Air Theatre on Kengeri campus and the Open Area in front of Main Block, BGR Campus. International Yoga Day is also celebrated in association with the NCC and Physical Education Department.

| 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.

- The campuses have over 22 multi-cuisine cafeterias and kiosks and vending machines, serving vegetarian and non-vegetarian food at affordable prices, maintaining hygiene

and nutrition catering to its multicultural population

- Stationery shops and reprographic facilities are also located in the campus
- 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 on the campuses with access to various banking facilities
- The campus is Divyangjan friendly and provides ramps, lifts and wheelchairs for mobility and has restrooms fitted with sensor enabled flushing and hand dryers
- Health Centres with beds and essential medicines and doctors and nurses are available on all campuses. The University has 2 ambulances that are available in case of emergencies. Sanitary napkin dispensers are available.
- There are 23 buses for intracity and intercity travel and battery operated buggies for visitors on campus

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

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

9418

| 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 use books for reference or to borrow. In addition the University has membership with other Institutional libraries. The staff and students have access to six libraries

There is a total collection of 3,32,896 books (1,90,872 titles) and subscribes to 658 periodicals and 23 newspapers in 7 languages. Students and users of the library have access to digital resources through its 100+ dedicated computers and 10Mbps internet.

Library automation is enabled to monitor check-in and check-out which facilitates access to library usage attendance recorded through ERP. Electromagnetic Gates from 3 M Technologies and CCTV cameras help 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)****684.22**

| 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)****8390**

| 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****520**

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

of IT services. Active Directory Domain is used for effective networking.

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

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

#### Other E-Services for Students

##### Placement Assistance

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

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <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 |
| 23821              | 2859  |

#### 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> |

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

| 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

4546

| 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.

The university maintains its assets and facilities in impeccable working conditions. In order to ensure a sustainable working environment for all the stakeholders, CHRIST has an excellent supporting structure for Facility Management.

##### Procedures for the Maintenance of Academic Facilities

- Facility Management team comprising house-keeping, electricians, carpenters and other skilled maintenance staff maintain the infrastructure
- The maintenance of ICT facilities like Wi-Fi devices, LCD projectors, smartboards by a dedicated team from the IT department
- Laboratories are maintained by lab assistants and monitored by faculty members
- Maintenance of registers for consumables and the annual

audit of these registers

- Maintenance is tracked and accounted for in the form of log books, stock registers, issue registers, maintenance registers and registers for bookings, borrowings and other activities
- All digital resources are accessible through an OPAC portal and books are circulated as per guidelines
- All the libraries are equipped with Wi-Fi and desktop systems for staff and students
- The computer systems and peripherals, Audio-video systems, LCDs and Networking infrastructure components used by students and staff across campuses are maintained by the Office of IT Services
- The Canteen committee ensures that the vendors follow the UGC guidelines with reference to meeting the food safety rules for students

| 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)**

14553

| 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**

21054

| 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**

| <b>856</b>                          |                           |
|-------------------------------------|---------------------------|
| 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****3493**

| 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****2402**

| 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****220**

| 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 has two levels of Student Councils, the University Student Council, the apex body, comprising about 70 members and

the School Student Councils with 50 to 100 members in each of the seven schools and campuses representing various programmes and associations. They are selected through a rigorous selection process which includes a submission of Statement of Purpose. They actively engage in improving the learning environment and quality of education through regular feedback and other initiatives. Through leadership programmes, they are trained to take decision making roles.

The flagship event of the council, DAKSH, is the annual Education and career guidance fair, providing students from and outside the University a platform to understand their Career Prospects and Opportunities. Student council has its presence in the Anti-ragging Committee to ensure a safe campus space. They support department-level activities of various associations and, university events like Darpan, Blossoms, In-blooms, Nritta, Bhasha Utsav, Sound Curry, and Magnificat, PRAYAS, Telesto, Abhikarma, Convergence, Odyssey, INPRINT, Incognito, Altius, Jeevostav, Querencia, Gateways, Aarohan, CHEMOZ, Sequence, and Inference, FutureMUN. They also include fitness events like Chrispo, Metamorphosis Marathon, Pedagogic League, International Yoga Day and Health Awareness Day, all conducted in an attempt to promote fitness and well-being of students.

| 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

171

| 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

Christ University Alumni Foundation, a registered charitable trust, exercises independent management of the affairs of the

CHRIST (Deemed to be University) Alumni Association that have contributed to the development of the institution.

- Illustrious alumni and teachers were felicitated during the annual alumni meet on 26 January.
- Alumni delivered guest lectures, mentoring sessions and conducted workshops to share expertise and knowledge on contemporary topics.
- Employability Enhancement, Placement and Internship Support was provided by Alumni through teaching value-added courses, conducting Aptitude Tests, Training for Soft skills, Mock-Interviews and Resume-building. Job vacancy alerts and internship mentoring was offered
- Alumni, who are domain experts, were involved in Project Evaluation/Viva-Voce and also participated as judges for various competitions
- Mr Praveen Kenneth, Alumni of CHRIST (1985) and currently Founder Chairman & Managing Director of Law & Kenneth Saatchi & Saatchi is a chair under which Monthly training sessions for staff and students have been conducted
- Deserving students from economically backward families were supported for pursuing their education in CHRIST through scholarships.
- Annual Medical Camp was organised for staff and students. Covid-19 Support was provided in association with Narayana Health
- Endowed Gold Medals sponsored by the alumni were awarded to the best outgoing students.

| File Description  | Documents                 |
|---|---------------------------|
| Upload relevant supporting document                               | <a href="#">View File</a> |
| <b>5.4.2 - Alumni contribution during the year (INR in Lakhs)</b> | <b>A. ? 5Lakhs</b>        |



| 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 University has clearly stated its Vision 'Excellence and Service' and Mission 'CHRIST is anurturing ground for an individual's holistic development to make an effective contribution to the society in a dynamic environment'.

CHRIST follows the following principles of good governance to achieve the Vision and the Mission:

1. All faculty members, Heads and Academic Coordinators have various administrative roles within the Board of Studies, Academic Council, Board of Management, Finance Committee and Staff Selection Committee and all academic and administrative decisions are taken by the consensus of its members
2. Grievance Redressal Cell helps address grievancesof staff and students
3. Accountability in academic delivery is improved through feedback mechanism
4. CHRIST adheres to all the stipulated rules and regulations of University Grants Commission (UGC), All India Council of Technical Education (AICTE), Bar Council, National Council of Teacher Education (NCTE), Council of Architecture and complies with all regulatory requirements
5. Transparency in functioning is maintained by making allregulations and rulesavailable through studentand staff Handbooks, University website, and in staff and student ERP account

Major Highlight: Decision to go online within three days of announcement of lockdown in March 2020 and completion of academic

year in time.

| 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

#### A. DECENTRALIZATION

CHRIST has 11 different leadership positions with specific responsibilities.

- The Vice Chancellor (VC) is the Chairperson of University statutory bodies and handles the overall Leadership of the University. In the absence of the VC, Pro-VC manages the administrative responsibilities.
- Registrar - (Secretary to the Board of Management, Academic Council, Planning and Monitoring board ) ensures statutory compliance and implementation of various initiatives.
- Chief Finance Officer (Secretary to the finance committee) handles funds and revenues
- Controller of Examinations - Planning, conduct of examinations and result announcements.
- Personnel Officer - Staffing, Recruitment, Appraisal and Staff Welfare.
- Directors - Campus Administration
- Deans, Heads of the Department, Programme Coordinators and Class Teachers manage the smooth conduct of the programmes.

#### B. PARTICIPATIVE MANAGEMENT

Faculty members and students are represented in University Committees such as IQAC, Internal Complaints Committee and the

BoS. The VC, Registrar, Directors, and Deans deliberate on administrative matters such as setting up of new campuses, regulatory approvals and implementation of BOM decisions. Director IQAC, Deans, Directors, Faculty and student representatives have quarterly meetings to identify areas of quality improvement and monitor the implementation. Directors identify the needs of their Offices and Centres, and implement strategies for improvement. University and School Level Student Councils play an active role in the development of 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 on sustaining and enhancing quality of education in the University programmes. The current plan has been revised to meet the challenges of the Pandemic and incorporates major policy changes proposed by the National Education Policy 2020. In view of the Pandemic, new goals related to health and wellness, promotion of academic and professional integrity and innovation in course assignments were included in the action plan. The Strategic plan has an additional area to promote research output of the university and to improve institutional ranking. This included publication targets, PhD completion of all faculty, PhD scholars' publication mandates to become eligible for thesis submission. In view of this the following were introduced and established

Research Advisory Committee

Intellectual Property Rights Cell

Research and Development Block

The University managed to improve its publication output by a huge margin, in addition consultancy, interdisciplinary research projects and Patents also increased in number.

Further due to the strategic planning and implementation the University has made considerable improvement in NIRF. NBA accreditation is underway.

| 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.

The major institutional bodies, the Board of Management (BoM), Planning and Monitoring Board (PMB), Academic Council, Finance Committee, Board of Studies, and IQAC met periodically and actively contributed to the effective functioning and growth of the institution.

#### Effectiveness

1. In 2020-21 the number of programmes leading to award of degrees increased from 99 to 108. PhD programme was offered in 33 disciplines resulting in higher intake.
2. The Off-Campuses in Delhi NCR and Pune Lavasa, initiated by the PMB and approved by the BoM, have improved the national stature of the University and enabled quality education in the respective regions and have contributed to improving the gross enrollment ratio.
3. The service and appointment rules provide that any staff member can be transferred to any campus in India. The Off-Campus Directors function with autonomy.

#### Efficiency

1. Digitisation of manual process initiated by the IQAC through ERP a few years ago has been enhanced.
2. The PMB helped improve the faculty-student ratio to 1:21 in 2020-21.
3. Consultancy revenue per faculty improved from Rs. 1835 in 2016-17 to Rs. 9333 in 2020-21 due to IQAC efforts.
4. Publication per faculty improved from 0.275 in 2016-17 to 3.26

in 2020-21 due to IQAC intervention on Research.

| 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

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

A. All of the above

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <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 administered through the University ERP annually. Student evaluation, Peer Evaluation, Self-Appraisal, Appraisal by Dean and HoD, score card preparation and final submission of the card to Vice Chancellor (VC) are the processes. Non-teaching Staff including Attenders, attached to Centres and Departments 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. All eligible faculty members may submit an application for Career Advancement once in a year which will be considered by the promotion committee including Personnel Officer and VC. Career advancement and promotion of non-teaching staff is based on the performance in the appraisal and recommendation of Coordinator/ HOD/Director. The University allows its staff to avail leave under a range of 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 Interest Free Loans, support for attending training sessions, Fee

concession for their children, fee concession for 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

871

| 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

105

| 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)

938

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | No File Uploaded          |

## 6.4 - Financial Management and Resource Mobilization

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

There are Research Project funding 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, IEEE, VGST, ETRI, and Welfare Commissioner, Govt. of Karnataka, Miami University, USIEF, Liverpool Hope University, University of Nevada, Zurich University of Applied Sciences, UBCHEA and NIPA, United Board and St. John's Medical College. Contributions received from national and international organizations through CSR, Consultancy, and Incubator funding. Funding received from international Foundations/Charities and NGOs and endowment funds. There are funds from interests and investments, voluntary contributions, student and allied fees and 80G tax exemption certificate, to attract Donations to the Corpus Fund. Revenue generation from twinning/joint degree programmes and 'study-abroad programmes' in partnership with MOU-signed with foreign universities which are ranked within the top 500 of the World University Ranking list. Efficient inventory and facility management departments ensure routine preventive measures reducing wear and tear saving the overall cost of facility maintenance and servicing. Annual plan with proper budgetary provisions is made for optimal utilization of the funds through proper allocation of funds to meet capital expenditure, operational expenditure, procurement of academic equipment and consumables and implementation of new technologies.

| 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)**

0

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | No File Uploaded          |

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

150

| 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 lays emphasis on 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 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. Analysis of the income and expenditure is made and presented to both 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 '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

Two of the initiatives institutionalised by the IQAC are Teaching-Learning Enhancement Cell (TLEC) with the objective of putting teaching learning processes, structures and methodologies of operations in the right context and Centre for Academic and Professional Support (CAPS) with the purpose of supporting academic activities like writing and preparing research proposals.



TLEC has prepared Guidelines for Curriculum Design and Development that have been consolidated for the University. This is based on a Value driven Knowledge, Attitude, and Skills framework. The Cognitive, Psychomotor, and Affective domains (Bloom's Taxonomy) are significant domains that are addressed through this exhaustive curricular framework. CAPS is the one-stop station for Life skill training/coaching and Career mentoring. Well-trained and qualified staff, and peer trainers, faculty, researchers and students can associate and tap its resources to learn, network, exchange ideas and leverage its vast resources. It seeks to identify, nurture and train people's skill sets to hit the right goal posts. CAPS works with several wings like the Psychometric Assessment Wing, Learning Lab, One-On-One Peer Training, Group Peer Training and Connect Wide where Industry experts are brought to address the students and introduce the world of work to them.

| 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 Conferences, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and students 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                 |
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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 2020-21.

University provided Rs 28.52 lakhs of seed money to its teachers

for research. Research projects submitted to various government funding agencies brought Rs. 234.69 lakhs. Over hundred workshops/seminars were conducted on the innovation ecosystem.

A new Research & Development Block has been established in CHRIST (Deemed to be University). 1600 research papers were published in the UGC CARE journals. 535 books and 165 patents were published. The consultancy has resulted in Rs. 107.15 lakhs.

67 extension programmes were conducted and 17 awards were received. 155 collaborative activities took place and 31 MoUs were signed with institutions/industries in India and abroad.

856 students qualified in competitive examinations and 3493 students were placed in various organizations. 871 teachers were provided with financial support to attend conferences/workshops. 105 professional development/administrative training programmes were organized for teaching and non-teaching staff.

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

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

| File Description                    | Documents                 |
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| 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

The University has policies, plans and practices to promote gender equity among its staff and students. Programmes in English, Sociology, Psychology, Law and Management have courses in gender equity. Personal, Interpersonal and Societal Skill modules such as Gender, Culture and Technology, Ethics and Values, Right to Education-Women, Minority, Equality and Environment and Gender, Caste and Law address issues related to gender equity. Inclusivity Cells of Department of English and Cultural Studies, School of Business and Management discuss and disseminate knowledge on gender issues not only of women but on masculinities and LGBTQ.

The University gives equal opportunity to both male and female students in sports, cultural, co-curricular and extracurricular activities. The School of Law through legal aid and awareness programme addresses women related issues in remote villages of Karnataka. To ensure safety of women, the University has installed CCTV cameras on campus, in the buildings, commonplaces and car parks. The security personnel, both male and female monitors all entry and exit points of the campuses. Day care facilities are provided. Sanitary napkin vending machines are installed in all campuses. Flexible working hours are given for mothers with infants. Long leave is provided for women to meet family exigencies.

| File Description   | Documents   |
|--|---|
| Upload relevant supporting document  | <a href="#">View File</a>   |
| Annual gender sensitization action plan(s)   | <a href="https://iqac.christuniversity.in/index.php/s/SlshDsGL709PRrx">https://iqac.christuniversity.in/index.php/s/SlshDsGL709PRrx</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://iqac.christuniversity.in/index.php/s/83xBJXeQ57CwJpn">https://iqac.christuniversity.in/index.php/s/83xBJXeQ57CwJpn</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                 |
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| 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, Ministry of Education as a Social Entrepreneurship, Swachhta and Rural Engagement Cell (SESREC). The

Parivarthana Unit manages over 1000 kgs of waste everyday 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 effectively uses scientific methods and modern technology to treat the wastewater generated on campus. Everyday 3-4 lakh litres of clean water is produced in this process which is then used for vegetation and gardening. The wet food waste is processed in the biogas plant which produces 25 k.g. of biogas. In association with Microhard Services Pvt Ltd, E-waste is disposed. The used chemicals are segregated into aqueous and organic waste in air tight containers which are collected by an NGO for disposal as per the standards.

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|  |                                     |
|--|-------------------------------------|
| <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> |
|--|-------------------------------------|

| File Description                    | Documents                 |
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| 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>   | <b>A. Any 4 or All of the above</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> |                                     |

| File Description                    | Documents                 |
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| 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>1. Green audit</li> <li>2. Energy audit</li> <li>3. Environment audit</li> <li>4. Clean and green campus recognitions/awards</li> <li>5. Beyond the campus environmental promotional activities</li> </ol> | <p><b>A. Any 4 or all of the above</b></p> |
|---|--|

| File Description                    | Documents                 |
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|  |  |
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| <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                 |
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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)

**The student community consists of diverse learners including**

students from all the states and Union territories of India and international students from about 60 other countries. The multi-ethnic and multi-religious student community represents over 40 mother tongues. The diversity is also reflected in the staff who represent most of the States and Union Territories of India and countries such as South Korea, USA, Australia, Belarus, Russia, Sri Lanka and Nepal. During the admission process and through the induction programme the students are oriented towards the plurality and ways to celebrate diversity on the campus. CHRIST will always remain an Equal Opportunity Institution subject only to the privileges and the rights it may have as an approved Minority Institution. All members are made cognizant of the 'Regulation for Promotion of Equity', its functioning and the allied support systems that facilitates an inclusive atmosphere. During induction, NRI and International students are also provided guidance for academic resources, hostel/medical facilities, and socio-cultural facets. In classrooms, seating arrangements are made to facilitate buddy system. Sessions on life skills and relevant issues like addictions, empathy, gender diversity, and disabilities are conducted by the Centre for Counselling and Health Services regularly. Bhasha Utsav is celebrated annually.

| File Description                    | Documents                 |
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| 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:

Model Loksabha, Voter Enumeration and Awareness Programme, Moot Court events, Annual Union Budget Discussion by eminent economists, student clubs that provide a platform for students to discuss and debate various social issues and constitutional obligations and celebration of Republic Day, Independence Days and State Days are organised. The Constitutional Law and Orientation Committee of the University spearheads the drive to spread knowledge of the Constitution and make students aware of their constitutional Rights and Duties. A one credit course on Constitution of India is conducted for students of all the programs across the campus. Sustainability and Forest Education Club of the University spreads awareness about animal cruelty and environmental degradation by aligning with the United Nations Sustainable Development Goals. The Green Army of the University is involved in activities that conserve the natural environment and promote preservation of lakes, wildlife, and birds. A module on Environmental law is conducted every year for all students at the

University. Centre for Social Action (CSA) of the University promotes social responsibility amongst the student and staff community. Issues related to child rights, socio-economic development of women, youths and farmers, livelihood, are tended in 124 villages and slums adopted by it.

**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                 |
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| 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 such as Republic Day, Martyr's Day, International Women's Day, Kargil Vijay Diwas, Independence Day, Teachers Day Gandhi Jayanti, Sadbhavana Diwas and International Peace Day. These are celebrated involving students, faculty, non-teaching staff and alumni with activities appropriate to the day. The birth anniversary of Dr Sarvepalli Radhakrishnan on 05 September as Teachers Day is organised. On 30 January Martyrs' Day is commemorated with observance of silence by the NCC. Coinciding with the birth anniversary of Sardar Vallabhai Patel, the University organises Sadbhavana Day. The School of Sciences celebrates and commemorates the lives and achievements of celebrated national and international scientists. International Peace Day is celebrated on 21st September as per the recommendation of the United Nations. International Women's Day is celebrated across the Schools on 08 March every year. Environment Day is celebrated on 05 June for encouraging worldwide awareness and action to protect our environment. World Book Day and Copyright Day is observed on 23 April to celebrate books and authors and encourage young people to read, International Literacy Day on 08 September and International Yoga Day on 21 June is

hosted as well.

| File Description                    | Documents                 |
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| 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:** 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 present on campus.

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

**Problems encountered:** During the Pandemic the entire training as well as Peer Education sessions had to be taken online. The effectiveness of the online sessions may not have been equivalent to that of face-to-face sessions.

**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 programme 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 a specific number of hours based on their disciplinary training, and submit a paper reflecting on their disciplinary knowledge and the community experience to their subject teacher. Many University level platforms and initiatives are created for direct community engagement by the students from across the University. From 2016 education of 3569 children has been supported by the students and staff with a total contribution of Rs. 1.85 Crore through the Educate a Child Programme. The students evolve, practice and perform street plays in the Campus and in the slum communities on various social issues to create awareness and empowerment. Engineering students take up rural problems and apply subject knowledge to find and implement solutions for social issues identified by them. These problems are taken as projects over a semester as research or social projects. The Recycling Initiative of the University is a model for sustainable environment protection over waste management. Emergency response initiatives involve students and faculty in responding to both natural and man-made disasters and situations.

#### 7.3.2 - Plan of action for the next academic year

- Developing partnership with leading universities, industries and experts.
- Faculty exchange and collaboration with international agencies,
- Course design and credit transfer aligning with NEP,
- Revenue generation through consultancy,
- Submitting proposals for Government funded projects
- Introducing online and distance learning programmes.
- Encouraging and promoting young faculty for international exposure,
- Involving in more socially relevant projects and empirical studies
- Focus on funded projects to enhance the prospects of the University to emerge as an institution of eminence.