



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**CHRIST (DEEMED TO BE UNIVERSITY)**

CHRIST (DEEMED TO BE UNIVERSITY), DHARMARAM COLLEGE POST,  
HOSUR ROAD, BENGALURU

560029

[www.christuniversity.in](http://www.christuniversity.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**May 2022**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

CHRIST (Deemed to be University), an educational institution born out of the vision of Saint Kuriakose Elias Chavara (1805-1871), a 19th-century visionary, scholar, and social reformer, provides quality education, catering to societal needs and aspirations. St Chavara founded the first indigenous Catholic religious congregation of India-Carmelites of Mary Immaculate (CMI) which established the University and 650 other educational institutions across the country and abroad.

Christ College, Bangalore, was established in the year 1969, affiliated to Bangalore University, with undergraduate programmes in Arts, Commerce, and Science. It started postgraduate programmes in Arts, Management, and Science from 1991 onwards. Christ College was the first institution in Karnataka to be accredited by NAAC in 1998, followed by re-accreditation with A+ Grade in 2005. It was granted Autonomous Status by the University Grants Commission (UGC) in 2004 and declared a College with Potential for Excellence by UGC in 2006. MHRD declared it Deemed to be University under Section 3 of UGC Act 1956 on 22 July 2008 in Bangalore, Karnataka. In 2019, MHRD permitted CHRIST to start Off Campuses at Lavasa in Pune, Maharashtra, and Ghaziabad in Delhi NCR.

CHRIST (Deemed to be University) is a multidisciplinary university that offers 60 undergraduate, and 48 postgraduate programmes in Arts and Humanities, Social Sciences, Sciences, Commerce, Management, Engineering, Education, Law, and Architecture, along with PhD programmes in 31 disciplines of these domains.

The University has students from all the states and union territories of India and 77 different countries. The University has faculty members and staff from across the country as well as international faculty members. Both the staff and student community have nearly equal representation from both genders.

The University is recognised by the Scientific & Industrial Research Organisation by the Government of India and u/s 35 of the Income Tax Act.

Living up to the vision of 'Excellence and Service', the institution nurtures student progression through a dynamic learning environment that offers its programmes with scope for developing leadership skills, entrepreneurial skills, innovation, service-learning and research skills.

### **Vision**

The Vision of the University is 'Excellence and Service'. The Vision inspires to create an environment of excellence in University education to enable the students and the staff to involve creatively and empathetically in social transformation.

### **Mission**

The Mission of the University is 'CHRIST (Deemed to be University) is a nurturing ground for an individual's

holistic development to make effective contribution to the society in a dynamic environment.’

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- State-of-the-art infrastructure and enhanced IT facilities
- Robust admission system with good demand ratio and policy for adequate weightage for human values
- Flexibility and diversity in academic programmes
- Diverse and competent human resource with national and international experience.
- Industry and international academic collaborations
- Systematised counselling and mentoring
- Alumni engagement and support
- Brand perception
- Eco-friendly campuses
- Established community engagement centre with high impact

### **Institutional Weakness**

- Young faculty with limited international exposure
- Less thrust on socially relevant research projects
- Not eligible to receive funds from UGC
- Quality of the placements in terms of numbers and average salary
- Limited externally funded projects

### **Institutional Opportunity**

- Partnerships with leading universities, industry and experts
- Faculty exchange, collaborations and research with leading national and international universities

- Course design, credit transfers aligning with NEP for further internationalisation for student mobility and progression with reputed HEIs
- Accreditation by international agencies
- Revenue generation through consultancy
- Government funded projects
- Online and distance learning programmes

### **Institutional Challenge**

- Regular programmes may get affected with the advent of online programmes
- Corporate funds for academic activities
- Transforming from teaching intensive institution to research intensive institution
- Recruiting international faculty
- Benchmarking and competing with world class universities
- Regulatory challenges

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The Learning Outcome Based Curricula of the 108 undergraduate and postgraduate programmes at CHRIST incorporate local, regional, national, and global needs, and work towards holistic development and an Atma Nirbhar Bharat, in keeping with the Vision and Mission of the University. The programmes emphasise interdisciplinarity and multidisciplinary, as envisaged by NEP 2020 and all the programmes have either adopted CBCS or offer electives for specialisations.

Professional bodies like ACCA(UK), CFA(USA), CIMA(UK), CISI(UK), CMA(USA), CPA(USA), IB(Switzerland), IRCEP(USA), and NBA have accredited the University programmes. Recognition from these bodies, international universities, and organisations like USAC provide a global perspective facilitating international visibility and mobility. Courses emphasise Professional Ethics, Gender and Human Values, Environment and Sustainability. These are incorporated into the Programme Outcomes and Course Outcomes.

The curriculum is updated regularly, reviewed by members of academia and industry, and shaped by the feedback collected from all stakeholders. The curriculum has 65.33% new courses that address emerging areas of knowledge and technology and enhance employability, skill development, and entrepreneurship skills in

keeping with the philosophy of Startup India. Around 82% of our students have benefitted from 388 value-added courses. Around 91% of students have taken up field projects, internships, and research projects in alignment with our focus on experiential and participative learning. The total number of new courses introduced in the past five years is 3889.

The curriculum is learner-centred and flexible, with an emphasis on 21st century learning needs.

### **Teaching-learning and Evaluation**

CHRIST has a diverse student population including SC/ST/OBC/Divyangjan/Minority/NRI, all the states and union territories and 77 countries worldwide, with a demand ratio of 1:19. Differential needs of the students are addressed and initiatives to help slow and advanced learners, support international students, and those with special needs are in place.

Teaching learning methods are student centric and follow the principles of OBE. POs, PSOs, and COs are mapped with assessment strategies.

CHRIST uses Learning Management systems (LMS) and virtual teaching platforms to facilitate the teaching learning process. Digital integration allowed us to migrate smoothly to the digital and hybrid modes necessitated by the COVID Pandemic in 2020. Our students have access to MOOCs and have taken courses through SWAYAM/NPTEL and Coursera, especially during the pandemic.

The University has well qualified teaching faculty holding PhD degrees in various disciplines with a mix of highly experienced and early career faculty members with an average experience of over five years. The Staff Development College and the Teaching Learning and Enhancement Cell provide capacity building for faculty members. The student-teacher ratio is 21:1 and CHRIST has robust mentoring systems in place.

The examination and evaluation system at the University is completely automated from the beginning of preparation of the question papers, evaluation, and announcement of results. IT integration is used to conduct internal assessments, announce examination schedules, issue of hall tickets, grading, announcement of results and issue of transcripts. Examinations are conducted regularly as per the schedule and the average number of days to announce results is 15 days and the pass percentage is 95.82 %. Compared to the proportion of students appearing for the examinations, the grievances and complaints are negligible.

### **Research, Innovations and Extension**

CHRIST has dedicated research centres and a comprehensive Research Promotion Policy and Code of Ethics that guide research and innovation-related activities. Three thousand seven hundred and forty nine research articles were published in Scopus/UGC/WoS/other indexing agencies during the assessment period. Major and Minor Research Project proposals were submitted to various government funding agencies and awarded Rs.394.53 lakhs during 2016-2021. Private agencies awarded Rs.346.63 lakhs.

Six University faculty members are listed among the top two percentile scientists in Stanford University, USA and Elsevier BV, list based on the single year impact of 2020.

Rs. 3.78 crore seed money has been granted to initiate research leading to quality project proposals and

publications. Regular capacity-building programmes are conducted for research, and faculty publications are incentivised. All full-time doctoral students receive research fellowships.

CHRIST has established incubation centres for the creation and transfer of knowledge. The faculty have published 197 Patents. CHRIST Consultancy during the last five years has 141 consultancy projects and 16 corporate training undertaken by the faculty creating Rs.541.97 lakhs revenue for the University. The University has Moot Courts, Greenhouses, Central Instrumentation Centre, and Media Labs to support research.

Extension activities include community-based projects with student participation in urban, rural and tribal areas through dedicated centres and cells, including the Centre for Social Action (CSA) and rural college adoption . Sustainable community development models have been initiated in 124 rural areas and urban slums of Karnataka, Kerala, Maharashtra, and Chhattisgarh. University has adopted six villages through the Unnat Bharat Abhiyan with support provided by Government agencies.

### **Infrastructure and Learning Resources**

CHRIST has 494 ICT enabled, spacious classrooms conducive to teaching and learning with ergonomic furniture on all its campuses. There are 26 Seminar Halls with ICT facilities, including Smartboards and LCD projectors for interactive presentations and conferences. Ten spacious auditoriums with state-of-the-art acoustics exist across the campuses. The Main Auditorium in Bangalore Central Campus accommodates 2000 participants.

Dance, music, theatre, and performing arts students have musical instruments like two grand pianos and their own studios and concert halls. The School of Law has Moot Courts, School of Architecture uses Design Studios and Rural Studio facilities. There are domain-specific laboratories with modern equipment to facilitate experiential learning and research by the UG, PG, and PhD students on all campuses. The engineering faculty has 75 specialised labs, including CISCO Networking Labs, and labs collaborating with industry leaders like the Bloomberg Lab. The campuses have Divyangjan friendly ramps, special washrooms, and healthcare facilities for all.

Seven libraries across campuses provide remote access and online library resources. There are 23 Databases like IEEE Xplore, EBSCO, ProQuest, and Elsevier, 4,97,052 E-Books, 34,040 E-Journals and 5000 E-Magazines.

High-end servers and network infrastructure components enable the University to manage user load through a well-established IT policy covering content development, management, and information security. All students, faculty, staff, and guests have high speed (1:1) WiFi access. Video conferencing applications, Google Workspace, and Microsoft 365 are used.

The academic infrastructure is complemented by sports facilities that support exceptional talents and achievers at the national and international levels.

### **Student Support and Progression**

CHRIST has a robust scholastic culture and well-articulated policies and practices for student support and progression. Students are counselled for academic and career placements and 82.45% have benefited from this

initiative. They are also supported in developing entrepreneurial competencies. Students are provided with information on scholarships and also provided scholarships and freeships to eligible students.

CHRIST offers guidance for competitive examinations and training in soft skills, life skills, and communication skills for students. A well-networked placement office also ensures that leading organisations and institutions visit the University to facilitate placements. The placement success rate is 37.41% while 31.48% of the students are pursuing higher studies.

Students participate in and organise co-curricular and extracurricular activities demonstrating team spirit, critical social consciousness, sensitivity, and leadership qualities. Over 500 events were conducted with NGOs, hospitals, blood banks, and government agencies in the last five years. CHRIST promotes social engagement, sports, multicultural events like Bhasha Utsav, and whole-person development activities to ensure inclusive ethos. Many of the students have won awards for outstanding performance in sports/cultural activities at inter-university/state/national/international events.

An active alumni engagement has facilitated scholarships for financially weak students, endowment awards for graduating students, placements, competency building training and development of programmes. The Leadership Chair instituted by the alumni provides leadership training and development for faculty and students.

CHRIST has a Student Council consisting of members representing different Schools and Programmes, various student associations, NCC, cultural teams, and international student representatives. Centre for Counselling and Health Services provides counselling and medical support. The University has a grievance redressal policy which is published on the University website and student handbook.

### **Governance, Leadership and Management**

The governance undertaken at the university aims at augmenting the academic, administrative and research outcomes of the University. It aims to develop the professional and leadership roles of its Faculty through participative management that strengthens administrative functions. The Staff Development College under HRDC supports professional development and administrative training programmes such as FDP, QIP, and Capacity Development Programmes for upskilling and reskilling for teaching and non-teaching staff. The University also works with strategic plans. Through its implementation plan for 2018-2023, the University has improved research publications by 845% from its previous cycle, with the highest impact factor of 49.962.

The establishment of E-governance through the ERP system enables smooth task flow between and across departments and helps in effective management of admissions, curriculum transactions, performance appraisal, quality audits, and staff welfare management.

University policies include faculty empowerment measures such as staff welfare, incentives to attend conferences, and financial assistance for membership in professional bodies. Additional support was provided during the COVID-19 pandemic to both the teaching and the non-teaching staff.

CHRIST conducts internal and external financial audits by qualified and certified auditors to measure and improve the performance and resource optimisation of all the departments at the University.

CHRIST has taken efforts to implement the recommendations of the first cycle assessment of the peer team,

through enhancement of research and publications, consultancy, externally funded projects and establishment of business laboratories.

### **Institutional Values and Best Practices**

Drawing inspiration from its Core Values, CHRIST aims to match the *Aatma Nirbhar Bharat Abhiyan* of the country to create a self-reliant and sustainable atmosphere, nurturing social responsibility among staff and students through CSA, Parivarthana, Green Audit, Green Army, and Sustainability Cells. CHRIST maintains a clean and green campus, has eco-friendly measures to conserve energy, in-house waste recycling system, rain water recharging and harvesting, and water recycling plant.

Barrier free movement of divyangjan inside the campus with ramps/lifts, divyangjan friendly washrooms, display boards and wheelchairs create an inclusive and safe campus. CHRIST ensures safety through CCTV cameras installed in various locations on campus. The Code of Conduct Policy is made available on the website and programmes are organised on professional ethics for students, faculty, and staff.

CHRIST spearheads the drive to spread knowledge of the Constitution of India, make students aware of their constitutional Rights and Duties, and organise Constitution Day or Samvidhan Divas celebrations. National and international Commemorative days are celebrated as are birth anniversaries of poets, scientists, achievers and other special days related to the environment, women, yoga, and mental health are observed.

The two leading best practices of the University align with the Core Values of the University. In line with the Jeevan Kaushal Scheme and National Health Mission, the Peer Education initiative helps students develop life skills such as personal and professional management, communication skills, decision making skills and personal and interpersonal skills. Through the knowledge contribution to Wikipedia, the University takes pride in knowledge dissemination in vernacular languages thereby supporting social outreach.



## 2. PROFILE

### 2.1 BASIC INFORMATION

<b>Name and Address of the University</b>	
Name	CHRIST (Deemed to be University)
Address	CHRIST (Deemed to be University), Dharmaram College Post, Hosur Road, Bengaluru
City	Bengaluru
State	Karnataka
Pin	560029
Website	<a href="http://www.christuniversity.in">www.christuniversity.in</a>

<b>Contacts for Communication</b>					
<b>Designation</b>	<b>Name</b>	<b>Telephone with STD Code</b>	<b>Mobile</b>	<b>Fax</b>	<b>Email</b>
Vice Chancellor	Abraham V M	080-40129005	9342560608	080-40129000	vc@christuniversity.in
IQAC / CIQA coordinator	Chandrasekharan K A	080-40129069	9945586502	080-40129000	director.iqac@christuniversity.in

<b>Nature of University</b>	
Nature of University	Deemed University

<b>Type of University</b>	
Type of University	Unitary

<b>Establishment Details</b>	
Establishment Date of the University	01-01-1969
Status Prior to Establishment, If applicable	

<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC		
12B of UGC		

<b>University with Potential for Excellence</b>	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

NAAC

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	CHRIST (Deemed to be University), Dharmaram College Post, Hosur Road, Bengaluru	Urban	148.17	353304	UG, PG and PhD		
<i>Off Campus</i>	<i>Mariam Nagar, Meerut Road, Ghaziabad, Delhi Ncr, 201003</i>	<i>Urban</i>	<i>5.71</i>	<i>29910</i>	<i>UG, PG and PhD</i>	<i>15-02-2018</i>	<i>08-04-2019</i>
<i>Off Campus</i>	<i>Valor Court, Dasve Lavasa, Mulshi, 412112</i>	<i>Urban</i>	<i>28</i>	<i>16700</i>	<i>UG, PG and PhD</i>	<i>15-02-2018</i>	<i>08-04-2019</i>

## **2.2 ACADEMIC INFORMATION**

**Furnish the Details of Colleges of University**

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
AICTE	<a href="#">102462_7744_1_1642516337.pdf</a>	
NCTE	<a href="#">102462_7744_4_1644326333.pdf</a>	
BCI	<a href="#">102462_7744_8_1647235440.pdf</a>	
COA	<a href="#">102462_7744_18_1647235427.pdf</a>	

### Details Of Teaching & Non-Teaching Staff Of University

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	176				244				728			
Recruited	120	56	0	176	148	96	0	244	392	336	0	728
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				816
Recruited	405	411	0	816
Yet to Recruit				0
On Contract	0	0	0	0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				125
Recruited	116	6	0	122
Yet to Recruit				3
On Contract	0	0	0	0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	105	54	0	134	92	0	286	280	0	951
M.Phil.	7	1	0	2	2	0	19	12	0	43
PG	8	1	0	12	2	0	87	44	0	154
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	4	7	0	12	11	0	34
M.Phil.	0	3	0	1	5	0	2	6	0	17
PG	15	8	0	28	11	0	33	15	0	110
UG	0	0	0	0	0	0	0	0	0	0

#### **Distinguished Academicians Appointed As**

	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Emeritus Professor	3	0	0	3
Adjunct Professor	0	0	0	0
Visiting Professor	9	0	0	9

#### **Chairs Instituted by the University**

<b>Sl.No</b>	<b>Name of the Department</b>	<b>Name of the Chair</b>	<b>Name of the Sponsor Organisation/Agency</b>
1	Psychology	Praveen Kenneth Chair on Leadership	Elohim and Kenneth Ventures Pvt. Ltd

**Provide the Following Details of Students Enrolled in the University During the Current Academic Year**

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	2220	6113	517	159	9009
	Female	2540	4084	606	217	7447
	Others	0	0	0	0	0
PG	Male	555	1776	17	17	2365
	Female	820	2333	48	23	3224
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	113	173	2	4	292
	Female	188	309	4	3	504
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	Yes
<b>Total Number of Integrated Programme</b>	2

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	301	623	15	5	944
Female	313	457	48	14	832
Others	0	0	0	0	0

**Details of UGC Human Resource Development Centre, If applicable**

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0



### Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
A	3.25	<a href="#">NAAC Peer team report 2016.pdf</a>		
Cycle 1	Reassessment			

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

NAAC

<b>Department Name</b>	<b>Upload Report</b>
Architecture	<a href="#">View Document</a>
Business And Management	<a href="#">View Document</a>
Centre For Research	<a href="#">View Document</a>
Chemistry	<a href="#">View Document</a>
Civil Engineering	<a href="#">View Document</a>
Commerce	<a href="#">View Document</a>
Computer Science	<a href="#">View Document</a>
Computer Science And Information Technology	<a href="#">View Document</a>
Economics	<a href="#">View Document</a>
Education	<a href="#">View Document</a>
Electrical And Electronics Engineering	<a href="#">View Document</a>
Electronics And Communication Engineering	<a href="#">View Document</a>
English And Cultural Studies	<a href="#">View Document</a>
Hotel Management	<a href="#">View Document</a>
International Studies Political Science And History	<a href="#">View Document</a>
Law	<a href="#">View Document</a>
Life Sciences	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Mechanical And Automobile Engineering	<a href="#">View Document</a>
Media Studies	<a href="#">View Document</a>
Performing Arts Theatre Studies And Music	<a href="#">View Document</a>
Philosophy And Theology	<a href="#">View Document</a>
Physics And Electronics	<a href="#">View Document</a>
Psychology	<a href="#">View Document</a>
Sociology And Social Work	<a href="#">View Document</a>
Statistics	<a href="#">View Document</a>

### **Institutional preparedness for NEP**

## 1. Multidisciplinary/interdisciplinary:

The University offers 60 Undergraduate and 48 Postgraduate Programmes leading to award of degrees in Humanities (including music, dance, and theatre), Social Sciences, Science, Commerce, Management, Engineering, Architecture, Education, and Law. The University being multidisciplinary, focuses on teaching, research and service offering Bachelor, Master and Doctoral programmes to about 25,000 students from all the states and union territories of India and 77 other countries. The multi and interdisciplinary programmes leading to Degrees are offered from Sciences, Engineering, Management, Commerce, Social Sciences, and Law. The multidisciplinary character and programme offered at all its campuses in Bangalore in Karnataka; Lavasa Pune in Maharashtra and Delhi NCR will be strengthened. By 2025 all the undergraduate programmes will have full-fledged multidisciplinary offerings. The vision and commitment of the University to multidisciplinary education reflects in its various programmes. At the undergraduate level the University offers programmes that combine three disciplines from and across sciences, humanities and social sciences. In Engineering programmes the students are given choices of minor in accounts, psychology, management, artificial intelligence, english apart from elective courses in subjects such as theatre, culinary etc. Undergraduate programmes in BA, BSc, BCom and BBA have requirements of mandatory two open elective courses from outside their schools. At the postgraduate level five programmes offered in Choice Based Credit System (CBCS) have a requirement for students of a particular programme to take six courses from other CBCS programmes. Programmes in Social Work, International Studies, and Media, and Mathematics and Data Science facilitate students to choose electives across their programme groupings. The University offers flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and values towards the attainment of a holistic and multidisciplinary education. The programmes of the Departments of English and Cultural Studies, Education, Sociology and Social Work, Psychology, Business and Management, Media Studies and Engineering have integrated credit bearing service learning courses

within their curricula. These courses require students to engage with communities based on their academic training. By the end of 2024-25 academic year all undergraduate and postgraduate programmes will have the service learning requirement. From the academic year 2022-23 the University will award Certificate, Diplomas to students who fulfil requirements and exit before the full duration of undergraduate Degree programme and Postgraduate in case of exit after the first year of a two-year postgraduate degree programme. The curriculum of all programmes will be mapped to National Higher Education Qualifications Framework once it is notified by UGC. The University encourages and facilitates multidisciplinary research that addresses social issues at the Doctoral, Master and Bachelor level programmes, and among faculty. E.g. the non-invasive glucometer invented at the School of Engineering and Technology and straw making from coconut fronds. The Patent Cell, Centre for Research-Projects, Centre for Advanced Research and Development of the University, Centre for Research will evolve further schemes and programmes to facilitate and promote multidisciplinary research that addresses social issues and challenges.

2. Academic bank of credits (ABC):

As per the UGC (Establishment and Operation of Academic Bank of Credits in higher Education) Regulations, 2021 the University has registered itself for the Academic Bank of Credits. The provision will help those who exit or enter a programme during the programme duration. The University has over 51 active Memorandums of Understanding with Universities in the USA, Canada, the UK, the Netherlands, Norway, Sweden, France, Switzerland, Spain, Germany, Italy, Belgium, Belarus, South Africa, South Korea, Taiwan, Thailand, Malaysia, Japan, Singapore, and Australia to enable student and faculty for academic mobility and credit transfer. MoUs are also signed with professional bodies such as ACCA, CISI, CIMA, CPA-US and CPA-Australia for enabling students to achieve faster professional qualification. Thanks to its internationalisation efforts the University through its Office of International Affairs, has been able to attract students from 77 countries for its programmes since 2016. All the faculty members are members of the Board of Studies of their disciplines in the University and play an

active role in drafting the curriculum. Further, the faculty have complete freedom in designing their pedagogy and bringing in additional topics for their teaching and deciding the reading material and internal assessments. Faculty members have provision to offer courses of their choice under open electives to students across programmes. The students of BTech and BCA programmes have a provision to take up a year-long paid industry internship in their final year and complete the academic requirements at the University on weekends. The University will be strengthening its existing initiatives towards flexible and interdisciplinary learning. The University will explore possibilities to enter into MOUs with universities and degree awarding colleges in different parts of India to enable the students of each other's institutions to pursue courses and transfer credits bilaterally.

### 3. Skill development:

The University offers a number of professional and vocational education programmes and courses. Professional programmes include, Hotel Management, Engineering, Education, Law, Architecture, Media, Journalism, and Computer Science. Modules on soft skills and courses in vocational education are offered through a large number of open elective courses. Under the UGC Guidelines for Apprenticeship/Internship Embedded Degree Programmes 2020, the University has introduced industry embedded BBA (Decision Science) in collaboration with Mu Sigma. The University intends to have more such industry embedded programmes across domains. In order to ensure industry experience for the students, and to develop and hone skills associated with their domains of knowledge, 30 days internships are made mandatory since 2014 for all two-year postgraduate programmes including, traditional fundamental disciplines such as Mathematics, English, Sociology and Physics. Undergraduate programmes have mandatory or optional internships as part of the curricular requirement. Personal, Interpersonal and Societal Skills Level 1 and Level 2 value added courses are taken by all the students involving soft skills and life-skill taught modules such as 'Respect for Others', Gender Sensitization, Integrity, Accountability, Reciprocity, Multi-Cultural

Competence, Personal Well being, Team Building, Accepting Differences, Civic Sense, Responsible use of Social Media, Managing Freedom, Positive Attitude, Empathy, Environmental Sensitivity, Resilience, Forgiveness. Although many programmes of the University have vocational education embedded in them, in order to ensure its complete implementation in the spirit of NEP, the University intends to make one vocational course mandatory for all undergraduate programmes, including in online and blended mode and in association with NSDC. The University has a large number of faculty with considerable industry background especially in professional programmes.

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

The University has integrated the teaching of Indian languages Kannada, Hindi, Sanskrit, and Tamil at the Undergraduate level under Ability Enhancement Courses. The University also offers courses in Carnatic Music, Bharathnatyam, Classical Indian Theatre, Kuchipudi, Kathak. It has also undertaken a project to make everyday, literary and scientific knowledge in these languages available in digital form by creating articles in wikipedia in Indian languages. Literary, and Social concepts and theories from the Indian context are integrated into curricula of programmes. Vedic mathematics course is offered in the University. Students are sensitised to cultural practices and traditions through fests and events such as Bhasha Utsav (celebration on languages), Ethnic Day etc competitions involving Indian traditions such as rangoli yoga. The University will continue to build on these strategies of embedding Indian knowledge systems in curriculum, making knowledge available digitally in Indian languages, and embedding the traditions and practices in fests and competitions. The students of the University come from 48 different first language/mother tongues. Given the diversity of languages in each class, it is challenging to adopt a bilingual mode of teaching. However, the University has ensured to teach Indian Languages - Kannada, Hindi, Tamil, and Sanskrit at the Undergraduate level. It also teaches certificate courses in Kannada for teachers who do not know Kannada. Programmes in Humanities, Social Sciences, Sciences, Commerce, and Management have courses in Kannada, Hindi, Tamil, Marathi and Sanskrit. Given the vast diverse language background of the students the University is

unable to teach courses bilingual. The University in its commitment to promote the local language Kannada started the publication wing for Kannada Books in 1972 called Kannada Sangha. Since then it has published over 250 books in Kannada. Kannada Sangha for over three decades has been conducting annual poetry writing and essay writing competitions in Kannada for students from across the states and has been publishing best poems and essays in book form. The School of Architecture has made consistent efforts to make use of bamboo an important part of its curriculum and field activities. It has also been strongly advocating use of local architectural practices and ecologically sound architecture. Indian Traditional Knowledge as per AICTE guidelines /Model Curriculum is being included in the Engineering Course Structure. In order to promote creation and availability of literary and scientific knowledge in Indian languages the University has integrated digitising old texts in Kannada, Hindi, Tamil and Sanskrit, creating articles on literary and social science and science topics in Wikipedia. It has also created instructional videos for creating and editing wikipedia articles in Kannada and Hindi. It is perhaps the largest such effort in Indian Languages by an Institution. For facilitating creating knowledge in Wikipedia the University had signed an MOU with Centre for Internet Society which is associated with Wikimedia Foundation, the parent organisation of Wikipedia.

5. Focus on Outcome based education (OBE):

The University has adopted Outcome Based Education (OBE). As an institutional initiative, Teaching Learning Enhancement Cell (TLEC) was started in 2016 with a view to support and oversee the implementation of OBE. As a first step the TLEC and Academic Staff College trained all the faculty members and administrative support staff from the University in principles and practices of OBE. Concurrently, the University ERP is enhanced to support OBE including the assessment of programme and course outcome attainment. This has helped to capture the OBE in teaching- learning and evaluation process effectively. In order to capture OBE in teaching learning practices, at the department level, Programme Outcomes and Course Outcomes based on the University Mission (as outlined in Graduate Attributes) and Global, Local and Regional needs

have been articulated for each programme and reviewed by the Curriculum Development Cells concerned. Courses were mapped to programme outcomes for all programmes to facilitate the assessment of course outcome and programme outcome attainment with instructional strategies. The University streamlined the assessment of Graduate Attributes imbibed by students who participate in associations like Student Council, Centre for Social Action, Student Welfare Office, Peer Education, and intra-university programmes. Faculty members were trained to develop standards, criteria and indicators to assess course (learning) outcome attainment of students for each internal assessment and end semester examination. These standards, criteria and indicators of learning are captured through assessment rubrics, rating scales, and other measures. Faculty members were trained to include formative assessments to understand the learning needs of students and devise better teaching methods keeping student centred learning in mind. As OBE is a student/learner - centric methodology of curriculum development, senior students and members of the University Student Council were invited to share their views and suggestions on the articulation of course and programme outcomes. Measures were put in place to assess both direct and indirect attainments in courses and programmes. This is done by taking surveys from the students about their perception of their learning course wise and as an exit graduate survey. Indirect attainment measures are also collected from employers, internship supervisors and other stakeholders. One of the good practices implemented by the University is the establishment of Assurance of Learning (AOL) Cells in the School of Business and Management. The AOL is composed of faculty with expertise in the subject in the School to validate the alignment of course outcomes with assessments and instructional strategies. There are separate cells for undergraduate programmes and post graduate programmes. This ensures the reliability and validity of the attainment process. The University has taken steps to implement this good practice across all the schools and campuses. A second good practice implemented by the University was to move beyond the conventional taxonomy of learning that assesses only cognitive skills (Bloom's Taxonomy) and include Affective skills and Psychomotor skills in



	<p>assessment. This was useful for programmes that focus on skills and attitudes as important outcomes which in turn contributes to making the students industry ready.</p>
<p>6. Distance education/online education:</p>	<p>The University offers its programmes from three locations in Bangalore and two Off Campuses in Pune Lavasa and Delhi NCR. Faculty members with expertise in specific vocational domains are spread across these campuses. Their expertise can be offered across campuses through vocational courses taught in online mode. Similarly, the University has strong community outreach programmes in 124 villages and slums across Karnataka, Kerala, Maharashtra and Chhattisgarh. The University could offer vocational courses that would be beneficial to these communities apart from members of the general public. The University has been training faculty to offer course modules in blended mode since 2014. The University also has state-of-the art studios at its Central Campus and Pune Lavasa and Delhi NCR Campuses for video audio content creation, constructed in 2014 and 2021 respectively and has been constantly used and upgraded since then. Over 200 course modules have been offered online since 2014. In the beginning of the pandemic before the faculty started teaching courses online. They underwent a month-long certificate course on online-teaching. The University has hosted Moodle Learning Management System (LMS) on its servers. All faculty either use Moodle or Google Classroom for their course teaching. The University has licensed versions of Microsoft Teams and Cisco WebEx with licences to use for its staff and students. The University has google certified instructors who in turn trained teachers in online teaching tools for both synchronous and asynchronous delivery. All these efforts of the University have created capacity in the University to create online courses and offer them.</p>

# Extended Profile

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## 1 Program

### 1.1

#### Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
108	99	94	92	88
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 1.2

#### Number of departments offering academic programmes

Response: 26

## 2 Students

### 2.1

#### Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
23821	21736	20480	19503	17852
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2.2

#### Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
7630	7171	6778	6221	5398
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 2.3

### Number of students appeared in the University examination year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
23318	21393	20220	19203	17577
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 2.4

### Number of revaluation applications year-wise during the last 5 years

2020-21	2019-20	2018-19	2017-18	2016-17
448	341	401	341	345

## 3 Teachers

### 3.1

#### Number of courses in all programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3362	3152	2961	2703	2526
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 3.2

#### Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1148	864	742	631	560
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 3.3

## Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1148	864	742	631	560
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 4 Institution

### 4.1

#### Number of eligible applications received for admissions to all the programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
163464	182087	169420	151803	138438
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 4.2

#### Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2687	2626	2474	2332	2742
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 4.3

#### Total number of classrooms and seminar halls

Response: 520

### 4.4

#### Total number of computers in the campus for academic purpose

Response: 2859

## 4.5

### Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
15578	15018	11867	17812	6706

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## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curriculum Design and Development

**1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.**

**Response:**

The curriculum at CHRIST reflects its Vision and Mission, is aligned to the Graduate Attributes of the Institution, and reinforces our focus on holistic education. This holistic approach is embodied in the spirit of the New Education Policy, 2020 and extends the traditional emphasis on academic excellence to incorporate personal, interpersonal, and societal skills which are essential for our learners to thrive in the Volatile, Uncertain, Ambiguous, and Complex world that we live in. This is reflected in the Graduate Attributes of the Institution and embodied in a value-driven process of working with learner knowledge, skills, and attitudes.

**Incorporation of local, national, regional and global needs**

The curricula adopted by the nine Schools are designed keeping in mind the diverse student population as well as the Local, Regional, National, and Global (LRNG) developmental needs and incorporated into the POs. Innovation, digital literacy, entrepreneurship, service learning, and awareness of social issues are some of the local and regional needs. Financial literacy, data analytics, digital society, and artificial intelligence are some national needs integrated into the curriculum. The Institution upholds the essence of the Sustainable Development Goals as a significant global need and integrates them into the curricula.

All the Programmes offered by the Institution are designed on the principles of Outcome Based Education and have Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) and Course Outcomes (COs) that are shaped by our Vision, Mission, and Graduate Attributes, to which the Course Outcomes of the individual courses are aligned. 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.

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Modifications to the curriculum are informed by feedback from all stakeholders and are approved by the Board of Studies and the Academic Council before its adoption as detailed in the Guidelines for Curriculum Development developed by the Institution (Pg11-13). The diagram below reflects the curriculum review process:

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Given below are illustrative examples of programmes with outcomes and aligned courses focused on LRNG needs. Internal audits conducted annually reinforce this importance. There is an emphasis on global citizenship, sustainability and sustainable development in the curriculum that aligns with global needs. At the national level the curricula emphasize effective citizenship, social responsibility, and a focus on self-reliance through the incorporation of the guiding principles of 'Make in India' and Atmanirbhar Bharat. At the local and regional level Programmes encourage learners to engage with their local and regional contexts and issues, on integrating indigenous and global practices, and on entrepreneurship and innovation to address real-time problems.

This emphasis on the local, regional, national, and global needs in the curriculum is reflected in the Programme Outcomes as well as the Course Outcomes. Each department regularly reviews its curricular framework which informs the revision of the 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.

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<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

### **1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.**

**Response:** 97.22

#### **1.1.2.1 How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 105

#### **1.1.2.2 Number of all Programmes offered by the institution during the last five years.**

Response: 108

<b>File Description</b>	<b>Document</b>
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of Programme syllabus revision in last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### **1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years**

**Response:** 96.01

#### **1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3000	2976	2937	2662	2494

<b>File Description</b>	<b>Document</b>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<b>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</b>	
<b>Response:</b> 44.64	
<b>1.2.1.1 How many new courses were introduced within the last five years.</b>	
Response: 2600	
<b>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</b>	
Response: 5825	
<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

<b>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</b>	
<b>Response:</b> 97.22	
<b>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</b>	
Response: 105	
<b>File Description</b>	<b>Document</b>
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</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**

#### **Response:**

The University strongly believes in the holistic development of its students. Hence, the curricula of the University apart from being interdisciplinary and multidisciplinary, incorporates issues of equity, social justice, professional ethics, gender, environmental protection, and sustainability.

Every undergraduate and postgraduate student of the University, on an average, completes two to four credit courses on cross cutting issues like equity, social justice, professional ethics, gender, environmental protection, and sustainability among other issues of social concern.

Service learning is offered as a two-credit course in many undergraduate programmes and embedded as a pedagogy in all the other programmes with a view to integrate social engagement in the learning processes.

**Professional Ethics:** Professional ethics is an integral part of all Programmes offered in the institution. Various programmes offer courses on Research Ethics, Global Ethics for Contemporary Societies, Law Ethics and Journalism, Applied Ethics- a Multicultural Approach, Journalistic Ethics, and Mass Communication Culture and Ethics, International Finance, Social Research Methods, and Corporate Social Responsibilities.

**Gender:** Courses such as Gender Studies, Women and Society, Women's Issues, Economics of Gender, Gender and Intersectionality, Queer Ecologies, Gender and Development that focus on issues relating to gender equity and social inclusion are integrated to various programmes. Gender sensitization is offered as one credit course to III semester students. The School of Law offers courses on Women and Law, and Feminist Jurisprudence.

**Human Values:** The curricula include topics on human values such as respecting human dignity, tolerance, fraternity, sorority, affection, empathy, respect for others among others. The Holistic Education modules offered in the undergraduate and postgraduate programmes specifically address various aspects of human values. Courses such as Society and Culture, Mahatma and Management, Social Sensitivity Skills, Media and Human Rights, Human Rights and Sociology of Law, Study of Social Movements, Human Rights and Inclusion, and Literary Representations of Disability, Business Ethics and Corporate Governance, Strategic Management Ethics and Corporate Governance, Social Entrepreneurship, Ethics and Corporate Governance focus on human values and ethics. Legal Aid and Literacy is offered through the law curriculum throughout the year.

**Environment and Sustainability:** Undergraduate students undergo a mandatory course on Environmental Studies. The School of Social Sciences offers an exclusive programme,

MSc (Sustainable Development) and courses on Social Ecology, Sociology of Development, Study of Social Movements, Environmental Economics, Ecological Discourses and Practices. Courses on Plant Biodiversity, Animal Diversity, Environmental Biotechnology, Green and Sustainable Chemistry, Industrial Chemicals and Environment, Sustainability and Corporate Social Responsibility and Green Management. The School of Architecture offers courses such as Cities in History, and Reading Cities that focus on sustainable cities. Courses on Myths, History and Architecture focus on natural resources and

human societies relations with them. Seminars on green infrastructure, environment, United Nations Sustainable Development Goals and their impact are also a part of the curriculum.

Influenced by the inculcations of these values, students have been actively involved in child sponsorship, outreach during natural calamities, rural visits, awareness creation in local communities, training students in rural colleges, helping rural women in marketing their products, vaccination drives etc.



<b>File Description</b>	<b>Document</b>
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.**

**Response:** 369

**1.3.2.1 How many new value-added courses are added within the last five years.**

**Response:** 369

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or any other document relating to value added courses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.**

**Response:** 81.78

**1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
17167	18760	17628	15914	14792

**1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).**

**Response:** 85.96

**1.3.4.1 Number of students undertaking field projects or research projects or internships.**

**Response:** 20476

<b>File Description</b>	<b>Document</b>
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## **1.4 Feedback System**

**1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni**

**Response:** A. All 4 of the above

<b>File Description</b>	<b>Document</b>
URL for stakeholder feedback report	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>

**1.4.2 Feedback processes of the institution may be classified as follows:**

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

<b>File Description</b>	<b>Document</b>
URL for feedback report	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Demand Ratio (Average of last five years)

**Response:** 19

##### 2.1.1.1 Number of seats available year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
10009	9361	8333	7754	7176

#### File Description

#### Document

Demand Ratio (Average of Last five years) based on Data Template upload the document

[View Document](#)

• Any additional information

[View Document](#)

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

**Response:** 100

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2687	2626	2474	2332	2742

#### File Description

#### Document

Average percentage of seats filled against seats reserved (Data Template)

[View Document](#)

Any additional information

[View Document](#)

### 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

**Response:**

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 various strategies to identify levels of learning so as to ensure that both the advanced and the slow learners get optimum opportunities to maximise their learning potential. These strategies include Remedial and Tutorial Committee checking the previous year results for class average, the marks from the first two rounds of internal assessment, learner performances in the class assignments, and activities. Course teachers also analyse the performance of the students in their internal assessments and identify the slow and the advanced learners. Slow Learners are classified as students who score less than 40% while Advanced Learners are identified as students who score more than 70%.

**Strategies for Slow Learners**

Some of the common strategies adopted to support the slow learners are to provide them with remedial classes, individual mentoring by faculty, and extra tutorials, counselling, remedial coaching, peer learning and bridge courses. The School of Engineering and Technology offers a unique peer learning programme that supports slow learners by providing a mentor and a trainer. The Department of Computer Science provides separate additional lab sessions along with remedial classes for slow learners. They promote peer group learning and postgraduate students mentor undergraduate students. The Department of Economics pairs advanced learners with slow learners to encourage peer learning. Slow learners are encouraged to take up online courses that supplement the identified learning gaps. The Department of Sociology and Social Work provides peer and faculty mentoring programmes to help slow learners. The Department of Mathematics organises summer schools, remedial classes, and bridge courses. The progress of these learners is assessed through different formative assessments and monitored by the class teachers. Departments also offer bridge courses to prepare learners for a smooth transition to university learning or make up the learning gap in programmes where they do not have prerequisite knowledge.

**Strategies for Advanced Learners**

Advanced learners are encouraged to work on different research projects, be part of journal clubs, support faculty in internal, externally funded research projects, become peer mentors and get opportunities to pursue industry-oriented courses. The School of Engineering and Technology offers industry-oriented courses as part of their curricula which is an added opportunity for advanced learners to practise their theoretical knowledge. The School of Sciences has programmes where advanced learners are encouraged to be part of annual newsletters and contribute as writers, as well as editors. In the Department of Computer Science such students participate in collaborative projects, and are encouraged to publish their projects, and research papers. Advanced learners are given the opportunity to coordinate departmental events, co-teach with faculty, and give guest lectures to junior classes.

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The University has a dedicated Centre for Counselling and Health Services with full time counsellors that supports the slow and advanced learners through counselling to assist students having personal as well as learning issues.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>

### 2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

**Response:** 21:1

File Description	Document
Any additional information	<a href="#">View Document</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

**Response:**

Student centered learning is at the core of the philosophy of education at the University. Faculty use different student centric learning methods to facilitate active learning and participation. Given below are some illustrative examples:

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**Experiential learning:** As part of the Service Learning initiatives, students from the School of Commerce, Finance, and Accountancy conduct Income Tax Returns Filing Camps; the Department of Sociology and Social Work organizes skill labs and Rural Camps for its students. Different departments under the school of Engineering also offer several service learning programmes. The Department of Computer Science offers courses which incorporate self learning modules, and projects where students are required to interact and work in the industry, and labs to learn by doing. The Department of Hotel Management organizes an Experiential Learning Restaurant which is open to the public twice a week to offer its students hands-on experience in running a restaurant. Apart from this, Departments such as English and Cultural Studies, and Performing Arts have assessments that require students to put up exhibitions and interact and share their subject knowledge with others. All these create opportunities for practical learning.

**Participatory Learning:** Some of the methods adopted are working on projects, working in laboratories, and learning from industries through participation and observation. To promote participative learning, undergraduate students of the Department of Mathematics are given projects on Applications of Algebra. This involves teamwork and presentations. The assessments are based on their conceptual understanding and their ability to apply the same. The School of Education has its students take up peer teaching. Field visits and other such student activities are integral parts of the curricula for many of the programmes offered. Panel discussions, student-led seminars, student conferences are some of the other ways in which participatory learning is encouraged. Wherever applicable, students collaborate in knowledge sharing sessions with industry individuals for industry projects. The internal assessments focus on team and group work. Use of flipped classrooms, assigning student buddies, peer teaching, are some of the other strategies used for participative learning.

**Problem Solving Methodologies:** Problem based learning is one of the most effective modes of student centered learning. To provide opportunities for problem based learning, students are introduced to research projects, lab courses that require them to solve real time problems, live projects where students are expected to offer solutions to problems. Innovative assignments for courses such as International Air Ticketing, Tourism Management Information Systems provide students with opportunities to solve real time problems. The Department of Economics offers courses on Mathematical Economics, Introduction to Econometrics, Statistics for Economics, Advanced Econometrics that provide students a platform for enhanced problem solving. Case study based teaching and learning is a continuous practice at the University Apart from these, participation in live projects, opportunities to create or design programmes and applications are some of the other ways in which problem based learning is used at the University.

At the University, the emphasis is always on learner centered processes of learning.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

**Response:**

The teaching and learning involves the use of web, digital and mobile based technologies. In order to cater

to and support the use of newer and innovative teaching modalities, the University has constantly worked to enhance the use of technological interface. At the university, an e-Learning management system has been implemented for students of Under Graduate, Post Graduate and PhD programmes of all schools. The portal can be accessed using <https://courses.christuniversity.in/> .

Students and staff are provided with WiFi connectivity and an official Email ID with Google. They are provided with a portal to have access to all information related to teaching, learning and administration. (<https://kp.christuniversity.in/KnowledgePro/StudentLogin.do> and <http://christuniversity.in/kp>)

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In addition to the above IT facilities the following are also provided to faculty and students:

- Online cloud storage for all students and staff in collaboration with Google (Associate Cloud Engineer track: This track is ideal for students aspiring to launch careers in engineering and management roles related to cloud infrastructure, cloud-native application development, and data engineering).
- Complete Office Suite in collaboration with Microsoft.
- Environmental Studies and Indian Constitution – complete online academic delivery
- Virtual Lab facility for practice through simulation software and cloud enabled software.
- Mobile App for student attendance and marks entry (Google keep and Primer are also used).
- Desktops with media, graphics and internet facility for faculty.

Faculty members and students are provided with **regular training** to enable productive and effective use of ICT tools. Exposure through Orientation programmes, cyber security ethics training, Department-wise training (during FDP and QIPs) are regularly provided every year.

NAAC

**Online resource access available:**

- Eszter-ultimate digital reading destination, 5 unlimited reading of 5,000+ magazines, newspapers and journals across 40+ categories
- Academic ebooks - Wiley Online, Syllabus ebooks, Oxford Scholarship, MCGrawhill Access engineering, Knimbus, Ebook Central, EBC Reader, Cambridge Core
- ACS publications, Bloomsbury Collections, BRILL, Cambridge Core
- Ebook Central, EBSCO - Multidisciplinary eBook Collection
- ELGAR Online, Elsevier, Emerald ebooks, JSTOR, McGraw Hill (Business E-Books), McGraw-Hill Access Engineering Library, OECD ebooks
- Oxford Handbooks Online, Oxford Scholarship Online
- ProView-Thomson Reuters, Springer eBooks, Syllabus ebooks, Wiley Online, World Scientific eBooks
- INFLIBNET - IRINS, Shodganga, Shodshuddi, Shodgangotri, Vidwan
- Open Access Materials-Directory of Open Access Books, Directory of Open Access Journals -



Indian Academy of Sciences, National Digital Library (NDL), NCERT-Journals, NISCAIR, NPTEL, OAEPN Library, Research Papers in Economics (REPEC)

- Database-ACE Analyser, ACM Digital Library, EBSCO (Business and Management)
- EMIS (Emerging Marketing Information Services), Hein Online, IEEEExplore, Indiastat, JSTOR, Knowledge Hub-Architecture
- OECDilibrary, ProQuest ABI/INFORM, ProQuest Research Library
- ProQuest Theses and Dissertations, Sage Research Methods
- SCC Online, Westlaw

### COVID time ICT trainings

During the recent COVID period, the teaching faculty were given additional training to use ICT based teaching tools for their online classes. Licenses to use Cisco WebEx, Zoom and Microsoft Teams were purchased for online teaching. In addition, teaching faculty were provided training from time to time, to use ICT for blended teaching (synchronous and asynchronous tools) for Online teaching.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for webpage describing the " LMS/ Academic management system"	<a href="#">View Document</a>

### 2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )

**Response:** 21:1

#### 2.3.3.1 Number of mentors

Response: 1148

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
mentor/mentee ratio	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

**Response:** 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years

Response: 72.76

##### 2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
949	695	560	416	332

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 6.74

##### 2.4.3.1 Total experience of full-time teachers

Response: 7742

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State,

**National, International level from Government/Govt. recognised bodies during the last five years**

**Response:** 17.62

**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
66	46	18	6	3

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

**2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

**Response:** 14.66

**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 last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
15.76	14.65	13.81	14.55	14.52

File Description	Document
List of Programmes and date of last semester and date of declaration of results	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**

**Response:** 2.2

**2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
525	402	493	416	400

File Description	Document
Number of complaints and total number of students appeared year wise	<a href="#">View Document</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**

#### **Response:**

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

The University uses the Enterprise Resource Planning Software called Knowledge Pro (KP) and Learning Management Systems, namely Moodle and Google Classroom to manage the examination related processes for the use of the Office of Examinations, the faculty, students and the officials.

**CIAs** are integrated into course plans that are uploaded on KP, reviewed, and then shared with students. They account for at least 45% of the final grade for the students and are usually conducted through Learning Management Systems such as Moodle and Google Classroom. Both these platforms have similarity/originality checks built in to discourage plagiarism and to ensure academic honesty.

**Mid Semester Examinations (MSE)** question papers are generated by faculty, reviewed within the Department, and then multiple sets are uploaded to KP. One set is selected at random and used during the examination. The marks for the CIA and MSE are reviewed within the department and then uploaded on KP where they can be viewed by the students from their KP Accounts.

**End Semester Examination (ESE)** accounts for 50% of the final grade for most programmes. The University uses the Digital Repository of Questions to maintain its question bank. The Question Banks contain four times as many questions as needed on the question paper and they are reviewed and revised every year. Questions are entered by the initiators, peer-reviewed, and then approved by faculty members assigned by the Heads of Departments. The question papers are generated by the software from these banks for the regular and supplementary examinations. The ESE answer scripts use barcodes for anonymising as well as for machine reading and computer entry of student details and marks. Faculty prepare answer schemes that are shared with the students.

**Conduct of examinations** is also IT integrated. Digital Hall Tickets are generated and shared with students through KP. These include the examination schedule as well as seating arrangements and other necessary details. Attendance is taken digitally during the examinations and guardians of absentees are informed immediately. Answer scripts are barcoded and post-evaluation in a central facility, barcodes for

marks are added and scanned on KP.

### Conduct of Examination During Pandemic

The conduct of Examinations and the assessments during the Pandemic was conducted online using both human proctoring as well as AI through the integration of a third party platform - Mercer Mettle and KP of the University.

### Improvement in Examination Management

- IT integration has helped in declaring results in 15 days, as against 30 days earlier
- The IT integration also helped timely redressal of grievances, within 24 hours, regarding the conduct of examination and evaluation
- Students have real time access to their marks and marks cards on KP (University ERP system) after the publication of the result

File Description	Document
Year wise number of applications, students and revaluation cases	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	<a href="#">View Document</a>
Current Manual of examination automation system	<a href="#">View Document</a>
Annual reports of examination including the present status of automation	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes (generic and programme specific)/graduate

## **attributes which are integrated into the assessment process and widely publicized through the website and other documents**

### **Response:**

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

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

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

The Institution uses the principles of constructive alignment to ensure that the Outcomes at the Programme and Course levels are aligned with the assessment strategies and are supported by the teaching and learning processes adopted. This process is implemented through the Course Plans designed by faculty members for the courses they teach.

### **Mapping of POs, COs and Assessments**

The COs and PSOs are mapped in the course plan and the course outcome attainment targets are outlined in the course plan. Mapping of CO for any course starts with the PO. The PO is linked to the COs for all courses. For AICTE approved courses there is an intermediate category called PSOs as per NBA guidelines. An illustration of the detailed mapping of COs with POs is shown for all the courses of the MA Applied Sociology programme. <https://iqac.christuniversity.in/index.php/s/LW70dKiMTaMEhp4>

The essence of outcome based education is to ultimately connect the assessments with the COs. This is shown in detail for the courses constituting the BArch and MArch programmes <https://iqac.christuniversity.in/index.php/s/r50FPf0Wj9mFNLa>

One noteworthy feature is the mapping of Mastery levels in terms of I (Introductory), R (Reinforced) and E (Emphasized) For example, In the B.Arch Programme, Course ARC 651(Habitat Studio) ,CO1 (To define and understand density as a design variable in neighborhood design Level) is mapped to PO 5 (Offer sound knowledge of design theories and their applications, building technology, social, cultural and environmental factors) at the Introductory level while CO 2 (To study, and integrate typologies of housing and residential open spaces. Level: Intermediate) is mapped to PO 6 (Learning to apply interdisciplinary knowledge and use tools that enable it) at the Reinforced level and, CO 2 (To study, and integrate typologies of housing and residential open spaces. Level: Intermediate) is mapped to PO 8 (Prepare students to recognize and act upon opportunities and aspirations) at the Emphasized level.

Attainment of learning outcomes are directly measured through formative and summative methods including continuous assessment through examinations, seminars, quizzes, tests, projects, multiple choice questions, assignments, portfolios, presentations, exhibitions, group discussions, research presentations, field projects, internships.

In addition to the above, Indirect assessment processes for learning outcomes are employed through exit

feedback from students, course teachers and feedback from other stakeholders.

Learning outcomes 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 of students.



File Description	Document
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>

**2.6.2 Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution**

**Response:**

The Institution measures attainment of the Learning Outcomes (POs, PSOs, and COs). Outcome attainment is measured in direct and indirect ways. Attainment of Learning Outcomes is measured directly through the

assessment methods adopted for the courses. An overview of indirect measures of outcome attainment is gauged through the feedback collected from the students, alumni, parents, and other stakeholders on the curriculum. Examples of indirect measures of attainment can be seen from the School of Engineering.

Direct attainment measures will take all forms of assessment into consideration, which includes CIAs and ESE or final submissions. The 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 CIAs are more formative and focus on the feedback that is given to the learner to enhance their learning and to improve their attainment of the outcomes. To this effect, the Course Plans designed by the faculty members include rubrics and other parameters of assessment to scaffold the learning process. The Course Plan reviews ensure that the outcomes at all levels are mapped and the attainment is evaluated.

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 Question Bank is a part of the Knowledge Pro (KP), the Enterprise Resource Planning (ERP). The questions in the bank are a mix of Simple, Medium, and Complex level questions (in the ratio 1:2:1) which ensures that all the Course Outcomes are addressed in the question paper and that the questions are the various levels of Revised Bloom's Taxonomy. The Question Bank also goes through a process of initiating questions, review, and approval. At every stage, the alignment of the questions with the Learning Outcomes is verified. Schools following NBA and AACSB guidelines specify the Learning Outcome and the Revised Bloom's Taxonomy level with each question on their question papers.

The Institution takes the final grade earned by the students as the data point to assess the attainment of COs. The attainment levels for all the courses in a programme are used to assess the attainment of POs and PSOs for the programme. Given below are the details for the direct attainment measures that we follow for most of the programmes within the Institution.

Each course offered within the institution has a set of COs that are in line with the POs and PSOs. We measure Course Outcome attainment in the following manner:

The grading scheme followed for the courses is given below:



### Grading Scheme

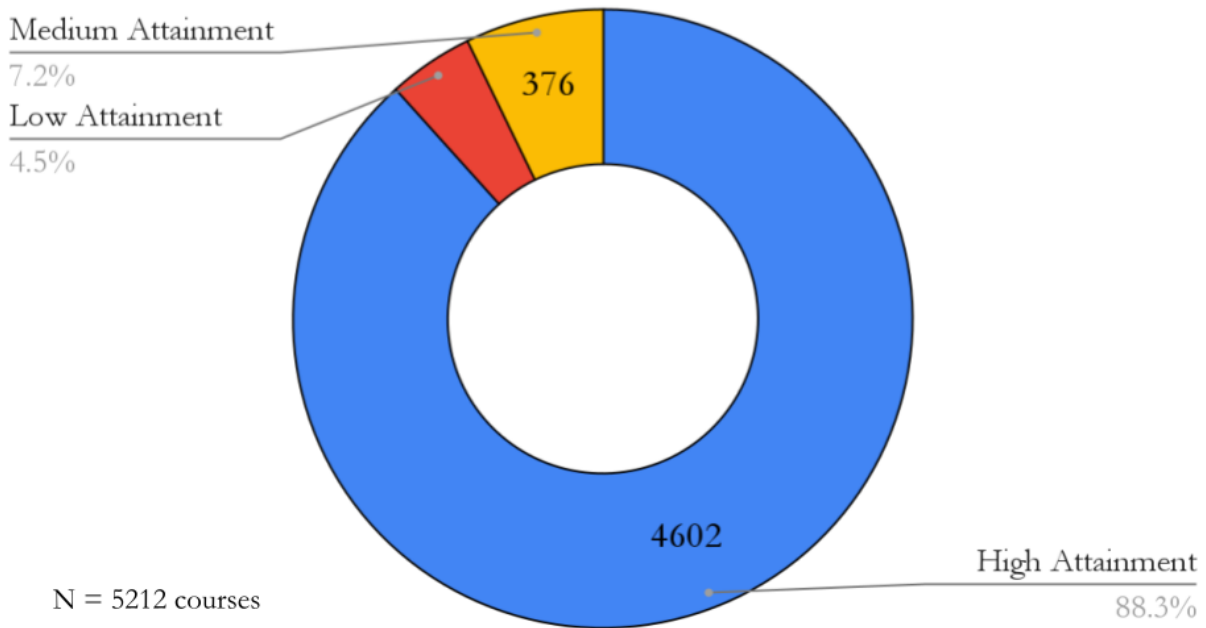
Percentage	Grade	Grade point (10 point scale)	Grade point (4 Point scale)	Interpretation
80-100	O	10	4	Outstanding
70-79	A+	9	3.6	Excellent
60-69	A	8	3.2	Very Good
55-59	B+	7	2.8	Good
50-54	B	6	2.4	Above Average
45-49	C	5	2	Average
40-44	P	4	1.6	Pass

Programme Outcome attainment is measured in the following manner:

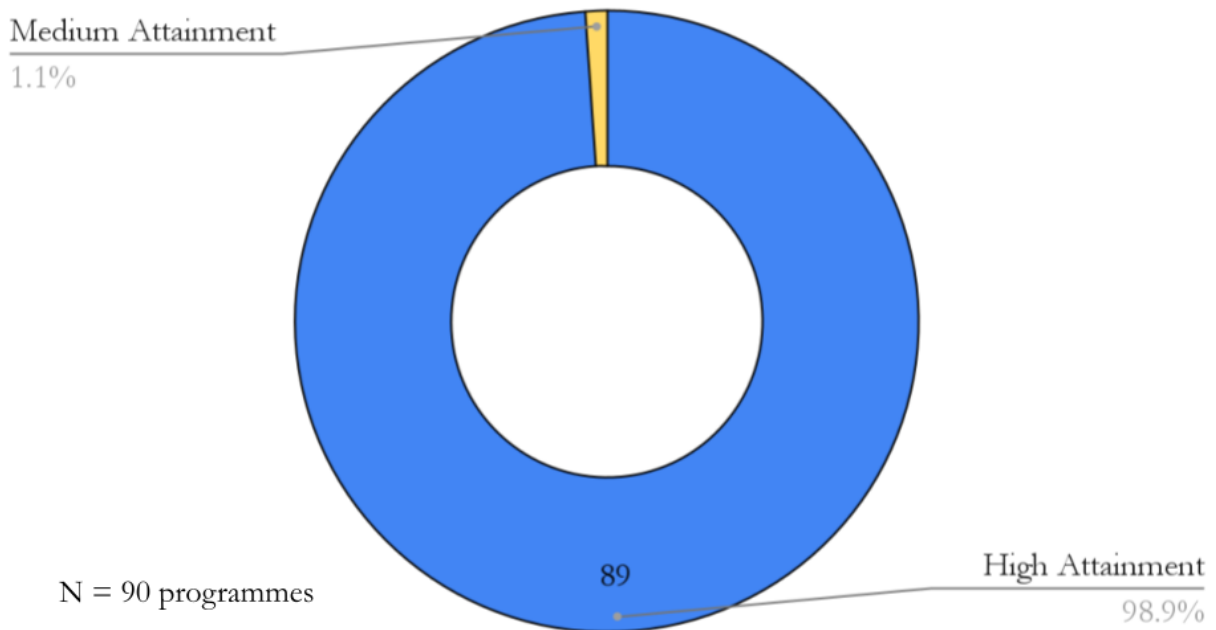
Level	Degree of attainment	Percentage of courses in the programme that have attained their course outcomes with high attainment (Level 3)
3	High attainment	60% or more
2	Medium attainment	40-59.9%
1	Low attainment	Less than 40%

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

## Attainment of Course Outcomes 2020-2021



## Attainment of Programme Outcomes 2020-2021



Attainment of POs, PSOs, and COs is measured using these direct methods for most of the programmes offered by the Institution.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

### 2.6.3 Pass Percentage of students(Data for the latest completed academic year)

**Response:** 95.82

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 7287

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 7605

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.73

File Description	Document
Upload database of all currently enrolled students	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

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

**Response:**

CHRIST has a sound research strategy that encompasses people, output as well as inputs. In order to enhance the quality there are stipulations on mandatory PhD qualifications as well as increase in PhD scholars. From the output side, stipulations for publications in recognised journals as well as funded projects have been made. Keeping in view of the research strategy, the major provisions of the research policy are :

- 1.Introduction of Research Advisory Committee- To enhance the rigour of research every PhD student receives guidance from a minimum of 2 experts who are on board the Research Advisory Committee.
- 2.Rationalisation of teaching workload of the research focused faculty. Research intensive faculty members are given reduction / exemption from regular teaching assignments.
- 3.Establishments of cells for Intellectual Property Right (IPR). The University has established an exclusive cell to create awareness about intellectual property rights, especially patents and copyrights.
- 4.**Seed money scheme** to conduct pilot studies in their research areas is provided to faculty.
- 5.The Institution has launched various 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 dominant departments that are conducting research are: Mathematics, Physics and Electronics, Business and Management, Computer Science and Engineering, Mechanical Engineering, Computer Science , Chemistry, Psychology, Law and Commerce.

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: The Centre oversees PhD programmes.
- 2.Centre for Research-Projects: Facilitate external and internal research projects.
- 3.Centre for Social Research- Facilitates greater intellectual exchange

4. Centre for Publications: Three quarterly journals- Artha-Journal of Social Sciences, Mapana-Journal of Sciences and Ushus-Journals of Business Management, and three biannual journals- Tatva-Journal of Philosophy, Atna-Journal of Tourism Studies and CULJ-CHRIST (Deemed to be University) Law Journal.
5. Centre for Advanced Research and Training: Regular training on SPSS, EViews, Excel, Dedoose & MATLAB
6. Centre for Digital Innovation: Cultivates global research and skill development opportunities in the area of digital innovation.
7. CHRIST Labournet Academic Research Endeavour: Industry-academia collaboration between CHRIST and LabourNet

There were 2600 research articles in Scopus in 2021. Thirty nine major and minor research projects were submitted to various government funding agencies and awarded INR 394.52 lakhs during the period 2016-2021.

CHRIST awards faculty and student researchers through monetary incentives and certificates for quality research publication. Faculty members are also incentivised for Patents and Funded Projects. The Institution also provides full financial support for participation in national conferences and partial support up to 50% for participation in International Conferences and open access publication in high impact journals.

The Centre for Advanced Research and Development is established to augment research capabilities in 2021. The eleven-story Research Centre of 22,862 square metres has a central facility with sophisticated instruments such as Raman Spectrometer, Scanning Electron Microscope, X-ray Diffractometer, Radio Astronomy and Optical Profilometer.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL of Policy document on promotion of research uploaded on website	<a href="#">View Document</a>

### 3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

**Response:** 75.64

#### 3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five

years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
28.52	76.29	126.72	128.62	18.06

File Description	Document
Minutes of the relevant bodies of the University	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.**

**Response:** 0.94

**3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
18	10	4	5	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the award letters of the teachers	<a href="#">View Document</a>

**3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.**

**Response:** 131

**3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
66	36	21	3	5

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.1.5 Institution has the following facilities to support research

1. Central Instrumentation Centre
2. Animal House/Green House
3. Museum
4. Media laboratory/Studios
5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery
10. Any other facility to support research

**Response:** A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link of videos and geotagged photographs	<a href="#">View Document</a>

### 3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

**Response:** 57.69

#### 3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by national and international agencies.

**Response:** 15



File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-version of departmental recognition award letters	<a href="#">View Document</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 last five years (INR in Lakhs).**

**Response:** 0

**3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government	<a href="#">View Document</a>

**3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).**

**Response:** 394.53

**3.2.2.1 Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
160.85	73.23	55.01	38.49	66.95

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by government	<a href="#">View Document</a>

### 3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years

**Response:** 0.39

#### 3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years.

Response: 61

#### 3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..

Response: 789

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Paste Link for the funding agency website	<a href="#">View Document</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.

**Response:**

CHRIST (Deemed to be University) has a steady focus on 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)** encourages young and aspiring entrepreneurs to activate their innovative minds, nurture, and grow their ideas into reality which in turn would contribute to the economic and employment growth of the nation. C-IESC offers incubation services like ready to use office infrastructure including, communication network and conference halls, secretarial support, well equipped engineering and IT laboratories, qualified technical support of professors, and senior students from multiple faculty disciplines, access to expert services of Professional Consultants, access to financial sourcing and access to 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. The University has a very unique model in C-IESC for encouraging faculty and

students' collaborators to spin off the idea into a corporate entity. The two such commercial success stories, **RateMyStay** and **Sunbird Straws** were incubated at C-ISEC.

**Intellectual Property Rights Cell** conducts regular awareness programmes for faculty members on IPR related themes. The IPR Cell of the University supports the efforts of the faculty members to draft and file Patent applications. Further access is given to a patent attorney and all expenses pertaining to filing, examination and responding to queries are borne by the University. These efforts have resulted in the **publication of 197 patents and 45 copyrights between 2016-21. 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. The centre executes consultancy projects (give details) with IT firms and joint research with research organisations. Global IT internships in collaboration with reputed organisations and international hackathon contests are conducted to inculcate creativity and research culture among the University students and staff. The centre in collaboration with LG Soft India (LGSi) conducted an internship cum hackathon for a total of **69 students which included 41 from CHRIST and 28 from Kyungpook National University (KNU). Eight teams won cash awards amounting to a total of Rs 3,00,000/-.** An exclusive LG Global IT internship for 33 students from KNU was conducted at CHRIST and a batch of 42 BTech students from the University were offered internships on LG webOS technology.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

**Response:** 228

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	60	37	15	16

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.**

**Response:** 51

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

2020-21	2019-20	2018-19	2017-18	2016-17
33	10	5	2	1

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e- copies of award letters	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

**3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee**

**Response:** A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	<a href="#">View Document</a>

**3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1. Commendation and monetary incentive at a University function 2. Commendation and medal at a University function 3. Certificate of honor 4. Announcement in the Newsletter / website**

**Response:** A.. All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e- copies of the letters of awards	<a href="#">View Document</a>

### 3.4.3 Number of Patents published / awarded during the last five years.

**Response:** 197

#### 3.4.3.1 Total number of Patents published / awarded year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
165	27	3	1	1

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.4 Number of Ph.D's awarded per teacher during the last five years.

**Response:** 4.05

#### 3.4.4.1 How many Ph.D's are awarded within last five years.

Response: 174

#### 3.4.4.2 Number of teachers recognized as guides during the last five years

Response: 43

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL to the research page on HEI web site	<a href="#">View Document</a>

### 3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years

**Response:** 4.75

#### 3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five

years.

2020-21	2019-20	2018-19	2017-18	2016-17
1600	909	624	462	154

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.6 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

**Response:** 1.27

**3.4.6.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
535	254	106	71	36

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.7 E-content is developed by teachers :**

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. Any other Government Initiatives
6. For Institutional LMS

**Response:** A. Any 5 of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Give links or upload document of e-content developed	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### **3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed**

**Response:** 4.61

#### **3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution**

**Response:** 41.5

### **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.**

**Response:**

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. The basic premise of the Consultancy Policy at CHRIST is 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 University encourages consultancy as a departmental initiative and stresses on the consultancy work to commence only after a Consultancy Agreement between both parties is signed and endorsed by the University. 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 create new models, frameworks, prototypes, extensive research pieces, and offer organisational training and development services to external organisations. The Consultancy services range across the nine schools of CHRIST in order to provide greater interdisciplinarity and promote collaborative academic engagements.

All the consultancy projects are reviewed and approved by the Management. CHRIST mandates all of its faculty members involved in consultancy projects to comply with professional and ethical standards. The institution also supports with, as may be needed time-to-time, use of material and technical facilities and recruitment of support staff. The sharing of consultancy proceeds between the University and consulting faculty will depend on the extent of expenditure elements in each case and time of engagement of working hours of the faculty and as mutually agreed by the consultancy and the client.

The consulting team members will have to disclose any information that could lead to conflict thereby ensuring that any conflict of interest could be resolved in an appropriate manner. High ethical practices are stipulated by the University in consultancy assignments.

Where the man-hour costs for the participating team of faculty members are not separately provided in the Job Costing the net revenue from the particular assignment shall be shared by the faculty and the University in the ratio of 70:30. Net revenue for this purpose will mean consultancy charges before GST less all costs other than Faculty man-hour cost.

Between 2016-19, the Consultancy had executed 114 successful projects. Between 2020-21 there are 27 projects being executed by the consultancy. One hundred and forty one consultancy projects undertaken by the faculty have created INR 541.97 lakhs revenue for the University.

Some of the clients that the Consultancy offered services in 2020-21 are: Miami University USA, Capgemini Technology Services India, United Board for Christian Higher Education in Asia, AKN Exports India, Korea Nazarene University, Gravissimum Educationis Foundation (Vatican) - International Project-" Democracy", Maruthsakha Aerospace & Aviation India, IRD IIT Delhi, National Commission for Women (NCW), National Academy of Sciences, India.

The dominant departments that bring in consultancy projects are Sociology and Social Work, Business and Management, Law, Psychology, Commerce and Engineering.

File Description	Document
Upload soft copy of the Consultancy Policy	<a href="#">View Document</a>
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	<a href="#">View Document</a>
Paste URL of the consultancy policy document	<a href="#">View Document</a>

### 3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

**Response:** 541.97

#### 3.5.2.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
107.15	302.70	67.23	54.61	10.28



<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through consultancy	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</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 last five years.

#### Response:

CHRIST (Deemed to be University) aims to facilitate holistic development of students by involving them in various social activities and programmes in urban and rural communities. Every year a group of 200 students who are highly dedicated to serving the society enroll as part of the CHRIST Centre for Social Action (CSA) volunteer programs. These students are divided into four branches based on their personal interests. These branches are Drishti (Street Plays on social issues), Activity Centre (Tutions for children in the slums), Prayatna (Environmental Issues), and Media & Communications.

#### Activity Centre

- The volunteers of Activity Center supported the children in the urban slums such as Laxman Rao Nagar, Ambedkhar Nagar and Janakiram Layout in Bangalore in tutoring support for academic subjects
- Over the last five years, 10,168 students from the university supported the academic and life skills education of children in the slum locations. The volunteer programme has contributed to positive changes in academics, personal health and hygiene among 850 children annually.

#### Rural Exposure

- During the past 5 years 10,053 students from various departments were taken to rural communities in Karnataka and the students interacted with different stakeholders and learned the basic structure of rural communities, dynamics and the problems and issues they encounter in daily life and the ways and means they handle the issues and cope with them to lead their life.

#### International Student Involvement

- Students from international universities with diverse backgrounds and communities were supported with organising service activities, developing leadership and professional skills. Students took up Internships, Social Research, Volunteering and Field based studies. A total of 182 international students who were posted in the urban slums supported the Transit School and Early Learning

Centre in conducting basic English classes and in conducting activities to enhance their learning. They also contributed for the promotion of livelihood among the urban women through preparing hygienic and nutritious homemade food, marketing and teaching of making business plans and making a decent living.

### Other activities

- University conducted several **rural health camps** for the benefit of community including women's health, immunisation drive for children, screening for juvenile diabetes etc.
- **Cleanliness drive** under Swachh Bharat Summer Internship programme by the staff and students of the University in Hoskote village. This included Education-Communication activities and Solid Waste Management-related activities
- **Spoken English sessions** are conducted for children from the slums by Students majoring in English and Cultural Studies.
- The students of Life Sciences in collaboration with the local government engaged in the **restoration of lakes** in and around Bangalore.
- Several **road safety awareness programmes** were conducted by the students of Sociology and Social Work
- **Anti-addiction awareness** events are regularly conducted in the high schools, colleges and community.

Students plunged into action at the wake of the Pandemic and provided support to the adopted slums in both the rural and urban areas by supporting them with sanitisation materials and basic needs. The student volunteers created awareness and support in social media of the economic effect of the pandemic on these communities.

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File Description	Document
Upload any additional information	<a href="#">View Document</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 last five years**

**Response:** 24

**3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
17	5	1	0	1

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

**3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

**Response:** 325

**3.6.3.1 Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
67	96	61	54	47

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**

**Response:** 76.66

**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
7576	19698	20218	16970	13417

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.7 Collaboration

**3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**

**Response:** 87.4

**3.7.1.1 Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
155	126	90	40	26

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</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 last five years.**

**Response:** 118

**3.7.2.1 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 year-wise**

during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
31	26	22	8	31

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the MoUs with institution/ industry	<a href="#">View Document</a>

NAAC

## Criterion 4 - 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.**

**Response:**

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.

**Classrooms**

CHRIST has 494 ICT enabled, spacious classrooms with well-designed furniture to accommodate its students in all its campuses. Classroom sizes follow the norms of statutory bodies. 26 Seminar halls with ICT facilities, including Smart boards and smart rooms for interactive presentations, are available. For mega conferences, 10 spacious auditoriums with state-of-the-art acoustics exist in all the campuses, equipped with the latest A/V technology. The Main auditorium in Bangalore Central Campus accommodates 2000 participants. The School of Law has Moot Courts for simulation of cases leading to pleading, drafting and developing arguments. Students of Performing Arts and Western Classical Music have practice rooms for Dance and Music. School of Architecture enhances student learning using the Design studio and Rural studio facilities.

**Laboratories**

Excellent domain-specific laboratories, with modern equipment to facilitate experiential learning and research by the UG, PG and PhD students, are available in all the campuses.

Disciplines	Laboratory
Life Sciences	Undergraduate and Postgraduate Labs; Research labs with advanced facilities like Flame Atomic Absorption Spectroscopy, Gas Chromatography, Mass Spectrometer, FTIR spectroscopy, High Performance Liquid Chromatography
Chemistry	Undergraduate and Postgraduate Labs; Research labs with modern facilities like Gas Chromatography, Electrochemical workstation, UV/VIS Spectrophotometer, Fluorescence Spectrofluorophotometer, Optical Profilometer, TGA/DSC, FTIR etc.
Physics	Material Science Labs-3 nos.; Undergraduate and Postgraduate Labs; Astrophysics Lab; Wind and Solar hybrid power generation system -NAL-CSIR; Common Instrumentation Lab - Scanning Electron Microscope (SEM) with EDS, X-Ray

	Diffractionmeter; Raman Spectrometer.
Psychology	Neurocognition Lab, Child Development Lab, Behaviour Decision Lab, Mindfulness Lab, Cognition- Affect-Behaviour Lab (CAB), Clinical Training and Assessment Lab
Engineering	Seventy five specialised labs including Machine Learning Labs, High Performance Computing Lab, CISCO Networking Lab, Alternative Fuel Engine Lab, Material Testing Lab, Concrete Technology Hydraulics & Hydraulic Machinery Lab, Computer Aided Design and Drafting Lab, Geotechnical Engineering Lab, E-Mobility, Operations Labs, Communication Labs, Digital Signal Processing Lab, Strength of Material Lab, and others
Media Studies	A/V Recording capabilities with Teleprompter, Cameras, Sound console and Editing softwares for developing multimedia content,
Business, Commerce, Accountancy and Finance	Business Labs, Bloomberg Labs, Commerce Labs, Marketing Lab (MBA)
Language/	Language lab
Education	
Mathematics	Mathematics Labs for Python, FOSS tools, MATLAB
Law	Moot court
Data Science	Data Analytics Lab

## Computing Equipment



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

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

**Response:**

The University facilitates vibrant and dynamic cultural and sports activities, has adequate and well-equipped facilities for cultural activities, yoga, indoor and outdoor games and sports, gymnasium, yoga centre, auditorium, etc.. They provide training, practice and performance platforms for students to build and exhibit their skills and talents in co-curricular and extra-curricular.

**Facilities for Cultural 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. Alongside, many academic departments host cultural fests for their students.

The table below shows a summary of the facilities.

NAAC

To promote physical and mental wellbeing, the University conducts Yoga sessions in all the campuses using common facilities including the Campus view of the Central Block, open theatre 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 every year with participation of students and staff, in association with the NCC and Physical Education Department.

### **Facilities for Sports and Games**

Physical recreation through games and sports has been an important part of CHRIST since its inception. The students of the university use the indoor and outdoor facilities to excel in sports and games bringing home various trophies and recognitions. National, Regional and State level tournaments are organised throughout the year on all campuses.

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

The Gymnasium and Health & Fitness Centres are armed with fitness and workout equipment and supervised by a trainer. The campus also has Gymnasium table tennis and basketball court for students this facility can be availed by students during the lunch hours and after the college hours. The gymnasium is covered under AMC and serviced every month.

The table below shows a summary of the facilities.

NAAC

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Geotagged pictures	<a href="#">View Document</a>

### **4.1.3 Availability of general campus facilities and overall ambience**

#### **Response:**

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 tree shaded, well-laid pathways, flower gardens and serene atmosphere make for a conducive environment for all educational and co-curricular activities.

#### **Dining and Refreshments**

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

#### **Meeting Spaces**

Informal meeting spaces are aplenty on the campuses. Stationery shops and reprographic facilities are also located in these spaces. Formal meeting rooms and board rooms are also present with multimedia presentation and Wi-Fi facilities. Common rooms for ladies are present in all campuses.

#### **Student Halls and Guest Houses**

Student Halls (Hostels) for Men and Women are provided on all campuses with single, double and triple sharing modern facilities with internet connectivity. Solar Panels are available for water heating on roof tops. Multiple guest rooms and suite rooms with modern amenities are also available to accommodate guests.

#### **Banking**

For banking, branches of South Indian Bank and Catholic Syrian Bank with multiple ATMs are present on the campuses. The University in collaboration with South Indian Bank has provided a debit cum Identity card and online banking facilities for all students, faculty and staff.

#### **Divyangjan Friendly Facilities**

Ramps and lifts are present in all the buildings for movement of students and faculty to different levels of the multi-storeyed buildings. All floors in the buildings have Divyangjan friendly restrooms fitted with sensor enabled flushing and hand dryers. Wheelchairs are made available to aid the mobility of physical challenges in the campus and buildings.

## Health Care Facilities

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 with links to nearby hospitals. Sanitary napkin dispensers are placed at different points in the campuses.

## Transport Facilities

The University provides a total of 23 buses for students and faculty for intracity/inter campus travel. Battery operated buggies are provided for visitors to move within the campus.

## Parking Facilities

Two wheeler, Four Wheeler and Bicycle Parking facilities for faculty, staff and students are provided in all the campuses.

## Safety and Security

The security personnel, working round the clock, have their own offices and separate accommodation quarters. CCTV cameras placed throughout the campus are monitored from the Security Office.

Fire safety equipment like smoke detectors, alarms and extinguishers are available on all the building floors.

## Miscellaneous Facilities

Drinking water dispensers are available on all floors in all buildings. Pigeon-hole message boxes in sign-in rooms are available for staff. Green rooms are available near auditoriums for stage performers. The Department of Physical Education has locker rooms, dormitories and showering facilities for athletes.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

**Response:** 57.47

#### 4.1.4.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
9418	7629	6934	13194	2923

File Description	Document
Upload audited utilization statements	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

#### Response:

CHRIST (Deemed to be University) has consistently invested in upgrading and digitisation of the library facility over the years, keeping the regulatory guidelines mandated by AICTE, UGC and other apex bodies.

The students and staff of CHRIST have access to Six libraries. They are:

- Bangalore Central Campus: The Knowledge Centre and the Under-Graduate Library
- Bangalore Bannerghatta Location Library
- Bangalore Kengeri Location Library
- Pune-Lavasa Campus Library
- Delhi-NCR Campus Library.

The library has a total collection of 3,32,896 books (1,90,872 titles) and subscribes to 658 periodicals and 23 newspapers in 7 languages. The library follows an Open Access policy. The books could be used for reference or be borrowed. The library has a membership with other Institutional libraries. The membership cards are available at the library circulation desk.

#### Automation

The Biometric gates are used to monitor patron check-in and check-out. The University ID Card is scanned at the entry and exit point each time a user uses the library. The data is linked to the ERP and is used to generate electronic attendance of library usage. To prevent the loss of library materials, the libraries have installed Electromagnetic (EM) gates from 3M Technologies at the check-out points, in addition to up-gradation of CCTV cameras at strategic points.

Students and users of the library have access to digital resources through its 100+ dedicated computers and 10Mbps internet.

#### Library Management System

CHRIST Central Library began the process of automation in 1999, with Barcode technology for processing and circulation of Print resources.

It was upgraded to a fully automated process using **Integrated Library Management System KOHA**, installed and operated since 2009. The following activities are performed using KOHA:

- Data Entry of items purchased (Accession Register)
- Circulation of Books
- Serials Maintenance
- Stock Verification
- Online Public Access Catalogue (OPAC) accessible 24X7
- A user account for all students and faculty to check their library account
- SMS and email facility for all library transaction
- Remote access to library databases for students and faculty

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 library for the students to access Swayam/MOOC/NPTEL resources.

### **Digitisation**

The users of the library have access to many services such as reprographics, printing, and scanning. The Library has the facility for digitisation of manuscripts. Reprographic services are available in all the libraries for students and faculty. The library has scanned rare books and has made it available internally through its digital repository.

The library facilities include ample reading space, discussion rooms, property counters, OPAC, and Digi world.

The Digital Repository is updated regularly with Thesis and Dissertations, and Faculty Publications. At present, the Digital Repository has 1214 items.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>



**4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources**

**Response:** A. Any 4 or more of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

**Response:** 580.85

**4.2.3.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
684.23	832.94	506.89	460.39	419.80

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year**

**Response:** 33.6

**4.2.4.1 Number of teachers and students using library per day over last one year**

Response: 8390

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

**4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)**

**Response:** 100

**4.3.1.1 Number of classrooms and seminar halls with ICT facilities**

**Response:** 520

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:**

The **IT Policy** of the University covers the following major aspects:

### **Capacity enhancement and data security**

The University has clearly defined **IT policy** to support all its academic and administrative activities. One of the primary principles of the policy is for promotion and encouragement of the use of IT facilities by the staff of University in all spheres of academic and administrative activities. The policy also provides for use of IT in curricular and co-curricular activities thereby creating a suitable environment for e-learning, along with conventional academic environment.

**Salient features:** The University equips all its academic departments, centers and offices with appropriate hardware and software for effective implementation of the IT policy. The entire process of IT management and **utilization** are integrated with the ERP system of the University-Knowledge Pro. The University encourages the faculty and students, non-teaching staff to use open source resources for academic and non-academic activities. A support management system is in place to assist the stakeholders. An in-house team of software engineers constantly upgrades, supports and develops the Enterprise Resource Planning (ERP) software of the University. The IT maintenance team assists the departments and the offices to install open source resources in the office systems and personal laptops.

The IT Systems have in-built procedures for the **security and protection of data** and for their recovery. 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.

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The Office of Online Training and Examinations organizes training programmes for faculty, students and staff on effective use of IT resources.

**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. Any requirement for IT facilities will be escalated to the IT department with necessary approvals from the Finance Officer.

**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

### The IT expansion plan is as follows:

- Upgrade 1G Switch to 10 G switch in all campuses.
- Upgrade DNS Server with New Backup location in Bangalore Kengeri Campus.
- Establish centralized management system application for servers and desktops in all campuses to automate system configurations, effective patch management and inventory systems.
- Upgrade Wi-Fi Devices at all Campuses at regular intervals to enhance Wi-Fi performance.
- Integrate Internet login with Active directory login in all campuses.
- Upgrade distribution switches in all campuses.
- Software expansion/upgradation is through software requirement study. On approval by the Chief Finance Officer, the Office of IT services will implement the process.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 4.3.3 Student - Computer ratio (Data for the latest completed academic year)

**Response:** 8:1

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Student – computer ratio	<a href="#">View Document</a>

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

**Response:** A. ?1 GBPS

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

**4.3.5 Institution has the following Facilities for e-content development**

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

**Response:** A. All of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Links of photographs	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

**4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years**

**Response:** 25.93

**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
4546	4771	2757	2678	2042

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</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.**

##### **Response:**

CHRIST (Deemed to be University) owns and operates an extensive portfolio of assets and facilities across its campuses and locations , utilized to create a conducive atmosphere for its staff and students to pursue administrative, academic, research, and co/extracurricular activities. The university maintains its assets and facilities in impeccable working conditions to ensure their intended utility at the lowest risk factor, and enhance the overall educational experience.

In order to ensure a sustainable working environment for all the stakeholders, CHRIST has an excellent supporting structure for Facility Management comprising the Manager, and Junior Manager as administrators. The team reviews, analyses and implements the infrastructure-related processes in the university. The University ERP system has a Support Request Module that is incorporated to handle any complaints or support requests of students and staff with regard to maintenance and repair of any campus facility. The facility management is categorized into routine maintenance, preventive maintenance, breakdown maintenance, and process maintenance.

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

Utmost efforts are taken to maintain hygiene and cleanliness in all classrooms, especially in the post-COVID scenario. The following procedures are put in place:

- Repair of furniture and upkeep of infrastructure by the dedicated Facility Management team comprising house-keeping, electricians, carpenters and other skilled maintenance staff
- The maintenance of ICT facilities like Wi-Fi devices, LCD projectors, smartboards by a dedicated team from the IT department
- Management of timetable and classroom allotment through the software (Edupage)
- Maintenance of academic offices that provide essential tools like chalks, and markers
- Maintenance of registers for consumables and the annual audit of these registers
- The maintenance of laboratories and allotment of lab assistants for the upkeep of equipment and premises

- Faculty members are assigned to the supervision and monitoring of the effective utilization of laboratories
- Maintenance is tracked and accounted for with diligent documentation in the form of log books, stock registers, issue registers, maintenance registers and registers for disposing consumables
- The students and staff of the University have access to six libraries across as many campuses
- The library is open from 8.00 AM to 9 PM on all working days with access registered and monitored by biometric surveillance at the entrance and exit gates
- Books are circulated as per guidelines and a no-dues clearance is mandatory before the end semester exams
- All digital resources are accessible through an online public access catalogue OPAC portal
- In a post-pandemic scenario, remote access to subscribed library resources is made available through the KNIMBUS software
- All the libraries are equipped with Wi-Fi and desktop systems for staff and students
- The library maintains meticulous records such as Accession register, bill register, biometric data/ records, Asset register, Movement register for inter-library loan, binding register, register for utilization of symposium rooms, guest and other external users register
- 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 office of IT services is responsible for the maintenance and monitoring of computers in the labs
- Maintenance of furniture in the labs is carried out by the Facility Management team
- Annual maintenance contract is signed with Microhard Services Pvt Ltd for the maintenance of all computers

### **Practices for Maintenance of Sports and Cultural Facilities**

Recognising the importance of state-of-the-art infrastructure for the all-round development of students, the university is committed to maintaining all its sports and cultural facilities. These include sports fields, auditoriums, symposium halls etc. The practices for maintaining these are as follows:

- A centralized booking system is in place to effectively monitor the utilization of all sports fields, cultural and other common facilities like auditoriums and conference rooms
- The Physical Education department books the sports venues in case of major tournaments and practice sessions

- All sports facilities are open from 6.00 AM- 8.30 PM
- Regular maintenance of sports complex with change rooms for men and women, washing areas, dormitory, table tennis court, playgrounds, and gymnasium along with sports equipment by the Office of Facility Management

### **Practices for Canteen, Waste Management and Common Infrastructure**

The health and well-being of all students and staff members is the top priority of the university. Towards this, the university has multiple canteens which serve healthy, hygienic, and freshly prepared food. In addition, all waste generated on campus is systematically and sustainably disposed of through an efficient waste management infrastructure.

- The Canteen committee ensures that the vendors follow the UGC guidelines with reference to meeting the food safety rules for students
- The Gardening team ensures maintenance of the greenery in the campus which includes manuring, hoeing, weeding, lawn-mowing, and preparing seasonal plants using treated water from the Sewage Treatment Plant
- The Housekeeping department ensures regular cleaning of open areas on campus, offices, classrooms, refreshment areas, hostels, and washrooms
- Waste segregation is scheduled and monitored by Parivarthana Unit while IT services ensure the proper disposal of E-waste
- Transformers, power backup units like generators, UPS, lifts, ACs, solar-powered water heaters, etc are also managed by the Facility Management
- Annual maintenance contract is signed with Cherytech Pvt Ltd, Kone Elevators Pvt Ltd, Magnum Power Control for Fire and Safety, Lift, and Electrical Panel, respectively

All these procedures are duly followed and documented in order to ensure a comfortable and seamless experience of using them for both students and staff members.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

**5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).**

**Response:** 54.46

**5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
14553	13184	10457	9331	9219

#### File Description

#### Document

Upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Link for additional information

[View Document](#)

**5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.**

**Response:** 82.45

**5.1.2.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
21054	18956	17032	15236	13452

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability** 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

**Response:** A. All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

**5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases** 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees

**Response:** A. All of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

**5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

**Response:** 100

**5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government**

**examinations, etc.)) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
856	375	215	64	29

**5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
856	375	215	64	29

<b>File Description</b>	<b>Document</b>
Upload supporting data for the same	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**5.2.2 Average percentage of placement of outgoing students during the last five years**

**Response:** 37.41

**5.2.2.1 Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
3493	2824	2571	2038	1683

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**5.2.3 Percentage of student progression to higher education (previous graduating batch).**

**Response:** 31.48

**5.2.3.1 Number of outgoing student progressing to higher education.**

Response: 2402

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</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 last five years.**

Response: 86

**5.3.1.1 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) year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
27	10	15	16	18

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

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

**Response:**

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. The University Student Council has members representing various programmes and student associations including NCC and cultural teams and international students. It supports the endeavour of promoting quality of student life on campus. The Student Council works in liaison with University administration and centres/departments.

The primary objectives of the Student Council are:

- To imbibe the vision, mission and core values of the University among students.
- To provide constructive feedback on various aspects of campus life.

- To help improve the academic quality and research culture among students.
- To interlink various stakeholders of the University.
- To help keep the Christite spirit alive through various initiatives and activities

The student council members are selected through a rigorous procedure where students submit an elaborate Statement of Purpose. Students are inducted and trained to develop holistic skills as they are expected to participate in the overall development of students.

The students thrive to create quality academic life on campus. The Student Council participates in several activities related to leadership and overall development at the beginning of their tenure, which gives them the knowledge and confidence to fulfil their obligations. The Student Council conducts Open Forums bi-annually, which is a platform for students to give constructive feedback and initiate fruitful discussions which is followed by a meeting with the Vice Chancellor.

The student council contributes to the clubs and associations and helps organize events both at the department and the campus level. 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. The student council assists multiple centres/associations within the University, which include providing collaborative support to Centre for Social Action and Student Welfare Office. They also engage constantly to provide Academic development and professional support through the centre for academic and professional support (CAPS). The Council also supports the IQAC, by continuously engaging in discussions and deliberations and giving constructive feedback and suggestions. Student council has its presence in the Anti-ragging Committee to ensure a safe campus space.

The Student Council extends their support to various department-level associations such as CUCA, ECHO, MACS, MESTA, CUSBMA, Agora, Ellipsis and Cultural events such as Darpan, Blossoms, In-blooms, Nritta, Bhasha Utsav, Dance Extravaganza, Sound Curry, and Magnificat, which help promote the involvement and recognition of various talents across the University. They also include department-specific events such as PRAYAS, ESPRIT, Telesto, Abhikarma, Convergence, Odyssey, INPRINT, Incognito, Altius, Jeevostav, Querencia, Gateways, Aarohan, CHEMOZ, Sequence, and Inference, FutureMUN. These events help promote the essence of competition and interdisciplinary learning across the University. 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.

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<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

**Response:** 94.8

#### 5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
122	103	79	87	83

<b>File Description</b>	<b>Document</b>
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</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.

**Response:**

**Christ University Alumni Foundation**, a registered charitable trust, exercises independent management of the affairs of the CHRIST (Deemed to be University) Alumni Association. It provides a platform for building a strong network among students who have graduated from CHRIST in the last 52 years, operating with Chapters in India and abroad. Illustrious Alumni include Shilpa Nag; IAS, Krishna Byre Gowda; Politician, Neal Bafna; film maker, Naveen Kumar; Scientist and Lucas Thomas; Sr. VP, Bank of America. Alumni Meetings were conducted at the Chapter, University and Department level for alumni and teachers to meet and network.

The Alumni have contributed to the development of the institution in the following ways:

- Illustrious alumni and teachers are felicitated during the annual alumni meet on 26 January.
- Around 200 **Mentoring and Knowledge Sharing** Sessions were organized in the last five years where Alumni delivered guest lectures, mentoring sessions and conducted workshops to share expertise and knowledge on contemporary topics.
- **Employability Enhancement, Placement and Internship Support** is 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
- **Project Evaluation and Competition Judging Panels:** Alumni, who are domain experts, were involved in Project Evaluation/Viva-Voce to support the departments in assessing student learning outcomes. Alumni also participated as judges for various competitions
- **Praveen Kenneth Chair on Leadership:** Mr Praveen Kenneth, Alumni of CHRIST (1985) and currently Founder Chairman & Managing Director of Law & Kenneth Saatchi & Saatchi) contributed a Rs 100 Lakhs grant for a duration of four years (2018-2022), with the purpose to train on leadership for University staff and students. Monthly training sessions for faculty, staff and students have been conducted since its inception
- **Scholarship and Financial Support:** Deserving students from economically backward families were supported for pursuing their education in CHRIST by extending scholarships. Alumni Scholarships worth Rs.51,58,250/- have been distributed to 871 students from batches 2016 to 2021. Laptops were sponsored for school children of non-teaching staff during the pandemic. Financial support was provided for social responsibility projects like ASVAS (Divyangjan Training Centre) and Centre for Social Action
- **Annual Fun Fiesta** was conducted for all University staff, involving field and stall games. Gifts worth 25 Lakhs were sponsored by the alumni
- **Annual Medical Camp**, sponsored by the Association, was organised for staff and students. Around 8000 students and 2000 staff benefitted from the camps over the last five years. Covid-19 Support was provided by the alumni in the form of Food Kit Distribution and a Vaccination Drive. The Alumni Association organised Vaccination Drive on 7 June 2021 in association with Narayana Health where around 1000 staff and students were vaccinated for free
- **Endowed Gold Medals** sponsored by the alumni were awarded to the best outgoing students of Hotel Management and Engineering at the Convocation ceremonies
- **Alumni in Academia and Industry** contribute to the curriculum design and support student internships and placements
- **Alumni members serve as invited members** to the Board of Studies, IQAC Council



File Description	Document
Link for additional information	<a href="#">View Document</a>

<b>5.4.2 Alumni contribution during the last five years (INR in Lakhs)</b>	
<b>Response: A. ? 100 Lakhs</b>	
File Description	Document
Any additional information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

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## Criterion 6 - Governance, Leadership and Management

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### 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.**

**Response:**

The University has clearly stated its Vision 'Excellence and Service' and Mission 'CHRIST is a nurturing ground for an individual's holistic development to make an effective contribution to the society in a dynamic environment' and communicated it to the stakeholders through the staff and student handbooks, University website, social media and its publications.

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

**Participation** - All faculty are involved in the Board of Studies. All the Heads of the Departments and Academic coordinators are members of the Academic council. Senior Administrative staff are members of other statutory bodies like planning and monitoring board, Board of Management, Finance committee and Staff selection committee.

**Responsiveness** - All grievances of staff and students are attended to by the concerned authorities within 24 hours.

**Accountability** - In order to ensure accountability in academic delivery and quality, student feedback is taken periodically, discussed in the review meetings and remedial measures taken.

**Compliance** - CHRIST adheres to all the stipulated rules and regulations of University Grants Commission (UGC), All India Council of Technical Education (AICTE), Bar Council of India(BCI), National Council of Teacher Education (NCTE), Council of Architecture (COA) and submits documents duly.

**Transparency** - All the academic details of programs, courses are available on the website. All student and staff regulations are available in respective hand books. Major decisions are notified through a circular, email and put up on the notice boards. Minutes of the meetings of committees such as Internal Compliance Committee, Anti ragging Committee constituted to resolve grievances are notified in the website.

**Inclusiveness** - CHRIST has students from all the states and union territories of India. Students from over 77 countries are represented at CHRIST. The ratio of Male to female students is about 50 %. To support Divyangjan students facilities such as ramps, friendly toilet facilities are available. Exclusive mentoring and monitoring programs are adopted by the class teachers.

**Consensus** All academic, administrative decisions and financial decisions are by consensus after the deliberations in the respective committees- Board of Studies, Academic Council, Board of Management.

**Effectiveness** of academic and administrative governance is evident by the following examples:

1. Decision to go online within three days of announcement of lockdown in March 2020 and completion of academic year as per schedule
2. Decision to open two new campuses at Lavasa and Delhi NCR where the intake has been substantial
3. CHRIST has a successful peer education model which connects all students across all campuses
4. Centre for Social Action helps sensitise students to the real life scenarios that help in individual development and build empathy and compassion

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**Efficiency of academic and administrative governance is evident by the following examples:**

1. Academic Calendars prepared during the beginning of the academic year are followed 100% without deviation
2. Weighted average of student feedback on the student satisfaction survey has been 3.8 on 5 over the years

The characteristics of good governance as outlined above have significantly contributed to Excellence and Service, and nurturing Holistic development of the student.

File Description	Document
Link for additional information	<a href="#">View Document</a>

**6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.**

**Response:**

**A. DECENTRALISATION**

CHRIST has 11 different leadership positions with specific responsibilities as shown in the organogram - Fig 1, to manage and govern the University. Decisions are taken at various levels of the organisation in keeping with the level of authority and responsibility as illustrated below.

**Vice Chancellor (Chairperson of statutory bodies of the University)**

1. Overall Leadership of the University.
2. Developing and implementing the vision and strategy for the growth of the University.
3. Stakeholder engagement - Government, General Public, Sponsoring Society, Parents.

**Pro-Vice Chancellor**

1. Managing the administration of the University in the absence of the VC
2. Managing student affairs
3. Supporting accreditation and ranking activities

**Registrar - (Secretary to the Board of Management, Academic Council, Planning and Monitoring board )**

1. Implements the decisions of the Board of Management (BOM), Academic council and planning and monitoring board and of the Vice Chancellor (VC)
2. Ensures statutory compliance
3. Manages the day to day administration

**Chief Finance Officer (Secretary to the finance committee)**

1. Sourcing of funds

2.Revenue and expense management

3.Finalisation of accounts

### **Controller of Examinations**

1.Planning the examinations

2.Conduct of examination, evaluation and declaration of results as per the calendar

3.Ensure adherence to exam code of conduct and students' grievances

### **Personnel Officer**

1.Human resource planning and administration and recruitment activities

2.Administration of appraisal

3.Implementation of welfare measures

### **Director**

1.Managing Centres, Offices and Campuses

2.Overseeing the administration of the unit

3.Administrative support to the Deans

### **Dean**

1.Is responsible for the smooth conduct of the program including design, delivery, assessment and evaluation

2.Management of faculty including quality assurance

3.Recruitment and capacity building of the team

### **Head of the Department**

1.Curriculum design and delivery

2.Student skill development

- 3.Oversee the academic process of the department and strict adherence to the academic calendar
- 4.Create and establish a conducive academic atmosphere

### **Program Coordinators**

- 1.Oversee the continuous improvement of the academic program
- 2.Coordinate with the Curriculum Development Cell of the department
- 3.Mentor various student committees

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Fig.1: Organogram

## B. PARTICIPATIVE MANAGEMENT

- Faculty members and students are represented in all the statutory committees such as IQAC, Internal Complaints Committee and the BOS. Students evaluate teachers and give feedback every semester.
- VC, Directors, Deans, HoDs and other officials deliberate and decide on all important academic matters such as introduction of new programs, admissions and Research.
- 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.
- The Director-Placement in consultation with Deans/HoDs formulates the placement policy and plans the placement schedule.
- The Director- Research in consultation with the Research Advisory Committee identifies the thrust areas for research and administers the research promotion policy.
- The Director- Centre for Social Action in consultation with faculty and student representatives of each department finalises the social action activities for the year and monitors their implementation.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic plan is effectively deployed.

#### Response:

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.

CHRIST's traditional strategy was a three-pronged approach to obtain competitive advantage through:

1. Student care
2. Faculty and staff quality through constant training and development
3. Range of programs and courses offered

During the past five years research has been included as an additional strategic area primarily with a view to augment faculty quality, research output and institutional ranking. One of the major components of the strategic plan for the period 2016-21 is enhancement of research.

**Research strategy:**

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

In view of the above, the initiatives that were included in the research policy and the corresponding beneficial impacts are given below:

1. Introduction of Research Advisory Committee: To enhance the rigour of research every PhD student receives guidance from experts on the Research Advisory Committee
2. Rationalisation of teaching workload of the research focused faculty: Research intensive faculty members are given reduction / exemption from regular teaching assignments, to provide sufficient time for research and supervision. As a result, there is an increase in the number of publications from 154 in 2016-17 to 3750 in 2020-21
3. Establishment of Intellectual Property Rights (IPR) Cell: The University has established an exclusive cell to create awareness about intellectual property rights, especially patents and copyrights. Number of patents published/awarded have increased from 1 in 2016-17 to 197 in 2020-21
4. Funded project revenue was Rs. 112 Lakh in 2016-17, which increased to 234 lakhs in 2020-21



CHRIST encourages interdisciplinary research and dominant departments collaborating are Mathematics, Physics and Electronics, Business and Management, Computer Science, Computer Science and Engineering, Mechanical Engineering, Chemistry and Psychology.

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The above mentioned 10 departments constitute 75 % of the total publications of the University.

The knowledge and expertise garnered from research has also contributed to an 8 fold increase in consultancy revenues from 10 lakhs in 2016-17 to 81 Lakhs in 2020-21.

### **Evidence for Goal Attainment**

The number of publications have been increased to 845% (8.45 times) in the Scopus/Web of Science indexed journals during 2016-2021.

A centralised R & D Block 'Centre for Advanced Research and Development' has been constructed in the University campus.

File Description	Document
Any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>

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

**Response:**

The major institutional bodies are the Board of Studies, Academic Council, Finance Committee, IQAC, Board of Management, Planning and Monitoring Board. Effectiveness is about taking the right decisions and efficiency is about execution appropriately with measurable outcomes. Effectiveness is primary and efficiency is relevant only if the decision is effective.

**Effectiveness** - The effectiveness of decisions taken by CHRIST during the period under review is illustrated from the following:

1. In 2016-17 CHRIST offered 88 programmes, which increased to 108 in 2020-21. The additional 20 programmes are in the areas such as Architecture, Liberal Arts, Cultural Studies. These include both Bachelors and Masters programmes. All the new programmes have performed well with a good demand ratio. All these programmes were introduced through the approval of the BOS, Academic Council and the Board of Management. Similarly, PhD programme was offered in 15 disciplines which in 2020-21 has risen to 33 and effectively contributed to increase in PhD Scholars
2. The restructuring of the Centre for Research enhanced research and effectiveness of the Strategic Plan. Some of the initiatives of the Centre that were catalytic were research writing courses and office support for research project applications
3. The decision to start the Off Campuses in Delhi NCR and Lavasa initiated by the Planning and Monitoring Board and approved by the Board of Management has led to the University being known on a national scale and contributed to enhancement of the brand image
4. The service and appointment rules provide that any staff member can be transferred to any constituent campus in India. This has helped to transposed CHRIST culture into new campuses by transferring existing senior personnel such as Deans/Directors and faculty members
5. The administrative set up whereby the campus Directors in Delhi NCR and Lavasa can function with autonomy while reporting to the VC headquartered in Bangalore, ensures decentralisation and quick decision making as well as provides a control mechanism for the Vice Chancellor thereby enhancing the effectiveness of the management and governance

**Efficiency**

1. Earlier documentation system was largely managed manually and during the last few years digital documentation has been introduced through the institutional ERP system whereby the departments directly upload the activity reports. This information that is uploaded is approved by the department Heads and is captured by different offices for preparation of various reports. This improvement in efficiency was initiated by the IQAC
2. The faculty student ratio which was 1:25 in 2016-17 has improved to 1:21 In 2020-21. This is the result of the impetus triggered by the planning and monitoring board
3. Consultancy revenue per faculty has improved from Rs. 1835 in 2016-17 to Rs. 9333 in 2020-21 due to the efforts of the IQAC
4. Publication per faculty has improved from 0.275 in 2016-17 to 3.26 in 2020-21. This is because of the support and efforts of the IQAC and the decision of the Board of Management with regard to the policy on Research.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link to Organogram of the University webpage	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.2.3 Institution Implements e-governance covering following areas of operation

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

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</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 .**

### **Response:**

The University has an effective performance appraisal system, promotional avenues and effective welfare measures for both the teaching and the non-teaching staff.

### **Performance Appraisal System**

The University has a 360 degree faculty appraisal system which is administered through the University ERP annually on the following parameters:

- Teaching Learning and Evaluation
- Extension and Professional Development
- Research and Development Related Activities

The stages of appraisal include the following:

- 1.Evaluation /feedback of faculty by students taught by them during the year
- 2.Peer evaluation by other faculty members of the department
- 3.Self appraisal based on the three parameters mentioned above
- 4.Appraisal of the faculty on the same parameters by the concerned HOD
- 5.Dean's review in the presence of HOD and the Faculty
- 6.Preparation of appraisal scorecard by the system
- 7.Submission of scorecards to the Vice Chancellor for consideration

HODs are appraised by the Dean and Vice chancellor. The Directors and Deans will have self-appraisal and appraisal review by the Vice Chancellor.

### **Appraisal of Non-teaching staff**

Non-teaching Staff including Attenders, attached to Centers and Departments are appraised by the respective HOD and the Director/Dean/CFO. Housekeeping staff, gardeners etc will have only Staff Appraisal by the Supervisor and Appraisal Review by the Director/CFO.

### **Promotional avenues**

The teaching faculty are eligible for career advancement or/and promotion and other monetary benefits as per the Employment Regulations of the University. 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 Vice Chancellor.

Career advancement and promotion of non teaching staff is based on the performance in the appraisal and recommendation of Coordinator/ HOD/Director.

### **Welfare measures**

The University allows its staff to avail leave under a range of leave schemes. Confirmed employees with 10 and over 10 years experience can avail medical leave ranging from 180 days to 360 days (with pay or without pay as per the discretion of the management). The leave options provided, have a few common ones for teaching and non-teaching staff and some additional leaves for some categories of staff.

Group Medical Insurance from Reliance General Insurance Co Ltd is provided to all staff.

In-house medical services with a medical doctor are available to all staff and faculty.

The teaching faculty can avail financial support for Academic membership in professional bodies, travel grants for conference and University visits, and research seed funding.

Non-teaching staff can avail Interest Free Loans, support for attending training sessions, Fee concession for their children, fee concession for higher studies. Staff Welfare Fund Loan, group medical insurance, Medical Reimbursements are extended to all Staff. Creche facility is provided for Staff.

Annual Free health check is carried out for all faculty and staff. ESI scheme is extended to the staff as per government norms. Retirement benefits like Gratuity and EPF are provided upon retirement. Travel allowances are provided for faculty on official duty. Housing facility is available for security and essential staff inside the campus.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### **6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.**

**Response:** 83.21

#### **6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
871	693	615	546	507

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	<a href="#">View Document</a>

Other Upload Files	
1	<a href="#">View Document</a>

**6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.**

**Response:** 43.2

**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
105	41	37	13	20

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**Response:** 82.52

**6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
938	683	617	545	461

File Description	Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

As a self-financed institution, CHRIST (Deemed to be University) has adopted multiple strategies for mobilization of funds and optimal utilization of resources focussing on all-around development and quality enhancement. The finance committee of the University through its continuous internal and external audits monitors the optimum utilization of resources.

#### Mobilization of funds

- **External Funding**

1. 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, IIEEE, 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, St. Johns Medical College
2. Contributions received from national and international organizations through CSR, consultancy, and incubator funding. For Example the University raised around INR 541.97 lakhs through consultancy in the past five years
3. Funding received from international foundations/charities and NGOs
4. Endowment funds are encouraged to support/recognize meritorious candidates by gold medals and cash prizes

- **Interest and Investments**

1. Return on Mutual Fund Investments made by the University
2. Interest received from Fixed Deposits in banks that cover the entire 12 months of the academic year
3. Interest earned through Flexi Saving accounts scheme
4. Interest earned from the Corpus Fund is mobilized to award merit cum scholarships to deserving students

- **Voluntary Contributions**

1. Voluntary contributions from alumni
2. Voluntary contribution from students towards University's Social initiative. The Center for Social Action initiatives is funded by the current students at the University

- **Others**

1. Encouraging delegate fee/ corporate funding in partial or in full for organizing fests, conferences, and departmental activities
2. The University has availed 80G tax exemption certificate, to attract Donations to the Corpus Fund of the trust
3. Student fee forms a part of the total funds received by the University. Following the supreme court guidelines through a transparent process, differential fees are charged for international students (Foreign/ NRI) and innovative industry-relevant programmes, which enhances enrollment, thereby increasing the income received
4. 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.
5. Rent and Utility service collections from various vendors operating in the campus.

### **Optimum utilization of resources**

1. Need assessment-based investments in infrastructure, Information technology, research development activities.
2. Usage of natural hedging strategies for optimal utilization of foreign currency earnings.
3. Reduced overall cost of procurement through efficient usage of economies of scale.



4. Efficient inventory and facility management departments ensuring routine preventive measures reducing wear and tear and saving the overall cost of facility maintenance and servicing.
5. Activity-based budgeting model and timeline-based deliverables, providing accountability-linked administrative and financial autonomy to all the constituent units.
6. Financial Resources invested in mutual funds, fixed deposits, and saving deposits to benefit from compounded returns.

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	Document
Any additional information	<a href="#">View Document</a>

**6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V ) (INR in Lakhs).**

**Response:** 0

**6.4.2.1 Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	<a href="#">View Document</a>

**6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)**

**Response:** 238.31

**6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
150	41.76	20.15	26.40	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

#### 6.4.4 Institution conducts internal and external financial audits regularly

##### Response:

CHRIST (Deemed to be University) has a mechanism for both internal and external financial audits and the institutional accounts are regularly audited by both internal and external auditors.

**Internal Financial Audit** is done by independent firm of Chartered Accountants on an ongoing basis. The Internal Auditor is appointed by the Management on yearly renewable tenure. 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 on a real time basis with the Management for appropriate action. Internal Audit observations and comments formed the basis for further review by the Statutory Auditor. After the audit, MIS reports with suggestions are prepared quarterly, half yearly and annually and submitted to the management.

**External Audit (Statutory Audit)** of the University 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 of the Institution on regular and periodic basis and facilitates immediate feedback for any corrections and rectifications followed by final audit of consolidated accounts of the University. The Auditor's Report and Certificate authenticates the financials of the Institution. The Statutory Auditor also oversees the preparation and filing of the Income Tax Returns and GST payments duly verifying the correctness and truthfulness of the relevant records.

Both the Internal and Statutory Auditors are independent with no direct or indirect relationship with the Institution such that their comments on the financials of the Institution are without fear or favour.

In addition to internal and external audit, State and Central Government audits are done by their respective representatives who verify the documents related to government funding and provide their observations.

The University has clearly articulated processes for all of its financial transactions using the general accounting principles. This helps monitor and track transactions in a systematic manner. The effective and efficient use of financial resources is also monitored by suitable institutional mechanisms.

Due 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 recommended by the Finance Committee and approved by the Board of Management of the University.

The University has received an 'A+', Grade in ICRA Ltd rating every year for maintaining consistency in financial stability and management systems.

**Audit objections and management of objections:**

The queries raised by the audit team are discussed with the accounts officers and Chief Finance Officer. The objections are settled based on the regulations applicable to the Institution.

File Description	Document
Any additional information	<a href="#">View Document</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.**

**Response:**

IQAC at CHRIST has been leading both academic and administrative departments to ensure and sustain quality initiatives by adopting appropriate strategies, processes and operations with core thrust on teaching-learning processes and supporting students in relation to learning outcomes.

Two of the initiatives institutionalised by the IQAC during the last five years are:

- Establishment of Teaching-Learning Enhancement Cell (TLEC) with the objective of putting teaching learning processes, structures and methodologies of operations in the right context
- Centre for Academic and Professional Support (CAPS) with the purpose of supporting academic activities like writing, preparing research proposals and other related areas

**Teaching Learning Enhancement Cell:** The activities of the TLEC are to

- Support the development of outcome-based curricula across disciplines
- Develop policy documents for curriculum, teaching, learning, and assessment for the University
- Review the teaching, learning, and assessment practises of the University

- Conceptualising, designing, and organising conduct workshops on teaching, learning, and assessment for in service faculty
- Undertake research on higher education
- Scaffolding for faculty for the adoption of a Learning Outcome based Curriculum Framework

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.

### **Centre for Academic and Professional Support:**

The second most important initiative and significant contribution on the part of the IQAC to ensure and sustain quality is establishment of the Centre for Academic and Professional Support (CAPS) with the purpose of rendering academic support to students.

CAPS is the one-stop station for Life skill training/coaching and Career mentoring.

With well trained and qualified staff, and peer trainers students, faculty, and researchers can associate and tap its resources to learn, network, exchange ideas and leverage its vast resources.

CAPS is all about closing gaps and aiming high. It seeks to identify, nurture and train people's skill sets to hit the right goal posts.

CAPS works with several wings. They include:

- (a) Psychometric Assessment Wing - offers a set of assessments to explore strengths and weaknesses and helps to locate best career choices on topics such as communication, teaching and learning styles, moods, aptitudes and career interests
- (b) Learning Lab -One-of-a-kind Indian professional online lab not only helps to learn, but also how to learn. It helps to absorb knowledge and explore through a web platform and diverse e-modules
- (c) One-On-One Peer Training- It identifies and trains students who provide one-on-one tutoring in English, academic skills, professional skills in Time Management, Power Dressing and so on
- (d) Group Peer Training - Trained group peers help to expand skill sets through class sessions
- (e) Connect Wide - It is a platform where Industry experts are brought to address the students of the university and introduce what the world of work is like

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).**

**Response:** A. Any 5 or more of the above

File Description	Document
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Upload details of Quality assurance initiatives of the institution (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Paste web link of Annual reports of University	<a href="#">View Document</a>

**6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).**

**Response:**

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

#### **Consultancy cell**

By establishing Consultancy Cell IQAC initiated structured consultancy in the University and implemented it across the academic departments. This has resulted in an increased number of consultancy projects undertaken by the faculty driving towards creating another source of revenue for the University.

#### **Intellectual Property Rights Cell**

IPR Cell (Patents, Copyright and Trademarks) has been constituted to create more awareness about intellectual property and assist faculty and students in obtaining Patents and seek other IP legal protections. Total number of 197 Patents both national and international, were published/awarded during the period 2016-2021.

### **Promotion of Research:**

Measures have been adopted to inculcate research culture with the help of interdisciplinary research approaches in different departments. Centre for Advanced Research and Development (CARD) was established in order to provide state of the art facilities for interdisciplinary research.

Number of publications of faculty have considerably increased and all suitable publications published in recognized journals. There is an 845% (8.45 times) increase in the Scopus/Web of Science indexed publication during 2016-2021. Faculty have been provided with monetary incentives along with appreciation.

Seed money scheme is implemented for the faculty to initiate research and apply for external funding.

Research Promotion is undertaken through six centres – Centre for Research, Centre for Research Projects, Centre for publications, Centre for Social and Policy Research, Centre for Digital Innovation. The University has collaborated with LabourNet Services India Pvt. Ltd, for socially relevant research projects since 2019. This is one of its kind industry-academia collaboration between CHRIST (Deemed to be University) and LabourNet to produce knowledge about the informal economy and the labour markets in India. The research output from these centres is significant and socially relevant.

### **Choice based credit system**

Choice based credit system is effectively implemented for all UG programmes and elective system in the PG programmes. Through the CBCS system, students can earn credits by opting and successfully completing diverse courses of their interest offered by different departments in the University or by MOOCs offered by other institutions.

### **Hostel facilities**

The University provides hostel accommodation for both men and women with full time wardens assisted by faculty.

### **Academic and administrative audit**

Internal Academic and Administrative audit is conducted annually in the month of March - April through a panel of audit members. These members are selected from different streams/ disciplines and use a University developed compliance instrument and gather data for quality analysis.

### **Business and Mathematics labs**

Business labs have been established by the School of Business and Management and Mathematics Lab was established by the Department of Mathematics.

### **Grievance redressal Cells**

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

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

NAAC

## Criterion 7 - 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 last five years.

##### **Response:**

The University has policies, plans and practices to promote gender equity among its staff and students. Male and female students and staff have proportionate strength in the University and equitable treatment is accorded to all of them, including in admissions and recruitment. The University ensures the participation of both men and women in all its activities.

**Curricular interventions:** All programmes have incorporated gender equity directly or indirectly in their curricula. Programmes in English, Sociology, Psychology, Law and Management have courses related to gender equity.

Awareness programmes are conducted regularly across campuses on 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.

**Co-curricular interventions:** 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. Peer Education Programme on Gender Sensitivity and Equity is offered to students, by students to change attitudes, behaviours and beliefs that reinforce inequalities between women and men. The University conducts awareness programmes for students such as celebration of International Women's Day every year and Early-stage Entrepreneurship Development Programme on economic empowerment of women.

The University gives equal opportunity to both male and female students in sports, cultural, co-curricular and extracurricular activities.

As a part of social engagement the School of Law in the legal aid and awareness programme addresses women related issues in remote villages of Karnataka. The Centre for Social Action has implemented a solid waste management programme on campus which has created a livelihood option for low-income households who are involved in the process.

**Facilities for Women:** To ensure **safety**, especially of women, the University has installed CCTV cameras on campus, in the buildings, commonplaces, car parks etc to monitor movement of strangers and to prevent any untoward incidents. The security personnel ensure a safe campus through monitoring all entry and exit points of the campuses and other security measures. **Common Rooms** are provided for women. Sanitary napkin vending machines are installed in all campuses. The Female Student Halls are provided with women security staff to ensure their safety.

Flexible working hours are given for mothers with infants. Long leave is provided for women to meet family exigencies.



**Medical and Counselling Services:** A well-equipped health centre with lady doctor and female nurses, along with other facilities is available on the campus to take care of the students and special needs of female students. Senior women faculty members attend to the needs of female students. Trained campus counsellors attend to the emotional needs of students both on and offline. Facilities for sports, yoga and fitness are also made available to them

**Day care centres** which cater to the needs of children of staff members have been established.

Both the genders are represented in the University authorities. University Student Council and School Student Councils have near equal representation of genders.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Annual gender sensitization action plan	<a href="#">View Document</a>

#### 7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

**Response:** A. 4 or All of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

**Response:**

The University has facilities for effective management of all types of degradable and non-degradable waste. 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).

**Solid Waste Management**

“Parivarthana”-The Recycling Unit of the University is evolved as a model to other higher educational institutions for a sustainable environment through better waste management. 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, which in turn is used for gardening. The dry waste is segregated at the segregation unit and recyclable materials like paper are shredded, made into pulp at the hydro-pulper machine and reused to make products like envelopes, books, folders etc at the Paper Recycling Unit. The non-recyclable waste is collected by external agencies from the Campuses.

**Liquid Waste Management**

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 around 25 kilogram of biogas.

**E-waste Management**

In association with the vendor, Microhard Services Pvt Ltd, the University disposes E-waste away from the campus premises on a regular basis. Obsolete, old or unused hardware is sent for incineration or to recycling units or scrap markets outside the campus premises by the vendor.

**Hazardous Chemicals and Radioactive Waste Management**

The Department of Physics and Electronics has a few radioactive sources (gamma ray sources: Cs-137, Na-22, Co-60 & Ba-133, and beta ray source: Tl-204), used for laboratory and research purposes. These sources are stored in lead containers designed to reduce the intensity of radiation in the storing room. An essential component of the waste management system is ensuring adequate control of the activity, activity concentration, and the volume of radioactive waste. Since these sources are of very low strength (less than 2  $\mu$ Ci), they are not harmful. The users are instructed to take utmost precautions as per the Atomic Energy Regulatory Board (AERB) guidelines to safeguard themselves. Any such waste is stored, packaged and labelled in the lab and disposed of as per the AERB guidelines.

The Department of Chemistry limits hazardous chemical storage in its labs to only those actively used in the academic process. Training is provided to handle the chemicals with proper safety measures. The Department manages chemical waste such as used acid, alkaline and others such as Potassium Dichromate, EDTA-Hydrogen Peroxide, compounds of lead, mercury and cadmium, organic solvents such as Benzene, Ether, Hexane, Chloroform etc. The used chemicals are segregated into aqueous and organic waste in separate air tight containers which are labelled accordingly and collected by an NGO for safe disposal as per the standards.

<b>File Description</b>	<b>Document</b>
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geotagged photographs of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **7.1.4 Water conservation facilities available in the Institution:**

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

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

<b>File Description</b>	<b>Document</b>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **7.1.5 Green campus initiatives include:**

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. Landscaping with trees and plants**

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

<b>File Description</b>	<b>Document</b>
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>

#### **7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:**

- 1. Green audit**

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

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

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Certificates of the awards received	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

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

File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

**Response:**

The University has taken a number of initiatives to foster an inclusive environment in its campuses practising tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities. The student community consists of diverse learners including students from all the states and Union territories of India and international students from about 77 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.

The efforts to foster inclusivity among the student community are made throughout their period of study. During the admission process and through the induction programme the students are oriented towards the plurality and ways to celebrate diversity on the campus. This is further sustained through modules on mutual respect and effective relationships, clear communication, explicit understanding about expectations and critical self-reflection in the add on courses and through peer education sessions.

### **Equal Opportunity Cell:**

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. These are impressed upon the campus community during orientation sessions and uploaded on the website for public viewing.

### **Barrier-free access:**

The University provides barrier-free, accessible infrastructure to the Divyangjan following the guidelines prescribed by the Government. Three fully functional Health centres are accessible with first aid and medical support. Ramps are available for wheelchair access in all buildings. Wheelchairs are also available for use. From the initial process of admissions, when the application form is filled, the institution identifies students with special needs.

### **Counselling:**

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. Customised evaluation and assessment models with specific considerations like MCQ format, non-graphic screen reader friendly question papers, oral tests, presentations in classes, are administered to the special learners. Free food packets are distributed through kiosks for deserving students.

### **Festivals and celebrations:**

The University hosts festivals and celebrations that enrich the cultural diversity that the students are exposed to, and cultivates acceptance of cultures by creating awareness as well as a ground for celebrating each other's culture and other individualities. Every year, the Department of Languages celebrates Bhasha Utsav, a pan-University event where the students are encouraged to come in their traditional ethnic attire while also fully embracing each other's cultural heritage and also participate in folk dance performances.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

**Response:**

The University through its departments, Centres and Student Committees has undertaken various initiatives and events to sensitise students on constitutional obligations such as 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, State Days etc. Some of the other initiatives are:

**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. The University conducts awareness and involves students in forums, talks, discussions, meetings, quizzes, competitions, debates, moots, extempore and events that would give them exposure to the facets of the Indian Constitution. The Committee organises Constitution Day or Samvidhan Divas celebrations. It live streams the Commemoration Function at Central Hall, Parliament House for the students and staff followed by reading out the Preamble of the Constitutional Rights and Fundamental Duties of an Indian citizen, with the audience repeating it.

A one credit course on Constitution of India is being conducted for students of all the programs across the campus. The School of law conducts periodic camps to sensitise students and staff members of the University with constitutional obligation of rights, duties and responsibilities. Based on the knowledge and skills garnered through the program final year law students are able to provide legal aid to villagers. The students of School of law performed on stage to communicate the salient features of the constitution of India with respect to fundamental rights and offices of constitutional governance. Street plays are conducted by students of School of law and other schools on socio-legal issues.

**Sustainability and Forest Education Club (S.A.F.E)** of the University spreads awareness about animal cruelty and environmental degradation by aligning with the United Nations Sustainable Development Goals. The University has been closely associated with the Wildlife Protection Organisation called Wildlife SOS. Students and staff participate in nature walks with 'A Green Venture' in Bangalore's Cubbon Park, to learn about the magnificent environmental history of the city and the necessity to protect it. 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. With the support of student and faculty volunteers, and full-time development

professionals, it addresses issues related to child rights, socio-economic development of women, youths and farmers, livelihood, community mobilisation, and environment/climate change issues in the 124 villages and slums adopted by it in Karnataka, Kerala, Maharashtra, National Capital Region and Chhattisgarh. They organise rural exposure camps, visits to slums, orphanages and destitute homes as part of service learning and organising blood donation camps

**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.**

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>

**7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

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, International Peace Day, in solidarity with the noble thoughts behind the cause/event. These are celebrated involving students, faculty, non-teaching staff and alumni with activities appropriate to the days.

**National commemorative days** such as Republic Day on 26 January and Independence Day on 15 August are celebrated with the unfurling of the national Flag in the presence of Students, Staff and NCC cadets along with singing of the national anthem and speeches on the importance of these days.

**Commemorative Days** of birth and death anniversaries:

The University with its secular outlook, respects and celebrates diversity, including diverse ideological and cultural views. Various programmes including seminars, guest lectures, talks and quizzes are organised to remember the great icons and understand the significance of their ideas and their contributions. To commemorate the birth anniversary of Dr Sarvepalli Radhakrishnan on 05 September Teachers Day is

organised every year. Teachers are feted on this day by the students. 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. The World Social Work day is celebrated on 03 March as a tribute to the contributions of social workers and to encourage individuals, families, communities and wider society interested in social work. Besides these, World Tourism Day on 27 September is observed for fostering awareness of tourism's social, cultural, political and economic value, Engineer's Day is observed on 15 September by the School of Engineering and Technology to commemorate the great work of engineers and to encourage them for improvement and innovation. National Science Day is observed on 28 February to remember the contribution of Sir C V Raman and to encourage youth to understand the aspects of science and develop an interest in it. Environment Day is celebrated on 05 June for encouraging worldwide awareness and action to protect our environment. Earth Day (to promote respect for environmental protection), World Book Day and Copyright Day is observed on 23 April to celebrate books and authors and encourage young people to discover the pleasure of reading, International Literacy Day is celebrated on 08 September to promote the importance of literacy. International Yoga Day celebrated on 21 June to promote physical and mental health and wellbeing are also celebrated. International Food Day is celebrated by the Department of Hotel Management in keeping with the call for Poshan Abhiyaan. The University also celebrates Mental Health Day (10 October), Human Rights Day (10 December), and NCC Day (4th Sunday in November).

File Description	Document
Geotagged photographs of some of the events	<a href="#">View Document</a>
Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

**7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.**

**Response:**

### **BEST PRACTICE - I**

#### **1. Title of the Practice**

Peer Education System – Preparing Students for Life

#### **2. Objectives of the Practice**

Primary objective of the Peer Education System is:



- To enhance students' well-being through inculcation of life skills
- To help students imbibe positive values and develop healthy behaviours to lead a meaningful and cheerful life
- To enable students to deal with their psychological vulnerabilities through peer support

In order to support the students in their psychological vulnerabilities in addition to the existing support systems, the University introduced Peer Education System in 2011 wherein the University trained student Peer Educators to reach out to the Undergraduate Students primarily through structured classroom sessions.

### 3. The Context

The University understands that the students in the age group of 18 to 21 face greater psychological vulnerability, caused by life circumstances such as relationships with parents, friends, peer and academic pressure, impulsive behaviours, and substance abuse resulting in stress, anxiety, depression, loneliness and self-harm tendencies.

Mental and physical well being of students is essential to participate and benefit from the education imparted by the University. Given their age and mindset, the students are not always willing to share their personal issues with formal support systems offered through class teacher, faculty mentors and counsellors. Hence the University has developed the Peer Education System to extend social and psychological support to the students.

The programme objectives are strengthened by the reports of National Mental Health Survey (NIMHANS, 2017) and World Health Organisation (WHO, 2021) which have highlighted the vulnerabilities of the age group of undergraduate students.

### 4. The Practice

The Peer Education System has evolved over the last 11 years in the University based on the periodic review of effectiveness of the programme.

The programme is overseen and implemented by the Centre for Counselling and Health Services of the University. The Peer education programme is implemented in the following four phases

**Phase 1:** Announcement of the commencement of the programme, inviting applications, shortlisting applicants for interview, interviewing the short listed applicants, and selecting the final list of students and announcing the selected applicants.

**Phase 2:** Assigning mentors from amongst the counsellors. Each counsellor is assigned 10-12 Peer Educators. 35 hours of training on self-awareness, life skills, sexuality education, personal safety, and addictions etc is provided. Mentor meetings ensure each student has understood the topic and can clear their doubts. Weekly meetings are held by the mentors with the students in smaller subgroups, if unable to do so in the larger group.

**Phase 3:** The Peer Educators undergo practice sessions with their mentors and then take formal awareness sessions for all undergraduate students present on campus. They also conduct workshops and organise seminars as a means of imparting life skills based on their training.

**Phase 4:** A structured feedback and impact assessment survey of Peer Education is taken at the end of the programme. The peer Educators are also evaluated and given two credits for the whole process.

After completing the programme, Peer Education Promoters support the Peer Education System. They interact and support the mentors and the new Peer Educators of succeeding years as Peer Education Promoters such as helping them with practice sessions, and taking informal sessions.

The students undergoing the Peer Education sessions have been found to be receptive to the Peer Educators and their sessions and able to make better informed decisions and have shown positive outcomes in handling their psychological vulnerabilities.

Unique outcomes of this programme are:

- The peer educators themselves are empowered to cope with their lives better
- They are able to make appropriate choices and decisions for themselves
- They have enhanced knowledge and understanding of the topics covered
- They have improved interpersonal relationships
- Improved their communication skills
- Improved confidence to interact with a cross-section of people

The programme has nurtured the spirit of volunteerism in the participants who have been found to continue it even after the end of the programme and their graduation from the University.

## 5. Evidence of Success

The Peer Education programme has proven effective in the psycho-social development of the undergraduate students reflecting in their behaviour and academics. Feedback is taken from the Peer Educators through a feedback survey and focused group discussion. The analysis shows that the peer educators unanimously agree 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.

Sl No	Academic Year	No. of Peer Educators	Students benefited
1	2016-17	157	All Undergraduate Students
2	2017-18	187	
3	2018-19	183	
4	2019-20	194	
5	2020-21	147	

## **6. Problems Encountered and Resources Required**

Problems Encountered: The successful outcome of the programme depends on the level of competency of Peer Educators.

While the effectiveness of the programme is evident from the feedback taken from the Peer Educators, the focus group discussions, and feedback taken from 10 beneficiaries from every class after each session, measuring and evaluating the outcome has been challenging.

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.

### **Resources Required:**

- Remuneration/honorarium of the mentors and external trainers.
- 150-200 peer educators and about 20 counsellors as mentors and a few guest trainers.
- Worksheets, LCD projectors, laptops for classroom sessions and worksheets and stationery for the training of the Peer Educators.
- Financial resource needed for residential outbound programmes for Peer Educators

## **7. Notes (Optional)**

Students are assessed every week (CIA 1 and CIA 2) by mentors on a total score of 25 during the theory sessions. The components are initiative, knowledge, participation, attendance and interest.

Three formal/informal sessions are held (CIA 3 and CIA 4). Students being Given credits 2, which has enhanced their motivation.

The program is designed exclusively for 2nd-year undergraduates. It was offered this elective to students of the 2nd year undergraduates (19-20 years) only as they would be on campus for 1.5 years post the program to be Peer Promoters. 1st-year undergraduate students (17-18 years old) were too young to reflect and work on themselves, and 3rd-year undergraduate students (21-22 years old) students were too focused on the next phase of their lives, be it higher education or employment to be part of the program.

## **BEST PRACTICE - II**

### **1. Title of the Practice**

CHRIST Wikipedia in Education: Making Knowledge available in Indian Languages on Digital Platform

### **2. Objectives of the Practice**

The University introduced CHRIST Wikipedia in Education initiative in November 2013 with three objectives:

1. To make the knowledge available in the local/regional languages of India on a digital platform.
2. To play a catalytic role in transitioning Indian languages from oral and print culture to digital culture.
3. To make science and social science knowledge available in Indian languages as against the prevalent trend of only literary knowledge being available in Indian language.

The initiative was introduced in the language curriculum of Kannada, Tamil, Hindi, Sanskrit and Urdu which were taught as second language options in the University.

### **3. The Context**

Linguistically there are 780 distinct languages in India. The constitution of India recognises 22 languages in its VIII Schedule. However, as the world moves into digital culture, Indian languages have limited digital presence and most of the languages have no digital presence.

The Universities in India historically have played a pivotal role in moving the languages of India from oral and script culture to print culture. Hence CHRIST (Deemed to be University) thought it to be its responsibility to play its role in helping Indian languages and train students of Indian languages to transition to digital platforms.

The Department of Languages of the University, had been teaching a number of languages including Kannada, Tamil, Hindi, Sanskrit, Urdu, Malayalam and Telugu in the University. The University decided to use the Wikipedia platform to realise the three objectives mentioned earlier and asked the Department of Languages to begin the initiative.

### **4. The Practice**

As a first step the University conducted workshops and training programmes for the faculty members of the Department of Languages. The faculty members who were digital immigrants acquired knowledge of wikipedia, the language support systems in wikipedia and article creation and editing policies and procedures of wikipedia. Thereafter they worked on the plan for integrating creation of articles and editing the existing articles in the five languages the Department of Languages was teaching as part of the second languages courses at that time, namely, Kannada, Tamil, Hindi, Sanskrit and Urdu. The curriculum of the courses was appropriately modified to meet the requirements of the curricular innovation of integration digital content creation in the Indian languages.

In the beginning when the revised courses were launched orientation programmes were organised for all the students pursuing the language courses. This was followed by training the students in the computer labs on typing in regional languages using the English language keyboard and principles and procedure of editing and creating articles in language. Thereafter the students were given tasks to edit existing articles. In their succeeding semester course they were asked to create new articles in the regional languages. The work done by the students was evaluated towards course assessment. The Department also produced

instructional videos for editing articles in Kannada and Tamil to help both the students and general public in editing and article creation in Wikipedia.

The experiment was constantly evaluated for its effectiveness and over the years the Department evolved the following structure:

- 1.Semester 1: Digitising exiting texts, especially ancient/texts created in previous centuries in the Indian Languages
- 2.Semester 2: Editing existing existing articles in Indian languages in Wikipedia
- 3.Semester 3: Creating articles in languages and literature of the Indian languages
- 4.Semester 4: Creating articles in social science and science in the Indian languages

Over 1500 students were involved in article creation in Kannada, Tamil, Hindi, Sanskrit and Urdu each year. Over 1400 articles were created in regional languages in the first year of its launch itself.

To get the required technical support in collaboration with the Wikimedia Foundation, the owner of Wikipedia, the University signed an Memorandum of Understanding with the Centre for Internet and Society (CIS), Bengaluru. CIS supported in conducting workshops and training programmes for the faculty and students and provided necessary guidance.

## **5. Evidence of Success**

Through the initiative over 6000 students have been trained in typing, editing, and article creation in Wikipedia in the five regional languages. They have created over 3000 articles in the five Indian languages. The model has been replicated in other institutions, namely, SDM College, Ujire, Oxford College of Engineering, St Aloysius College, Mangalore and in other states. Papers have been presented at international fora on the CHRIST Wikipedia in Education initiative.

The Wikipedia articles published in Hindi and Kannada under the initiative can be viewed at the following links:

- Hindi:

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Links to Wikipedia project pages are given below:

- History of Wikipedia Education programme at Christ (Deemed to be University) [https://outreach.wikimedia.org/wiki/Education/News/September\\_2018/History\\_of\\_Wikipedia\\_Education\\_programme\\_at\\_Christ\\_\(Deemed\\_to\\_be\\_University\)](https://outreach.wikimedia.org/wiki/Education/News/September_2018/History_of_Wikipedia_Education_programme_at_Christ_(Deemed_to_be_University))
- Enrolment of Students in Wikipedia Certificate Course [https://outreach.wikimedia.org/wiki/Education/News/August\\_2018/Christ\\_\(Deemed\\_to\\_be\\_University\)\\_students\\_enrolls\\_for\\_3rd\\_Wikipedia\\_certificate\\_course](https://outreach.wikimedia.org/wiki/Education/News/August_2018/Christ_(Deemed_to_be_University)_students_enrolls_for_3rd_Wikipedia_certificate_course)
- A Study of Wikipedia Education at CHRIST <https://cis-india.org/a2k/blogs/wikipedia-in-the-classroom-a-study-of-the-wikimedia-in-education-program-at-christ-deemed-to-be-university>
- Article: Wikipedia at the Forefront at CHRIST: <https://cis-india.org/openness/blog-old/wikipedia-at-forefront-in-christ-university>
- Signing MOU between CHRIST and CIS: <https://cis-india.org/openness/blog-old/cis-a2k-mou-christ-university>

- Faculty Orientation Report: <https://cis-india.org/a2k/blogs/christ-university-wikipedia-education-program-faculty-orientation-report>
- Internship Report: <https://cis-india.org/a2k/blogs/christ-university-wikipedia-education-program-internship-1>
- Visit of Wikimedia Programme Manager to CHRIST: <https://cis-india.org/a2k/blogs/nichole-saad-from-the-wikimedia-foundation-visits-christ-university>
- Wikipedia project Press Report in Kannada: <https://cis-india.org/news/prajavani-may-15-2014-wikipedia-ug-education-christ-university>
- Edit-a thon Activity on Women's Day: <https://cis-india.org/openness/blog-old/edit-a-thon-organised-at-christ-university-bangalore-to-celebrate-women2019s-day>
- Enrolment of Students in Wikipedia Certificate Course: <https://cis-india.org/a2k/blogs/christ-du-students-enrolls-for-3rd-wikipedia-certificate-course>
- Work- so -far Report: <https://cis-india.org/openness/kannada-wikipedia-education-program-at-christ-university-work-so-far>
- Experience and Learning Outcome: <https://cis-india.org/openness/kannada-wikipedia-education-program-at-christ-university-work-so-far>
- Hindi Article List 1: [https://outreach.wikimedia.org/wiki/User:Ananth\\_%28CIS-A2K%29/Hindi\\_article\\_list](https://outreach.wikimedia.org/wiki/User:Ananth_%28CIS-A2K%29/Hindi_article_list)
- Hindi Article List 2: [https://hi.wikipedia.org/wiki/%E0%A4%B8%E0%A4%A6%E0%A4%B8%E0%A5%8D%E0%A4%AF:Ananth\\_%28CIS-A2K%29/hindi\\_article\\_list](https://hi.wikipedia.org/wiki/%E0%A4%B8%E0%A4%A6%E0%A4%B8%E0%A5%8D%E0%A4%AF:Ananth_%28CIS-A2K%29/hindi_article_list)

## 6. Problems Encountered and Resources Required

The initial challenge was to create awareness among the faculty on the significance of the initiative and to train them in editing and article creation in wikipedia, reorienting the language curriculum.

Article creation in Urdu was stopped in 2015 since the course was stopped in the University due to retirement of the faculty concerned.

Since it was the first of its kind initiative in Language teaching at undergraduate level, the students had to be educated on the rationale for this paradigm shift in language teaching and learning.

The University had to find computer labs and training slots to train around 1500 language students in batches.

The University had to resolve technical challenges including sensitising and seeking support from the wikipedia community for the successful implementation of the project.

The Pandemic reduced the rate of progress of the initiative due to non-availability of required computer faculty to the students.

## 7. Notes (Optional)

- Initiative Timelines from 2013 to 2019: [https://meta.wikimedia.org/wiki/Research:Wikipedia\\_in\\_the\\_Classroom:\\_A\\_Study\\_of\\_the\\_Wikimedia\\_in\\_Education\\_Program\\_at\\_CHRIST\\_\(Deemed\\_to\\_be\\_University\)](https://meta.wikimedia.org/wiki/Research:Wikipedia_in_the_Classroom:_A_Study_of_the_Wikimedia_in_Education_Program_at_CHRIST_(Deemed_to_be_University))
- The Wikimedia foundation gave financial grant to CIS to support the Univeristy Initiative.

- The University organised Wikimedia Education SAARC conference on 20-22 June 2019 at the University. [[https://meta.wikimedia.org/wiki/Wikimedia\\_Education\\_SAARC\\_conference](https://meta.wikimedia.org/wiki/Wikimedia_Education_SAARC_conference) ]
- The initiative and its outcomes were presented in international fora.
- CIS offered intership to studnets of the Univeristy on wikipedia [<https://cis-india.org/a2k/blogs/christ-university-wikipedia-education-program-internship>]
- Faculty members presented research papers on the initiative.
- Facebook page of the Initiative: <https://www.facebook.com/ChristWEP/>
- Twitter account of the initiative: <https://twitter.com/wepchrist>
- Publication by george Joseph <https://ijellh.com/OJS/index.php/OJS/article/view/4594>
- Publications by Shivaprasad <https://globaljournals.org/ev/GJHSS/12100306905bcd82ba16e9d5.98872366.pdf>

File Description	Document
Best practices in the Institutional web site	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

**Response:**

#### **Distinctive area of Institutional priority and thrust: Building Sustainable Development Ethos in Students through Community Engagement**

CHRIST has developed distinctiveness in building sustainable development ethos in students through

1. Community Engagement Activities (Centre for Social Action)
2. Service Learning internships
3. Student volunteerism

CHRIST (Deemed to be University) strongly believes that education is for the development of persons and for life. Based on its Vision, Mission, Core Values and Graduate Attributes, it seeks to promote 'whole person education'. It strives to integrate the sense of responsibility for the development of fellow human



beings in all its three thrust areas, namely, teaching-learning, research and service.

Some of the key initiatives through which the sense of responsibility for the development of fellow human beings is inculcated are integration of service learning in curricula, incorporation of topics on social issues in value added courses, and promoting student volunteerism in community development.

The major projects that have been executed by the Centre for Social Action and the corresponding beneficial impact on sustainable development goal are given in the following table:

**Service Learning:** Service learning is a pedagogic practice of community engagement through disciplinary curriculum. In service learning, the students engage in community activity for a specific number of hours based on their disciplinary training, and submit a paper critically reflecting on their disciplinary knowledge and the community experience to their subject teacher. The University introduced service learning in the undergraduate curriculum in 2014. By 2024 all the Departments will integrate service learning in their curricula as a requirement. In order to institutionalise the practice the University has established a Centre for Service Learning which will ensure benchmarking practices and curriculum, conduct research and promote advocacy in Service Learning.

**Student Volunteerism in Community Development:** Beyond Service Learning which is department and discipline specific, many University level platforms and initiatives are created for direct community engagement by the students from across the University. Some of these initiatives are coordinated by the Centre for Social Action and some others by the individual coordinators. Some of these platforms and initiatives are given below:

**Educate a Child Programme:** This initiative was begun in 1999 to help students inculcate the value of supporting education of underprivileged children. Under this initiative, the students create awareness to sponsor education of school children from the slums of Bangalore such as Kammanahalli, L R Nagar and Ambedkar Nagar. The students and the staff contribute Rs 4000/- per child. The students coordinating this programme ensure that children do not drop out of school by taking care of their fees, schooling requirements such as books, stationery, uniform and also teach them in learning centres in the community. The progress of these children is monitored regularly and the regular reports of progress are sent to the peers who have sponsored these children. Lives of these sponsored students have been further enhanced through life skills training and career guidance and opportunities. From 2016 education of 3569 children has been supported by the students and staff with a total contribution of Rs. 1.85 Crore.

**Creating community sensitization through street plays:** The students who are part of this initiative, Drishti, evolve, practice and perform street plays in the Campus and in the slum communities on various social issues with a view to create awareness and empowerment.

**Community problem solving through engineering solutions:** Engineering students who are part of this initiative take up rural problems and apply their 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.

Link to the Initiative: <https://e-sail-web-christuniversity.web.app/#index>

**Zero Waste:** Parivarthana the Recycling Initiative of the University is evolved as a model to all higher educational institutions for sustainable environment protection over waste management. The Team

Parivarthana-the student volunteers, Recycling Unit staff, and Student Council create awareness on waste management and inculcate best practices of waste management including to reduce, reuse and recycle among students and staff members of the University. The paper recycling is done to create recycled paper and stationery which has support of MBA students for design, marketing and sales. The food waste is used to create cooking gas which produces about 24 kg of gas per day. The Recycling Unit is managed by women from local communities thereby providing them with livelihood.

**Emergency Response:** Emergency response is an initiative to involve students and faculty in responding to both natural and man-made disasters and situations. Students have been involved in relief work in many natural disasters.

The students of the 2017 batch of Bachelor of Architecture programme, guided by the faculty, reconstructed the pedestrian bridge at the village Thrikkaipetta, Wayanad in Kerala which was washed away in the 2018 torrential rains. The project was also funded by the Students and faculty.

The School Architecture students also built the three-bed clinical facility for Snake Venom Treatment Center at Shanthi Nilaya Ashram, Hallikerehundi, Mysore, in Karnataka. The project was funded by the University. The facility treats the traditional farmers cultivating sugarcane, vegetables and cereals bitten by poisonous snakes.

The students were involved in contributions towards and distributing flood relief material in Kodagu district in Karnataka, Hulimavu in Bengaluru, and in Kerala.

During the pandemic the students were involved in the following COVID-19 relief work:

- 1,030 survival kits (5 kg rice, 1kg sugar, 1 kg oil, 100 gm each masala powders, 500 gm daal & 1 kg wheat flour, sanitizer, face masks and soaps) were distributed in three urban slums and 81 villages adopted by the University in Chhattisgarh and Karnataka benefiting 4,120 people.
- Protection Kits (Sanitizer, face masks and soaps) distributed to families of children sponsored by the students and staff of the University in L R Nagar and Janaki Ram slums in Bengaluru and the villages benefitting 4,500 people.
- 5,000 masks distributed in Kainakary, Alleppey district, Kerala with the support of the local panchayat.
- Makeshift shelter for migrants arranged at Bommanahalli Boys hostel.

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<b>File Description</b>	<b>Document</b>
Appropriate web in the Institutional website	<a href="#">View Document</a>

NAAC

## 5. CONCLUSION

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### **Additional Information :**

Five of the seven engineering programmes are accredited by the National Board of Accreditation in February 2022.

The University has institutionalised service learning and community outreach.

### **Concluding Remarks :**

Through this self-study and assessment, we have found that CHRIST has excellent potential to excel in all spheres of academic activities and has complied with quality standards by conforming to the key quality indicators used by NAAC. In curricular aspects, the design and development of the curriculum meet the quality requirements on all metrics provided under Criterion I. CHRIST has performed well continuously on all metrics, however, more emphasis on outcome based education.

In research and publications, the University has increased its output exponentially and the number of PhD registration has also increased, clearly showing the enhanced performance of the University in research and publication. CHRIST encourages research through a conducive ecosystem with Centres and Cells that enhance research and innovation, publications, and consultancy.

CHRIST has 100% ICT enabled classrooms and optimal library resources which enhance the teaching learning process. Adequate guidance and counselling for student progression and active placement activities have contributed to enabling students to take up appropriate careers and appear for competitive examinations. The Leadership Chair instituted by alumni provides training and development for faculty and students and is an important part of alumni's contribution towards leadership development among students.

The governance, leadership, and management, are reflected through the effective deployment of academic strategic plans. Effective faculty empowerment measures and robust administrative practices indicate effective leadership practices in the University.

Some of the good practices adopted by the University include preserving a green campus and focusing on sustainability, creating awareness of constitutional values through various programmes, promoting Indian languages through the Wikipedia project and implementing a Peer Education system across the University.

Institutional opportunities can be found in relation to developing partnership with leading universities, industries and experts. Other areas that the University can explore include faculty exchange and collaboration with international agencies, course design and credit transfer aligning with NEP, revenue generation through consultancy, government funded projects and online and distance learning programmes.

Encouraging and promoting young faculty for international exposure, involving in more socially relevant projects and empirical studies to focus on funded projects could enhance the prospects of the University to emerge as an institution of eminence.

NAAC

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification										
1.1.2	<p><b>Percentage of Programmes where syllabus revision was carried out during the last five years.</b></p> <p>1.1.2.1. <b>How many Programmes were revised out of total number of Programmes offered during the last five years</b>            Answer before DVV Verification : 107            Answer after DVV Verification: 105</p> <p>1.1.2.2. <b>Number of all Programmes offered by the institution during the last five years.</b>            Answer before DVV Verification : 108</p>										
1.2.2	<p><b>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</b></p> <p>1.2.2.1. <b>Number of Programmes in which CBCS / Elective course system implemented.</b>            Answer before DVV Verification : 108            Answer after DVV Verification: 105</p>										
1.3.2	<p><b>Number of value-added courses for imparting transferable and life skills offered during last five years.</b></p> <p>1.3.2.1. <b>How many new value-added courses are added within the last five years.</b>            Answer before DVV Verification : 388            Answer after DVV Verification: 369</p> <p>Remark : Value as per data provided by HEI</p>										
1.3.4	<p><b>Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).</b></p> <p>1.3.4.1. <b>Number of students undertaking field projects or research projects or internships.</b>            Answer before DVV Verification : 21554            Answer after DVV Verification: 20476</p> <p>Remark : Excluding projects certificates having no signature</p>										
2.4.4	<p><b>Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years</b></p> <p>2.4.4.1. <b>Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>83</td> <td>56</td> <td>21</td> <td>7</td> <td>4</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	83	56	21	7	4
2020-21	2019-20	2018-19	2017-18	2016-17							
83	56	21	7	4							

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
66	46	18	6	3

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 last five years (INR in Lakhs).**

3.2.1.1. **Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
73.84	16.67	180.24	30.56	45.33

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.3.3 **Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
39	10	5	2	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
33	10	5	2	1

5.1.4 **The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases**

- 1. Implementation of guidelines of statutory/regulatory bodies**
- 2. Organisation wide awareness and undertakings on policies with zero tolerance**
- 3. Mechanisms for submission of online/offline students' grievances**
- 4. Timely redressal of the grievances through appropriate committees**



Answer before DVV Verification : A. All of the above  
 Answer After DVV Verification: A. All of the above  
 Remark : As per data provided by HEI

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 last five years.**

5.3.1.1. **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) year - wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
220	265	151	108	107

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
27	10	15	16	18

Remark : Values considering events recognized by the govt

5.3.3 **Average number of sports and cultural events / competitions organised by the institution per year**

5.3.3.1. **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
171	157	102	99	100

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
122	103	79	87	83

Remark : Values considering events with various activities as one

## 2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p><b>Number of courses in all programs year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17					
2020-21	2019-20	2018-19	2017-18	2016-17							

2020-21	2019-20	2018-19	2017-18	2016-17
3552	3220	3032	2800	2630

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3362	3152	2961	2703	2526

NAAC