



Educational Collaborative Alliance: School-College

1. OBJECTIVES

The Christian College of Engineering and Technology, Bhilai, is steadfast in its pursuit of fostering holistic development among its students. Committed to nurturing not only technical prowess but also a profound sense of scientific curiosity, the institution aims to cultivate a well-rounded educational experience. With a dedicated focus on instilling a scientific temper, the college aspires to empower its students with the ability to critically analyze and innovate. As Helen Keller once wisely said, "Science may set limits to knowledge, but should not set limits to imagination." Furthermore, in its quest to mold future leaders, the college places a strong emphasis on nurturing responsible citizenship, ensuring that graduates are not only adept professionals but also conscientious members of society, ready to contribute positively to their communities and the world at large.

2. CONTEXT

In the realm of education, the boundaries that confine learning and its domains should dissolve into oblivion. The imperative task at hand is to erect sturdy bridges that span the chasm between colleges and schools, ushering forth a tide of quality education that inundates the community. This endeavor is not a mere act, but a resolute commitment to illuminating the community about the latest educational paradigms and advancements. However, let it be known that forging an integrated partnership is but the foundational cornerstone of our journey towards development. In its illustrious trajectory, CCET has unfailingly woven collaborative threads with schools, predominantly those nestled within the verdant precincts of the Durg district, establishing an enduring institutional exemplar. In a testament to its unwavering commitment to fostering educational synergy, the Christian College of Engineering and Technology has been diligently forging integrated partnerships with schools nestled in the scenic expanse of Durg and Bhilai, establishing an intricate tapestry of collaboration that enriches the scholastic landscape.

- A. **Advancing Technological Integration**: Embarking on a Paradigm Shift in Learning Experience. With a visionary approach, the Christian College of Engineering and Technology (CCET) is spearheading a transformative journey by intricately weaving technology into the very tapestry of the classroom. Recognizing that the deployment of technology holds the potential to catalyze a profound metamorphosis in education, CCET is resolute in its commitment to ushering in a new era of pedagogical excellence. Through skillful and deliberate integration, technology assumes the role of an enabler, not only enriching the process of student learning but also nurturing the cultivation of competencies that are undeniably crucial for traversing the uncharted terrains of the



future. By fostering an environment where innovation harmonizes with education, CCET is poised to mold individuals into agile thinkers and adept problem-solvers, equipped to thrive in the dynamic landscape of tomorrow.

- B. **Nurturing Mentorship**: Guided by its unwavering commitment to educational excellence, CCET embarks on a journey of mentoring mentors, illuminating the path for school teachers to embrace novel knowledge, cultivate networks, and undergo professional growth. Recognizing the multifaceted roles educators assume in the contemporary landscape, CCET stands as a beacon, fostering competence that extends beyond the classroom, nurturing teachers to navigate their profound responsibilities both within and beyond the academic sphere.
- C. **Amplifying Language Proficiency and Phonemic Aptitude**: At CCET, a paramount endeavor rests in honing students' linguistic competence and phonemic dexterity, a venture that unfailingly instills confidence and heightens awareness. Proficiency in language is the gateway for students to engage with the world around them, fostering the art of expression and unbridling creativity. The mastery of phonics becomes a beacon, guiding students toward enhanced reading prowess and eloquent speech, shaping them into articulate communicators.
- D. **Self-Discovery through Cognitive Exploration**: CCET takes the helm in aiding students to unravel the intricate tapestry of their cognitive strengths and vulnerabilities, fostering an environment where teachers can employ pedagogical methods that resonate harmoniously. Through this journey of self-awareness, early identification of students with unique learning profiles is championed, affording timely interventions that lay the groundwork for their scholastic triumph and future educational pursuits.
- E. **Cultivating Holistic Mental Wellness**: Embracing a holistic perspective, CCET nurtures the growth of positive attributes, such as purposefulness, contentment, the art of nurturing relationships, and a zest for life's myriad experiences. Beyond the realms of psychological well-being, the college underscores the profound connection between mental health and academic accomplishment, fostering a student body poised not only for intellectual pursuit but also for the enduring journey of well-rounded living.
- F. **Unveiling Benevolence**: Rooted in its resolute commitment to enhancing the human condition, CCET unveils the transformative power of benevolent endeavors, steering the student community towards an ethos of generosity and philanthropy. Beneath the curtain of daily life, CCET champions the impactful contributions of organizations like Akshaya Patra, exemplifying how silent endeavors resonate profoundly, nourishing the physical well-being of school students through nourishing midday meals. The silent symphony of

Criterion 7

QIM 7.2.1 Best Practices (II)



such noble efforts echoes the harmonious interplay between altruism and tangible change, an orchestration that merits sincere appreciation and acknowledgement.

3. PRCTICES:

Transformative Initiatives by CCET:

In a profound manifestation of its integrated partnership ethos, CCET's students have actively engaged with neighboring primary schools, ushering in a wave of self-advocacy empowerment among young learners. Through an array of dynamic audio-visual aids, our college students embarked on a mission to cultivate awareness about the concepts of 'Good Touch' and 'Bad Touch,' thereby instilling a profound sense of self-advocacy within the pupils of Government Schools. Utilizing the impactful medium of films, videos, and evocative imagery, our college scholars and faculty embarked on poignant discussions of sensitive subjects, a pedagogical endeavor further enriched through the innovative application of psychodrama techniques, seamlessly tailored to the cognitive world of the young minds.

Parallely, CCET's commitment to nurturing digital literacy takes center stage, a testament to its vision of equipping students with the technological prowess crucial for future success. This digital literacy campaign unfolds through a twofold approach:

In its first facet, an immersive in-house experience unfurls annually, where Government Primary School students are bestowed access to the college's Computer Laboratory. Here, the budding learners embark on an enlightening journey, acquainting themselves with computer fundamentals and harnessing the guidance of basic mathematical principles. Concepts like addition, subtraction, and fraction comparison are meticulously imparted, nurturing the very core of their mathematical acumen.

In the second facet, CCET's dedication culminates in proactive on-site facilitation, as students, under the mentorship of adept faculty, extend their altruistic endeavors to Government Higher Secondary Schools within the district. This noble pursuit materializes as our enthusiastic students, armed with knowledge and compassion, delve into the realms of mathematics and computer literacy, meticulously guiding their peers towards the threshold of understanding and proficiency.

Under the vigilant guidance of departmental faculty, the CCET cohort extends their reach to government schools, orchestrating intelligence tests that span both primary and higher secondary

Criterion 7

QIM 7.2.1 Best Practices (II)



levels. Employing standardized psychometric assessments, an intricate tapestry of evaluation takes shape, with questionnaire methods tailored to senior students and performance tests, akin to puzzle-solving methods, tailored to the younger minds. In the spirit of holistic guidance, career counseling takes center stage, orchestrated in alignment with individual inclinations and aptitudes. With a panoramic vista of career avenues, CCET's erudite faculty traverse the corridors of schools, imparting invaluable insights into contemporary trends, emergent developments across diverse disciplines, professional demands, and financial prospects, all harmoniously calibrated to the profound tapestry of student interests.

4. EVIDENCE OF SUCCESS

Concrete Manifestations of Triumph:

Within the embrace of Government Schools, a harmonious synergy unfolded as teachers, students, and dedicated staff extended unwavering cooperation, generously contributing their time to our CCET students who ardently conducted classes on Self-Advocacy. This mutual endeavor ushered in a transformative metamorphosis, emboldening individuals to shed their reticence, emerge from their shells, and stand resolute in newfound self-sufficiency and strength.

The indomitable spirit of CCET's Digital Literacy Program resonated within the corridors of Government Schools, sculpting students into adept navigators of the digital realm. Guided by the seasoned hand of our faculty, postgraduate scholars embarked on noble missions to these schools, imparting the invaluable gift of digital literacy. In reciprocation, eager school students graced our college precincts, particularly the hallowed halls of the computer lab, immersing themselves in firsthand practical experiences that kindled their technological prowess.

The echoes of intellectual exploration reverberated through the corridors of cognitive assessment, where IQ tests illuminated the nuanced tapestries of students' cognitive faculties. In a harmonious dance between assessment and instruction, these test reports found a purposeful haven in discussions with subject teachers. This symbiotic discourse not only informed pedagogical strategies but also unearthed the unique strengths and vulnerabilities of each student, birthing tailored instructions that harmonized with their individual learning trajectories.

Guided by the beacon of career counseling, CCET's faculty unfurled a transformative narrative, guiding school students towards a realm of clarity and purpose. Amidst the interactive sessions, queries were unraveled, confusions dispelled, and anxiety metamorphosed into energized determination, as students navigated the labyrinthine pathways of their future pursuits with newfound fervor.

Criterion 7

QIM 7.2.1 Best Practices (II)



The cherished corridors of communication between parents and students, long besieged by the impregnable walls of miscommunication, witnessed an extraordinary transformation. Our faculty's endeavors crystallized in workshops that not only elevated ethical standards but also adeptly managed the tapestry of behavioral dynamics, bridging chasms and fostering bonds in the process.

In a heartening display of solidarity, CCET students stepped into the breach, extending their educational endeavors to schools grappling with an acute shortage of teaching staff. The aftermath revealed a poignant portrait: a newfound enthusiasm rippled through the student body, enriching classroom participation, kindling confidence, and nurturing an impassioned interest in academic and co-curricular pursuits alike.

5. **Challenges Encountered on the Path:**

The voyage of career and mental health counseling bore witness to a linguistic challenge, as our faculty sought connection with the students of rural Durg, conversing in the local dialect to forge a bridge of understanding. A challenge, albeit a captivating one, that mirrored the commitment to inclusivity and meaningful discourse.

Furthermore, the trail towards modern pedagogical practices was not without its hurdles for the school teachers, beckoning a gradual assimilation of innovative ideas into their teaching-learning framework. Workshops, a crucible of transformative change, await these dedicated educators, paving the path toward a harmonious amalgamation of tradition and modernity within the realm of education.

Navigating Forward: Overcoming Challenges with CCET's Vision

CCET's commitment to holistic education is unwavering, and as we address the challenges encountered, a strategic roadmap emerges that resonates with our overarching vision:

Cultural Bridges of Understanding: To surmount the linguistic challenge in rural Durg, CCET will proactively engage in language inclusivity initiatives. Language workshops, cultural exchange programs, and language training sessions will be organized for our faculty, fostering a deeper connection with local students. Through these initiatives, we aim to create an environment where effective communication transcends linguistic barriers, fostering a sense of belonging and understanding among all stakeholders.

Criterion 7

QIM 7.2.1 Best Practices (II)



Empowering Educators: CCET recognizes the transformative power of workshops in fostering pedagogical innovation. Thus, a comprehensive series of workshops will be devised, targeting school teachers. These sessions will progressively introduce modern teaching practices, emphasizing practical implementation in classroom settings. Collaborative lesson planning, peer mentoring, and interactive sessions will be integral components, ensuring that educators not only grasp new methodologies but also experience their efficacy firsthand.

Technology as an Enabler: CCET's digital literacy prowess can play a pivotal role in bridging gaps. We propose to develop an accessible online platform that facilitates communication between CCET faculty and rural school students. Interactive modules, informative videos, and online discussions will foster engagement and learning beyond physical boundaries. Moreover, CCET can introduce digital tools that facilitate language translation, ensuring seamless communication and understanding.

Cultural Sensitization Workshops: A deeper understanding of local customs and traditions can enrich interactions. CCET will initiate cultural sensitization workshops for faculty members, sensitizing them to the nuances of rural life, fostering empathy, and strengthening the bond between educators and students. Such initiatives will cultivate a harmonious environment, where mutual respect and cultural appreciation flourish.

Collaborative Partnerships: CCET will foster collaborative partnerships with local community organizations and NGOs that specialize in language education and cultural integration. Through joint initiatives, exchange programs, and shared resources, we can amplify our efforts, leveraging collective wisdom to break down linguistic and cultural barriers.

As we tread this path of transformation, CCET's commitment remains steadfast – to empower, enlighten, and enrich lives through education, transcending challenges and forging a future where inclusivity and innovation coexist harmoniously.

Report on Activities Conducted:

1. TREE PLANTATION IN MBVB SCHOOL CAMPUS

On 25th July 2022, a remarkable tree plantation event took place at the picturesque MBVB School Campus in Bhilai, Chhattisgarh. This meaningful initiative was organized in collaboration with the NSS Unit of Christian College of Engineering and Technology (CCET),

Criterion 7

QIM 7.2.1 Best Practices (II)



Established in 1998

CHRISTIAN COLLEGE OF ENGINEERING & TECHNOLOGY

Managed by St. Thomas Mission, Bhilai

Approved by AICTE and Affiliated to CSVTU, Bhilai

If You Are High, We Provide The Means

Bhilai, and the school management. The event aimed to promote environmental consciousness and instill sustainable practices among the students and staff of MBVB School.



Criterion 7

QIM 7.2.1 Best Practices (II)



Established in 1998

CHRISTIAN COLLEGE OF ENGINEERING & TECHNOLOGY

Managed By St. Thomas Mission, Bhilai

Approved by AICTE and Affiliated to CSVTU, Bhilai

If You Are High, We Provide The Means

2. Dental checkup camp at Saraswati Shishu mandir

On 27-04-2023, the Christian College of Engineering and Technology (CCET) organized a Dental Checkup Camp at Saraswati Shishu Mandir in Sunder Nagar, Bhilai. The camp aimed to provide free dental checkups and promote oral health awareness among the students of Saraswati Shishu Mandir and the local community. The camp was headed by Dr. Savita Kabdwal and provide all facilities by the Principal of Saraswati Shishu Mandeer, Vaishali Nagar, Bhilai.



Criterion 7

QIM 7.2.1 Best Practices (II)



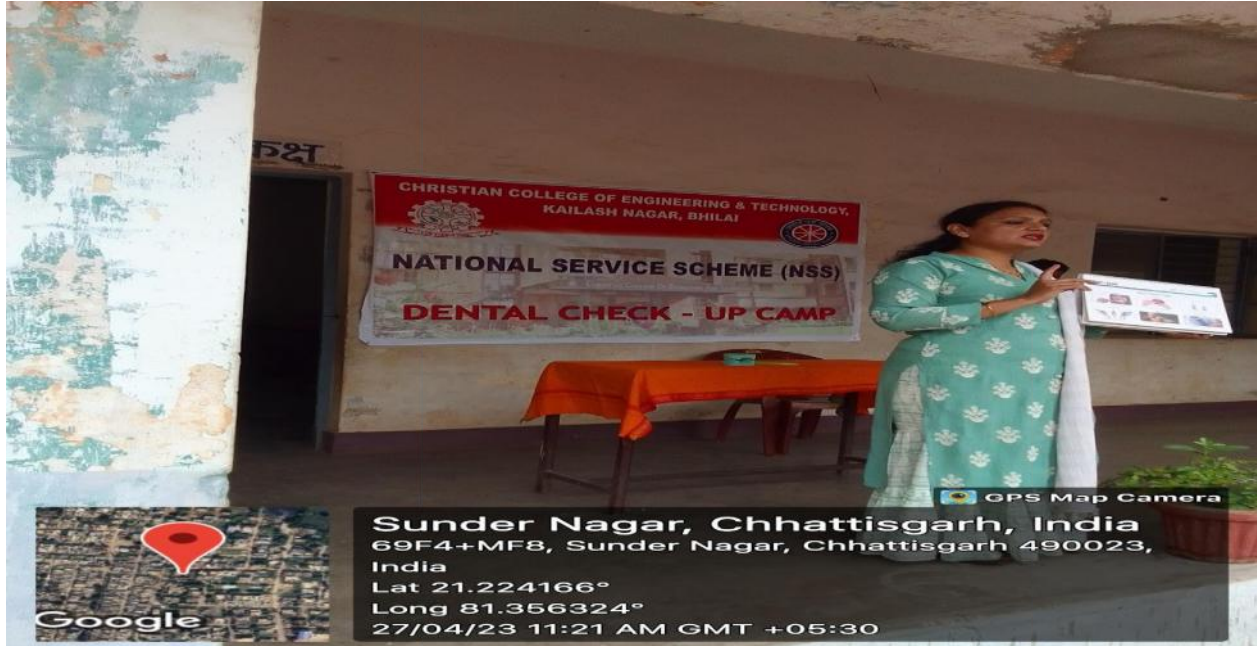
Established In 1998

CHRISTIAN COLLEGE OF ENGINEERING & TECHNOLOGY

Managed By St. Thomas Mission, Bhilai

Approved by AICTE and Affiliated to CSVTU, Bilai

If You Are High, We Provide The Means



3. Visit to underprivileged kids and yoga on mental stress relief

“The place where education is valued no as a formality but as a Pride of the Country is never underprivileged”. Christian College of Engineering and Technology with NSS Cell have organized a single day visit on 25th April 2023 to the underprivileged kids and also held a yoga session on mental stress. The school was under Mr. Masid Ahmed Siddique who is facilitating education and good nutrition to the kids who could not afford education due to poor financial conditions.

Criterion 7

QIM 7.2.1 Best Practices (II)



Established In 1998

CHRISTIAN COLLEGE OF ENGINEERING & TECHNOLOGY

Managed By St. Thomas Mission, Bhilai

Approved by AICTE and Affiliated to CSVTU, Bhilai

If You Are High, We Provide The Means



4. Career guidance and counseling for students

This report provides a comprehensive overview of the career guidance and counselling program conducted by the NSS (National Service Scheme) Unit of CCET (Christian College of Engineering and Technology) in Ramnagar, Supela, Bhilai, C.G. The objective

Criterion 7

QIM 7.2.1 Best Practices (II)



Established in 1998

CHRISTIAN COLLEGE OF ENGINEERING & TECHNOLOGY

Managed by St. Thomas Mission, Bilai

Approved by AICTE and Affiliated to CSVTU, Bilai

If You Aim High, We Provide The Means

of this program was to equip students with the necessary information, resources, and support to make well-informed decisions about their career paths.



Criterion 7

QIM 7.2.1 Best Practices (II)



5. SELF-AWARENESS THROUGH IQ TESTING

Testing IQ can indeed be a valuable tool in understanding a student's cognitive abilities and challenges. By identifying a student's strengths and weaknesses, teachers can tailor their instructional methods to match individual learning styles, fostering a more effective educational environment. Additionally, early detection of below-average IQ can enable schools to provide targeted support, helping at-risk students before they fall behind their peers. This proactive approach allows educators to offer personalized interventions, such as extra instruction and specialized programs, ensuring that struggling students receive the necessary resources and attention. By addressing these challenges early on, schools can significantly enhance a student's chances of success throughout their educational journey. Moreover, this approach promotes inclusivity and equity, ensuring that every student has the opportunity to thrive academically, regardless of their initial cognitive abilities.

Certainly, discussing IQ levels with teachers is a proactive approach to addressing the diverse learning needs of students. By identifying weak students, schools can implement targeted remedial steps, such as additional tutoring or modified teaching methods, to provide necessary support and ensure they do not fall behind. Moreover, recognizing advanced learners and offering them special guidance allows schools to nurture their talents effectively, challenging them appropriately to maximize their potential.

Professional counseling, tailored to individual inclinations and aptitudes, can play a pivotal role in guiding students toward suitable career paths. In senior classes, IQ scores can indeed provide valuable insights into students' academic strengths, helping them make informed decisions about their future academic pursuits and professional directions. This holistic approach not only fosters academic success but also supports students in making well-informed choices for their future, aligning their passions and abilities with suitable career paths. Overall, such initiatives contribute significantly to the overall development and well-being of students in the educational system.

Criterion 7

QIM 7.2.1 Best Practices (II)



Established in 1998

CHRISTIAN COLLEGE OF ENGINEERING & TECHNOLOGY

Managed by St. Thomas Mission, Bhilai

Approved by AICTE and Affiliated to CSVTU, Bhilai

If You Are High, We Provide The Means



Criterion 7

QIM 7.2.1 Best Practices (II)



Established in 1998

CHRISTIAN COLLEGE OF ENGINEERING & TECHNOLOGY

Managed By St. Thomas Mission, Bhilai

Approved by AICTE and Affiliated to CSVTU, Bhilai

If You Are High, We Provide The Means



Criterion 7

QIM 7.2.1 Best Practices (II)



6. Empowering Educators

In the 21st century, collaboration has become the cornerstone of education, demanding that teachers juggle multiple roles. To meet these demands, teachers must not only excel in their classroom duties but also exhibit professionalism and competence in their interactions with students inside and outside the traditional learning environment.

Recognizing the evolving needs of education, college faculties have initiated Capacity Building Programs (CBC) designed specifically for school teachers. These programs delve into essential topics such as Academic Procrastination, Teaching Skills in the Teaching-Learning Process, Learning Styles, Methods of Teaching, Active Learning Methods, and Stages of Human Development.

Education professionals are consistently seeking new avenues to collaborate, especially with school teachers. This collaborative effort is mutually beneficial, creating a Win-Win situation for all parties involved. When teachers are groomed and equipped with advanced teaching techniques, it significantly influences student development. These well-prepared students, in turn, enrich higher education institutions when they join.

The positive impact of teacher grooming is profound. It not only enhances the quality of education at the school level but also contributes to the overall growth and progress of higher education institutions. This symbiotic relationship between educators ensures a continuous cycle of improvement, fostering a vibrant and dynamic educational ecosystem.

Criterion 7

QIM 7.2.1 Best Practices (II)



Established in 1998

CHRISTIAN COLLEGE OF ENGINEERING & TECHNOLOGY

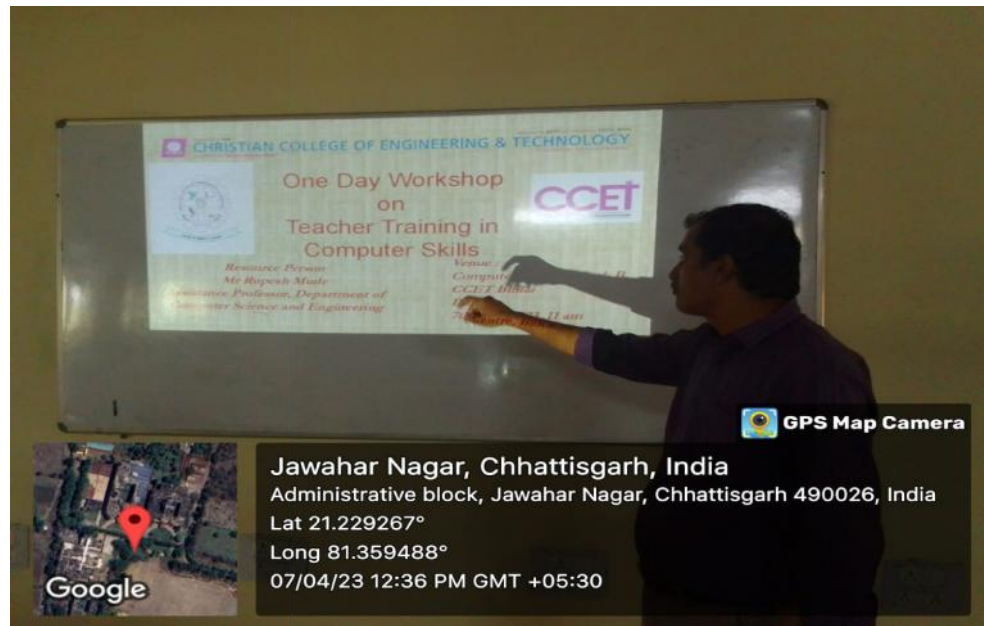
Managed By St. Thomas Mission, Bilhal

Approved by AICTE and Affiliated to CSVTU, Bilhal

If You Are High, We Provide The Means



Jawahar Nagar, Chhattisgarh, India
Administrative block, Jawahar Nagar, Chhattisgarh 490026, India
Lat 21.229267°
Long 81.359488°
07/04/23 12:41 PM GMT +05:30



Jawahar Nagar, Chhattisgarh, India
Administrative block, Jawahar Nagar, Chhattisgarh 490026, India
Lat 21.229267°
Long 81.359488°
07/04/23 12:36 PM GMT +05:30

Criterion 7

QIM 7.2.1 Best Practices (II)



Established In 1998

CHRISTIAN COLLEGE OF ENGINEERING & TECHNOLOGY

Managed By St. Thomas Mission, Bhilai

Approved by AICTE and Affiliated to CSVTU, Bilai

If You Are High, We Provide The Means

Criterion 7

QIM 7.2.1 Best Practices (II)