



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

CHRISTIAN COLLEGE OF ENGINEERING AND TECHNOLOGY

CHRISTIAN COLLEGE OF ENGINEERING AND TECHNOLOGY, DR
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

November 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Thomas Mission Bhilai – Mission of North India was founded in 1972. With the creation of the Kolkata Diocese of the Orthodox Church in 1979, the activities of the St. Thomas Mission became more extensive spreading light of knowledge to the mankind.

The Christian College of Engineering and Technology functions under the aegis of the St.Thomas Mission of the Malankara Orthodox Church, which operates More than two dozen schools and colleges in Central and Eastern India.

The mission's activities later spread out to cover Madhya Pradesh, Orissa, Bihar, West Bengal, Assam and Nagaland which include educational institutions, health service centers, balagrams, rehabilitation centers, village mission ashrams and convents. In February 1998, the Mission celebrated the 25th anniversary of its foundation and to mark the occasion several initiatives taken by the mission in Northern part of India Christian College of Engineering and Technology was one among them.

Christian College of Engineering & Technology, Bhilai, formerly known as M.P. Christian College of Engineering & Technology, is a Private Engineering college located in Bhilai, Chhattisgarh the "Rice Bowl" of India. The city is famous for its Steel and Chemical Industry notably, the Bhilai Steel Plant. Bhilai, known as a Steel city is a centrally located and well connected to all the parts of the country by air, rail and road. Due to its cosmopolitan culture, the city has emerged as one of the growing Educational hubs of Central India. Many professional renowned institutions such as IIT, IIM are situated in Bhilai and in the Capital (Raipur) of Chhattisgarh ,which ranks amongst the most dynamic, progressive and fascinating of Central India.

The college is located at a beautiful lush green landscape, free from polluted environment and excellent atmosphere and ambience ideally suited for growth of the sound, soul & mind. CCET, Bhilai is the 3rd Oldest Private Engineering College in the state of Chhattisgarh and the 2nd Oldest in the city of Bhilai.

Vision

"CCET will be the center of excellence by providing quality technical education inculcating high moral and social values with a human face thereby providing world class competent engineers for the progress and transformation of society".

Mission

Mission of the Institution:

- Run accredited Graduate and Post-Graduate programmes.
- Have state-of-the-art infrastructure facilities.
- Develop effective partnerships with industries.
- Transfer appropriate technology to society.

- Ensure placement of all students through campus interviews.
- Offer quality teaching and learning environment.
- Help in the upliftment of society by offering need based technical education facilities.
- Ensure quality services for all aspects of the campus.
- Create an ambience for the total development of staff and students.
- Become a deemed university.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Completing 25 years ,CCET is running on values, honesty, sincerity, commitment and integrity towards the educational system and is one of the oldest colleges of the steel city.
- Institute has well qualified and highly dedicated Teaching and Non- Teaching Staff.
- Institute has a well-equipped infrastructure with a spacious built-up area.
- The outcome-based teaching method focused on employment and entrepreneurship.
- Management with a vision for imparting quality education and student welfare
- Adequate facilities for Teaching, Learning, Research and Extension activities.
- Students actively participate in industrial tours and educational visits.
- Women cell strives for gender equality and to provide a safe environment for female staff and students.
- Clean and Green campus is certified by government agency. Energy conservation through solar panel is a step taken by the institution.
- College has extended its efforts in association with nearby schools and colleges to promote community development.
- In Campus Boys and Girls Hostel managed by Priests and Nuns with all facilities like Gym, Yoga, Mess, Health centre, Bank (ATM) etc.
- Linkages and MoUs with leading institutions on the national level.
- ICT facilities are updated as per demands. Campus has free wifi facility.
- The COVID-19 epidemic has provided an opportunity to rethink instructional approaches and styles. Students and teachers have used online platforms such as Zoom, Webex, Google Meet, and Google Classroom to innovate and adapt to new ways of participation. Quality e-resources have enriched and augmented the teaching-learning process.
- The College lays strong emphasis on all round personality development of students through extra and co curricular activities.
- The College has student mental health promotion facilities including guidance and counselling cell and grievance redressal cell. Personal counselling is done for students who are in need.
- Activities undertaken by NSS cell to promote social welfare and inculcate a sense of social responsibility.
- Research environment and importance given to faculty and student research.

Library with rich collection of books, National & International Journals. It is using Integrated Management system software.

Institutional Weakness

- Institute is not a degree awarding body.

- Lack of flexibility in admitting students to degree programs and introducing innovative and job/entrepreneurial development degree program.
- Though Faculties have good number of publications but they lack in filing and acquiring patents.
- Absence of sufficient number of Research Centres are leading to limited research and publications by faculty.
- Being an affiliated institution to Chhattisgarh Swami Vivekananda University, Bilai, the institution does not hold any autonomy in academic flexibility since we are implementing university curriculum.
- Data of students progression is not sufficient and needs to be strengthened.
- Many sanctioned student seats is not filled.
- Less collaboration activities and less national and international exposure to the faculty
- Students, being from rural areas, are striving to meet national and global standards in technical education and facing language barriers(English Language).

Institute has to upgrade its teaching community for more funded projects, quality research and development, patents and consultancy

Institutional Opportunity

- Introducing new courses relevant to changing time and improving teaching processes.
- Institute is regularly organizing various development programs for the benefit of teachers and students through seminars, workshops, conferences, symposiums and student meets.
- Research centres are needed in more departments. Since the number of faculty members have Ph.D. degree is good, there is scope of establishing Research Centres.
- To increase number of faculty development programs which results in creation of intellectual property rights, more high quality research papers and increased book publications is needed.
- There is sufficient scope for the college to enhance employability of students by bringing in new vocational and skill development courses.
- The college planning to establish Incubation cell – Already registered under ATAL Incubation Mission----work in progress.
- Multidisciplinary research needs to be strengthened along with an active incubation cell.
- Opportunities for making available MOUs more functional , productive and increase these tie-ups internationally also.
- To become a Deemed University

Institutional Challenge

- Institute has competition from other technical Institutions and Universities.
- Limited resources because of the purely self financed college.
- Payment of fee by students coming from poor socio-economic backgrounds.
- To obtain NAAC and NBA accreditation for getting more funds for research activities/projects for achieving patents.
- To upgrade the institution to meet requirements for Autonomous status.
- C.G being a tribal belt, the challenge is in motivating the interior tribal students for higher education.
- Less Career ambition among students due to influence of social background and inheriting family business.
- Students with diverse background with diverse needs.

- Creation of vibrant research culture, motivating teachers for undertaking research projects , consultancy and encourage Multi-disciplinary Research.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

CCET, affiliated to CSVTU, Bhilai, is committed to providing its students with a comprehensive and well-rounded education through its diverse academic programs. These include four undergraduates, three graduates, and three research programs, are designed based on the university's set curricula and syllabi, adhering to a semester schedule.

To enhance the academic experience, the college has conducted more than 30 Add-on programs over the last five years, in which 70% of the students participated. These additional courses offer students the chance to explore a variety of subjects beyond their main degrees.

Faculty members play a pivotal role in shaping the curriculum content and fostering the development of the students. Four faculty members from the college are esteemed members of the affiliated university's board of studies, contributing to academic decision-making in their respective subjects.

The college also places great importance on inculcating a value system in its students. It addresses cross-cutting issues such as professional ethics, gender equality, human values, and environmental sustainability as part of the syllabus across all undergraduate programs. This ensures that students are not only academically skilled but also equipped with a strong sense of social responsibility.

Experiential learning is another key aspect of the college's educational approach. Students are encouraged to engage in project work, fieldwork, and internships to gain practical experience and real-world skills.

The college is also dedicated to receiving feedback from various stakeholders, which is then analyzed and made available on the institutional website. This feedback system enables continuous improvement and ensures that the college stays responsive to the needs and expectations of students and other stakeholders.

Teaching-learning and Evaluation

In Christian College of Engineering and Technology Bhilai, Learning and Evaluation systems have been designed for holistic growth of the students. The admission process is based on the regulations prescribed by the Directorate of Technical Education (DTE) Chhattisgarh state as well as the affiliating University. Admissions are given on merit basis with reservation for SC,ST,OBC and Minorities as per government norms.

Bridge courses are designed and carried out as foundational or introductory courses. They assist recently admitted students with updating their knowledge and abilities in order to meet the requirements for degree programs. The demands of the students were taken into consideration when creating these courses.

For efficient teaching and learning, student-centered methodologies and ICT tools are used. Additionally, there are rooms with top-notch amenities available. Field trips, industry visits, study tours, internships, and projects all ensure experiential learning. Group discussions, seminars, and guest lecturers that involve participation are

used. Methodologies for solving problems make it easier to use knowledge to tackle issues in the actual world.

The college prepare an academic calendar in accordance with the university calendar, internal test schedules, and daily and monthly lesson plans that are on notice boards..

Average enrolment percentage for the last 5 years is 18.9% and Teacher-Student ratio for the academic year 2020-21 is 23:1 For the last 5 years the average pass percentage is 91.35. During last five years , the number of faculty with PhD was 64.

The above practices facilitate the attainment of learning outcomes and students graduate from the college as professionals, ready to face new trends and challenges in their careers and life.

Research, Innovations and Extension

The College as a whole is working to assist the process from ideation to innovation to market, and to speed up pre-incubation activities, the College has registered with the Institutional Innovation Council (IIC) under the Ministry of Education's Innovation Cell (MIC). The EDC (Entrepreneurship Development Cell) works towards self-employment skill based activities. This cell oversees the smooth and efficient coordination of research and development activities in the Institute, thus fostering overall growth. The entrepreneurship cell works with a goal to encourage students to create their own enterprises by recognising, educating, and encouraging them to do so. We organise seminars and workshops on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship.

The Research and development cell facilitates participation and paper contribution by teachers at various national and international conferences, seminars, workshops and faculty development programmes, to hone their research skills. Research papers have been published by the faculty members in UGC notified journals in the last five years. Our institute is working hard to spread the idea of energy conservation by conducting lectures in collaboration with CREDA (Chhattisgarh State Renewable Energy Development Agency).and Chhattisgarh council of Science and Technology Programmes based on research are frequently conducted to foster research. In this series various programs in collaboration with CREDA,CCOST,AICTE Atal FDP. Projects grants have been received from Chhattisgarh Swami Vivekananda Technical University under TEQIP.

CCET, Bhilai is the member of Coordinator Cell under CCOST ,Raipur under this we get a grants for conducting activities to promote research in different areas. The College has 3 recognized Research Centres in Electronics and telecommunication, Physics and Mathematics. Our faculties are registered Ph.D. Guides under CSVTU.

Under extension activities for the past six years, the CCET, Bhilai has a successful NSS unit. It was started with the simple intention of giving interested students a place to participate in social work activities. Our NSS units conduct various awareness programs on different themes every year to educate people and create a positive impact on society

Infrastructure and Learning Resources

The institution boasts a comprehensive and state-of-the-art infrastructure that creates an ideal environment for effective teaching and learning. Equipped with modern audio-visual instruments, ICT-enabled classrooms

ensure dynamic and engaging educational experiences. Additionally, the LCD projectors in the classrooms and smart classrooms further enhance interactive learning.

To foster practical understanding, the institution provides 32 fully equipped laboratories for undergraduate, postgraduate, and Ph.D. students, enabling hands-on learning across various fields. The uninterrupted electricity supply, facilitated by generators and solar panels, guarantees seamless learning even during power outages.

The college's fully automated library is a treasure trove of knowledge, featuring an extensive collection of books covering diverse disciplines. Moreover, the e-library grants access to e-journals through INFLIBNET and N-LIST, enabling students to access cutting-edge research and academic resources.

To cater to technological needs, the institution offers well-equipped computer labs with reliable Wi-Fi connectivity across the entire campus, ensuring students can access a wealth of online resources. Furthermore, a substantial allocation of the annual budget ensures continuous upgrades and maintenance of the infrastructure, library, and learning resources, supported by the valuable recommendations of the respective committees.

The institution also recognizes the importance of a balanced education and provides ample sports and extracurricular facilities for students to engage in athletics, basketball, cricket, volleyball, and football. Additional amenities like ATM, canteen, girls' hostel, health care center, gymnasium, and yoga center contribute to creating a holistic and enriching experience for all students.

Student Support and Progression

Christian College of Engineering and Technology, Bhilai attempts to take up various methods for student support which includes skill development, curricular, co-curricular and extra-curricular activities, Training and placement related activity and alumni cell activity. The college brochure is published every year mentioning the various facilities provided for student support like Gymnasium, ATM and library facility. The college also publishes the newsletter which mentions the student's activities in curricular and co-curricular and extra-curricular activity. The college facilitate the deserving as well as economically weaker students through various scholarship schemes of St Thomas Mission as well as of government. The college has a Training and Placement cell to assist the students in career counseling and placement. For career counseling time to time activities are arranged to make the students employable. Similarly for placement the Training and Placement cell arranges campus interviews either in online or offline mode and also facilitate the students to attend the campus interviews in nearby areas. Students of our college are placed in companies like Capgemini, C-Core India Techno solutions pvt, Infosys, Tata Consultancy, Apollo tyres, Pinnacle Infotech Solution etc. Some students also pursue higher studies after the B.Tech degree. The college has different cells to motivate and facilitate the students for co-curricular and curricular activities and there is a sports cell to facilitate the students to participate and excel in sports events. The college has an Alumni cell to strengthen the bonds between alumni, students and institute. The alumni support the students by guiding them through various interaction programs so as to develop the overall personality and skill-sets of students and members. These programs include Expert Lectures, meetings and talks with luminaries, interactive and personality development sessions

Governance, Leadership and Management

The Institute believes in promoting a culture of delegation of powers through strategic policies. The Principal of Institute is assisted by HODs, Administrative heads, Section in charges and coordinators of various cells in

decision making process at the Institute. Faculty and staff are assigned with the roles and responsibility to work in a harmonious environment with complete transparency. IQAC has a well developed process to ensure quality benchmarks of academic and administrative activities.

Based on the vision and mission of the Institute, the GB has framed the quality policy driven by the needs of the industries, society and stakeholders. Institute has a perspective plan developed by Principal and HOD's with suggestions of IQAC and GB. Deployment of the quality policy is done by providing excellent academic infrastructure, conducive learning environment and harmonious work culture. Student surveys and feedback from all the stakeholders plays vital role in framing policies.

The Institute recognizes the importance of the dedicated faculty for realizing its vision. Institute has a HR policy for recruitment of a competent faculty. Fair representation to women is ensured at all levels of organization and their safety and security is given the top priority.

The account section of the Institute looks after all the planning activities related to financial matters. Based on the requirement from various HODs, accounts section prepares budget and makes provision for all the academic and administrative activities. After approval of GB budget is allocated to respective sections/departments. Reserve and corpus fund is maintained as fixed deposit by the Institute. In case of deficit of financial resources parent trust supports. The management has appointed financial consultants and internal auditors for statutory auditing and monitoring the financial transactions.

Performance appraisal of staff member is done regularly. Welfare measures are provided to teaching, non-teaching staff and support staff. The institution maintains transparency at all levels of financial transactions. Internal and external financial audit is conducted regularly. Allocation of budget and mobilization of fund, for academic and administrative activities is strategically carried out by the Management and Finance Department of the college.

Institutional Values and Best Practices

Christian College of Engineering and Technology Bhilai actively fosters gender awareness through dedicated committees and cells focused on gender sensitization programs. Committees like the Women's Cell, Anti-Ragging Committee, and Committee for Prevention of Sexual Harassment work to promote gender sensitivity among students and faculty. The college prioritizes security by installing CCTV cameras and stationing security personnel at key locations. The guidance and counseling cell, along with the grievance cell efficiently address the needs and concerns of students and faculty members.

Energy conservation is a crucial aspect of the campus's sustainability efforts. The college carefully monitors energy consumption, sources it, and implements solar panels to harness renewable energy. Energy-efficient lighting appliances like CFLs and LED lights are utilized to reduce energy usage. To mitigate carbon dioxide emissions, only two-wheeler parking is allowed, four-wheeler parking is discouraged and public transport or college buses are encouraged for commuting.

The institution practices Solid Waste Management by segregating waste, with non-biodegradable materials like plastics, metal, and glass handed over to the Bhilai Municipal Corporation for proper disposal.

The college conducts Green audits, Energy audits, and environmental audits through registered bodies to assess and enhance sustainability practices.

Accessibility for physically challenged individuals is ensured with the provision of lifts, ramps and wheelchairs.

Programs are organized to sensitize students and employees on their constitutional obligations and a prescribed Code of Conduct is followed by all stakeholders, overseen by a monitoring committee. The college embraces democratic values, promoting cultural, regional, linguistic and communal harmony. National and international commemorative days, events, and festivals are celebrated with enthusiasm.

To conserve water resources, the college has implemented a rainwater harvesting system.

These practices and initiatives exemplify the college's commitment to creating a safe, inclusive, sustainable, and values-driven campus environment where learning and personal growth flourish.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CHRISTIAN COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	Christian College of Engineering and Technology, Dr Stephanos Mar Theodosius Road, Kailash Nagar, Near Industrial Estate, Bhilai, Dist - Durg (CG) 490026 India
City	Bhilai
State	Chhattisgarh
Pin	490026
Website	www.ccetbhilai.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dipali Soren	0788-2286662	9981991419	0788-2286662	principal.011.csvtu@gmail.com
IQAC / CIQA coordinator	Archana Chowdhary	0788-2286663	9826141686	0788-2286662	drarchana@ccetbhilai.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Christian Minority
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Chhattisgarh	Chhattisgarh Swami Vivekanand Technical University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	02-06-2023	12	Latest Document attached

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Christian College of Engineering and Technology, Dr Stephanos Mar Theodosius Road, Kailash Nagar, Near Industrial Estate, Bhilai, Dist - Durg (CG) 490026 India	Rural	17.44	29176.48

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BTech, Computer Science And Engineering	48	HSC	English	54	12
UG	BTech, Electrical Engineering	48	HSC	English	30	1
UG	BTech, Mechanical Engineering	48	HSC	English	54	1
UG	BTech, Electronics And Telecommunication Engineering	48	HSC	English	27	4
PG	Mtech, Electrical Engineering	24	BE BTECH	English	16	7
PG	Mtech, Mechanical Engineering	24	BE BTECH	English	16	10
PG	Mtech, Electronics And Te	24	BE BTECH	English	16	0

	lecommunica tion Engineering					
Doctoral (Ph.D)	PhD or DPhil,Basic Science And Humanities	48	MSC	English	3	0
Doctoral (Ph.D)	PhD or DPhil,Basic Science And Humanities	48	MSC	English	6	0
Doctoral (Ph.D)	PhD or DPhil ,Electronics And Telecom munication Engineering	48	ME MTECH	English	3	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Soci ety or Other Authorized Bodies	6				11				29			
Recruited	3	2	0	5	4	2	0	6	14	15	0	29
Yet to Recruit	1				5				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	2	6	0	8
Yet to Recruit				3

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	3	1	0	4
Yet to Recruit				6

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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.	3	2	0	3	1	0	0	1	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	1	0	14	14	0	30
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		0	0	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	112	18	0	0	130
	Female	39	0	0	0	39
	Others	0	0	0	0	0
PG	Male	20	5	0	0	25
	Female	7	0	0	0	7
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	2	0
	Female	0	0	1	0
	Others	0	0	0	0
General	Male	53	11	40	26
	Female	17	5	6	11
	Others	0	0	0	0
Others	Male	6	7	3	2
	Female	1	2	1	1
	Others	0	0	0	0
Total		77	25	53	41

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The NEP 2020 is a significant milestone for Indian higher education. Christian College of Engineering and Technology, affiliated with Chhattisgarh Swami Vivekananda Technical University, is eager to implement instructions from the university and the Ministry of Higher Education. The college already conducts regular Multidisciplinary/ Interdisciplinary activities. The new curriculum designed by the higher education department aligns with NEP 2020, featuring credit-based courses and emphasizing active regional research. This approach aims to foster holistic and multidisciplinary education, empowering students with critical skills and contributing to regional development. Overall, the college is poised</p>
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	to embrace NEP 2020's vision, shaping a brighter future for higher education in India
2. Academic bank of credits (ABC):	The implementation of the Academic Bank of Credits at the college will follow the parent university's guidelines. Faculties are actively encouraged to develop and offer certificate programs with the flexibility to design course frameworks and curricula at the departmental level. This approach fosters innovation and specialization within different disciplines, catering to the diverse interests and needs of students. By allowing departments to design their own certificate programs, the college can promote multidisciplinary learning and provide students with valuable and focused skill sets. The Academic Bank of Credits and departmental certificate programs together contribute to a more student-centric and dynamic higher education environment.
3. Skill development:	The institute's primary focus is on providing vocational education and training, emphasizing skill development and employability. In addition to traditional classroom instruction, the institute utilizes online learning methods, digital tools, and virtual learning to enhance the learning experience for students. Alongside technical skills, the institute actively promotes values and civic responsibility among students through activities on Democracy, Elections, and Good Governance. Value-based education is integral, fostering humanistic, ethical, constitutional, and universal human values. The institute has successfully completed value-added programs in Banking Finance and Insurance, Business Process Outsourcing, and Python Programming. In line with its commitment to growth, the institute aims to develop new skill development programs in the years to come..
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institute recognizes the importance of integrating Indian Knowledge systems into education and takes various initiatives to achieve this goal. This includes incorporating traditional Indian knowledge and practices into the curriculum and teaching methods. Teaching in Indian languages is promoted to preserve linguistic diversity and cultural heritage. Indian culture is actively promoted through various activities such as traditional day celebrations, Mehendi, Rangoli, Dance, Singing, Zimma fugadi, and festivals like Christmas, Holi, Diwali and Hindi

	<p>Diwas. The institute also actively participates in university-level youth festivals, encouraging students to embrace and embody Indian culture and values. By combining modern education with the rich heritage of arts, literature, and culture, the institute fosters holistic and culturally aware individuals.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Christian College of Engineering and Technology offers well-defined Programmes at both UG and PG levels, each with clear Programme Outcomes, Programme Specific Outcomes, and Course Outcomes. At the beginning of each academic session, students are informed and made aware of these outcomes. These outcomes are self-explanatory, meaning they provide a clear understanding of the learning objectives and expected competencies for each program and course. To ensure transparency and accessibility, the college uploads these outcomes on its website, allowing students, parents, and stakeholders to access and refer to them easily. This approach enhances accountability and helps students track their academic progress effectively.</p>
<p>6. Distance education/online education:</p>	<p>The online mode of knowledge transfer offers numerous advantages, allowing resource persons from around the world to impart knowledge without geographical constraints. Both students and resource persons find it easier to access online platforms compared to traditional offline modes. The COVID-19 pandemic highlighted the merits of online distance learning, with higher participation rates in courses/programs compared to offline modes. The success of online programs during the pandemic has paved the way for future possibilities, including vocational courses conducted through platforms like Google Classroom, Zoom, G Suite, Webex, etc. These technologies have revolutionized education, opening up new avenues for global collaboration and lifelong learning opportunities.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The Electoral Literacy Club (ELC) at the Institute operates efficiently with a Nodal officer and campus ambassadors. The Nodal officer leads election awareness initiatives, coordinating with campus</p>
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	ambassadors. Both regularly participate in programs organized by the election cell at the collectorate office in Durg, ensuring active engagement and awareness within the institute community. This collaborative effort enhances electoral literacy and civic engagement among students and staff.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The following individuals have been appointed as Campus ambassadors and Nodal Officer: Campus ambassador 1. Ms Aprata Sona (CSE 4th Semester) 2. Mr Shobit (CSE 4th Semester) Nodal officer: Prof Prashant Bawaney, Assistant Professor, Dept. of Electrical Engg. The Campus ambassadors are entrusted with the responsibility of organizing election awareness activities under the guidance of the Nodal officer. Their crucial role involves promoting electoral awareness initiatives within the institute. Meanwhile, the Nodal officer, Prof Prashant Bawaney, Assistant Professor, Dept. of Electrical Engg, is tasked with attending regular meetings held at the Collectorate office in Durg. This collaborative effort strengthens the institute's commitment to enhancing electoral literacy and civic engagement among its members..
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The students of NSS units recently organized an oath/pledge ceremony and online quizzes to promote election awareness within the institute. During the solemn oath/pledge ceremony, all students, faculty, and staff members enthusiastically pledged their commitment to cast their votes and actively participate in the electoral process. This collective initiative underscores the importance of civic duty and democratic engagement. Simultaneously, online quizzes were conducted, engaging participants in informative and interactive sessions, enhancing their understanding of the electoral process. These activities not only instilled a sense of responsibility but also fostered a well-informed and participative community, contributing significantly to the institute's electoral literacy endeavors
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The NSS Unit enthusiastically celebrates Voter's Day, emphasizing the significance of democratic participation. Through various events and awareness campaigns, students learn about their voting rights, electoral processes, and civic duties. This celebration serves as a platform to promote active citizenship, encouraging students to engage responsibly in the

	democratic electoral system.
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>At our institution, students above eighteen years are sensitized about their democratic rights, particularly the importance of casting votes in elections. We organize mock demonstrations to familiarize them with the functioning of Electronic Voting Machines (EVMs), Voter Verified Paper Audit Trails (VVPATs), and the voting process, providing an experience-based understanding of the democratic setup. Additionally, motivational programs are conducted to create awareness about electoral procedures, inspiring students to actively participate in the democratic process. These initiatives not only educate students but also empower them, fostering a sense of responsibility and encouraging their active involvement in shaping the future of the nation through voting.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
201	229	255	277	413
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 92

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
39	37	42	51	58

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
113.18	97.54	145.15	158.05	153.49
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

CCET Bhilai, which is affiliated to CSVTU, Bhilai, follows a structured curriculum planning and delivery framework to ensure effective and efficient educational programs for its students.

CURRICULUM PLANNING:

v At the beginning of each session, the institution develops action plans for implementing the curriculum prescribed by CSVTU.

v Faculty members prepare lesson plans for each academic year, and course files are maintained and reviewed regularly by the HOD.

v These plans are finalised in meetings held fifteen days before the start of classes.

v The academic calendar, which includes working days, holidays, and assessment schedules, is prepared and approved by the Principal.

v Student attendance and academic progress are continuously monitored by faculty members, and two class tests are conducted for theory subjects in each semester as per the CSVTU syllabus.

v The institute also emphasises practical learning, with laboratory manuals being prepared and updated regularly to facilitate hands-on learning and experimentation.

v Seminars, workshops, assignments, practical viva-voce, and class tests are planned, conducted, and monitored by the HOD.

v Regular departmental meetings are held, inviting senior faculty from other departments as observer and advisor, along with subject teachers and student representatives, to assess the delivery process.

v Parents are also informed about their ward's performance after the first class test.

CURRICULUM DELIVERY:

To create a conducive learning environment, the faculty members adopt various innovative teaching and learning methodologies, including

- v Traditional methods
- v Video lectures
- v PowerPoint presentations,
- v Guest lectures by industry experts
- v Group discussions
- v Industrial visits
- v Technical model and prototype preparation
- v Add-on courses

IDENTIFICATION OF THE CURRICULUM GAP:

Gaps in the curriculum are identified through structured feedback obtained from departmental faculty members. To bridge these gaps and enrich the curriculum, Content Beyond Syllabus (CBS) activities are planned and implemented. Additionally, students are encouraged to visit industries and participate in internship activities to gain practical exposure.

CURRICULUM ENRICHMENT:

The institute conducts workshops, mini-projects, group discussions, seminars, and value-added courses to enhance students' knowledge and skills.

Exposure to new tools, simulators, and MOOCs is provided to broaden students' horizons.

Participative learning approaches, such as group projects, GDs, presentations, and problem-based learning, are encouraged to foster critical thinking and teamwork.

MONITORING COURSE DELIVERY AND CONTINUOUS INTERNAL ASSESSMENT:

Each faculty member prepares a lesson plan, and the HOD conducts regular review meetings to ensure adherence to the plan.

Continuous internal assessment (CIE) is conducted as per the university's academic calendar, including class tests, assignments, and practical evaluations.

The Institute's Internal Quality Assurance Cell (IQAC) also monitors the course delivery process.

LAB INTERNAL ASSESSMENT, PROJECT WORK, TECHNICAL SEMINAR, AND VALUE-ADDED COURSES:

For lab courses, internal assessment tests are conducted based on practical records and a viva.

Project work is evaluated by a committee, and students are encouraged to pursue internships with industry partners.

Technical seminars and value-added courses are also assessed through reports, presentations, and question-and-answer sessions, with certificates awarded for successful completion

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

<p>1.2.1</p> <p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Response: 39</p>	
File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 69.67

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
172	138	220	181	247

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

Incorporating cross-cutting issues like **Gender Equality, Environmental Sustainability, Human Values, and Professional Ethics** into the curriculum is paramount for providing students with a well-rounded education that equips them to tackle the challenges of the modern world. Our college places a strong emphasis on recognizing the importance of these issues and has undertaken various initiatives to seamlessly integrate them into our educational framework.

In the first-year curriculum, we offer subjects such as "**English**" to enhance students' language skills, communication proficiency, and literacy. Additionally, we include "**Value Education**" to help students build a solid ethical and moral foundation, nurturing their character development and sense of responsible citizenship. These subjects are designed to offer a holistic education that extends beyond academic knowledge, fostering personal and societal growth.

Our comprehensive "**Personality Development**" course aims to empower students with essential life skills, including communication, self-confidence, leadership, and interpersonal abilities. This program fosters personal growth and success, equipping students for various aspects of life.

"**Indian Culture and Constitution of India**" and "**Industrial Training**" are vital courses that contribute to the well-rounded development of students. The former encourages an understanding of India's rich cultural heritage and constitutional values, nurturing well-rounded individuals. The latter, industrial training, equips students with practical skills, enhancing their employability and overall growth.

We offer a comprehensive course in “**Technical Communication and Soft Skills**,” specifically designed to empower students with essential communication and interpersonal abilities. This program places a strong emphasis on refining their verbal and written communication skills, fostering teamwork, and enhancing their overall professional demeanour.

In the final-year curriculum, we offer subjects like "**Universal Human Values**" to instil essential ethical principles and moral values in students, promoting empathy, compassion, and social responsibility. This course plays a pivotal role in developing well-rounded individuals who can make positive contributions to society, fostering a sense of global citizenship and respect for diverse perspectives.

Furthermore, we prioritize the welfare and safety of our students through various committees, including the "**Women's Grievance Cell**," "**Students Grievance Cell**," and "**Anti-Ragging Committee**." These committees are dedicated to addressing the grievances of women and students, ensuring a secure and inclusive learning environment. Regular workshops on empowerment, self-defence, cybercrime, and women's rights further empower our students.

At the university level, CSVTU has taken proactive steps to incorporate cross-cutting issues into the syllabus. The courses that encompass these issues are as follows:

GENDER EQUALITY AND HUMAN RIGHTS:

Gender Equality is addressed through the "**Women Grievance Redressal Cell**," which serves as a platform for discussions and initiatives promoting women's welfare and self-esteem. Human Rights are emphasized through the "**Anti-Ragging Committee**," effectively preventing any form of ragging and promoting respect for fundamental human values.

ENVIRONMENTAL SUSTAINABILITY:

The institution prioritizes environmental sustainability by offering courses such as "**Environmental Studies**" and "**Environment Pollution & Control**." These courses not only educate students but also foster eco-friendly practices on our green campus. We also promote awareness through NSS activities, engaging with the community to address environmental issues, thereby creating a culture of environmental consciousness and responsibility.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 68.66

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 138

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System**1.4.1**

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 19.23

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
35	41	53	25	77

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
213	213	229	282	264

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 3.07

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
00	04	07	09	08

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

2022-23	2021-22	2020-21	2019-20	2018-19
158	158	172	217	206

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 5.15

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

At CCET, Engineering College, student-centric methods are central to enhancing learning experiences. Practical learning, participative learning, and problem-solving approach are actively utilised to promote and induce analytical, local mindset & critical learning, empowering students with practical skills and fostering a deeper understanding of their subjects. The institution commitment to these student-centric methods are reflected in various ways:

- **Innovative Departmental Programs:** All departments offer innovative programs that stimulate students' creativity and problem-solving abilities.
- **Annual Technical Fest (TECHOLOGIA):** The institution hosts an annual technical fest where students can showcase their learning through innovative projects.
- **Competitions:** Students are encouraged to participate in inter-college and national-level competitions. This not only motivates them but also exposes them to diverse challenges and contributing to their holistic development.

The institution has implemented several experiential learning practices to achieve these goals:

1. **Laboratory Sessions beyond Syllabus:** The institute conducts laboratory sessions that go beyond the standard syllabus. These sessions provide students with the opportunity to engage in experiments and practical work that expand their knowledge and skills beyond the traditional classroom curriculum.
2. **Summer Internship Programs:** Students are encouraged to participate in summer internship programs. These internships provide valuable hands-on training and work experience as students collaborate with companies. This real-world exposure helps them apply theoretical knowledge to practical situations, enhancing their problem-solving abilities.
3. **Industrial Visits:** To further enhance practical learning, the institution organises industrial visits. These visits expose students to real-world organisational processes, technologies, and challenges. It allows them to witness how theoretical knowledge is put into practice in various industries.

Participatory Learning:

Students are actively encouraged to participate in diverse activities that promote active engagement and the application of their specialised technical or management skills.

- The annual Tech Fest provides engineering students with a platform to showcase their projects, fostering collaboration and knowledge sharing. Organised by management students, the MGM Tech Fest promotes cross-disciplinary learning among participants from various institutions.
- The institution's Annual Cultural Program celebrates creativity in non-technical domains, encouraging a well-rounded development.
- Seminar presentations enhance students' technical and communication skills, while paper presentations and publishing cultivate a culture of continuous learning and skill acquisition, exposing them to novel ideas and concepts.

Problem-Solving Methods:

The Institute encourages students to acquire and develop problem-solving skills through various means:

1. **Regular Assignments:** Assignments based on real-world problems, challenge students to apply their knowledge and analytical skills to practical situations.
2. **Mini Project Development:** Students engage in mini-projects, allowing them to tackle specific issues and develop solutions, thereby honing their problem-solving abilities.
3. **Internship Trainings:** Internships expose students to authentic workplace challenges, requiring them to devise practical solutions and adapt to real-world scenarios.
4. **Class Presentations:** Presentations in class foster critical thinking and effective communication skill as students present and defend their ideas.
5. **Participation in Competitions:** Students actively participate in inter-college events and competitions, where they can apply their problem-solving skills in a competitive environment.

These practices empower students to become lifelong learners, equipped with the skills and knowledge necessary for success in both their academic and professional endeavour.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 81.07

2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
46	46	52	68	68

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 28.63

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	12	16	17

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

CCET Institute, affiliated with Chhattisgarh Swami Vivekananda Technical University, is dedicated in upholding the university's assessment standards, ensuring transparency for students. The institute's internal assessment system encompasses theory courses, laboratories, seminars, internships, and projects. Each semester, a meticulously crafted academic calendar is made available on the college website and department notice boards, detailing crucial dates for assessments, enabling students to plan effectively.

For theory assessments, faculty members create question papers aligned with Course Outcomes (CO), Program Outcomes (PO), and Bloom's Taxonomy levels. Rigorous quality checks and approvals ensure assessment integrity, with the higher score from two class tests considered.

Seminars, internships, and projects follow preset presentation schedules, developed in coordination with the faculty coordinator and Head of the Department (HoD) for student awareness.

Laboratory courses involve internal assessments via lab record reviews and practical vivas, conducted twice per semester by subject faculty.

CCET's commitment to systematic assessments and transparent communication fosters academic excellence and accountability, benefiting students and promoting fairness in performance evaluation.

GRIEVANCE COMMITTEE: CCET's Academic Grievance Committee, led by a coordinator and supported by members, plays a vital role in addressing grievances related to both internal and university-level exams. Their interactions with the exam cell, students, and faculty members contribute to a comprehensive framework for fair and transparent grievance resolution.

Absenteeism in Internal Examinations: The institute's recognition of genuine reasons for absenteeism, such as medical issues, demonstrates its commitment to accommodating students' needs. Allowing retests with proper documentation promotes equity and fairness.

- 1. Evaluation Process:** Transparency in the evaluation process is a cornerstone of CCET's commitment to academic integrity. Allowing students to review their answer sheets in the presence of faculty members and facilitating corrections when discrepancies are identified and ensures that students receive accurate assessments.
- 2. Transparency in Internal Evaluation:** The adherence to criteria set by the affiliating university for internal assessments upholds transparency standards. Informing both students and faculty members about these standards and retaining internal test papers for reference contributes to accountability within the institution.
- 3. Grievances Related to University Examinations:** CCET's extends its commitment to fairness to university-level examinations. The structured process for addressing student grievances, involving the academic grievance committee and revaluation requests, ensures that students have a formal avenue to seek redress if they believe their scores do not reflect their performance accurately.

Overall, CCET's dedication to transparency, fairness, and responsiveness in handling student grievances related to examinations contributes to an environment conducive to learning and academic growth.

Top of Form

Revaluation is conducted at the digital valuation centers designated by the university. If the student remains unsatisfied after revaluation, they can opt for re-re-evaluation by paying the prescribed fees. Re-evaluation takes place in the university's strong room, where an experienced senior faculty member, in the presence of a university representative, reassesses the paper. An additional observer is present as a witness, ensuring transparency throughout the re-re-evaluation process.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

In adhering to an Outcome-Based Education (OBE) approach, CCET follows a systematic process to define Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) for all its departments.

Program Outcomes (POs):

POs are overarching statements that describe what students are expected to know and be able to do by the time of their graduation. These outcomes are aligned with the college's mission and reflect the essential skills, knowledge, and attitudes expected of graduates.

Program Specific Outcomes (PSOs):

PSOs are specific to each department and further define the knowledge and skills expected of graduates in that particular field of study.

Course Outcomes (COs):

COs are detailed statements that specify the learning objectives of individual courses.

The development of these outcomes and objectives involves active engagement with stakeholders, ensuring that the educational goals are well-defined and meet the desired graduate attributes. By adhering to these principles, CCET institute aims to provide a high-quality education that prepares students to meet the challenges of the professional world effectively.

1. Development of Outcomes:

- The department offering the program collaboratively frames the POs, PSOs, and COs after extensive consultations with faculty members and stakeholders.

1. Wide Propagation and Publication:

- Once consensus is reached, the outcomes are widely propagated and publicized using various means, including:

- The institution's website.
- Curriculum documents.
- In-class presentations.
- Departmental bulletin boards.
- Laboratory resources.
- Orientation programs for students.
- Meetings with employers.
- Parent-Teacher Meeting.
- Staff Meetings.
- During Alumni Meet.
- Meetings with professional bodies.
- Library materials.

1. Awareness Among Students:

- Heads of Departments (HODs) take the responsibility of creating awareness about POs, PSOs, and COs among students.

2. Faculty Engagement:

- Faculty members and class teachers inform students and emphasise the importance of attaining these outcomes.

3. Program Specific Outcomes (PSOs):

- PSOs represent precise skill objectives and achievements anticipated from students at a detailed level upon program completion.
- Program coordinators, with input from course coordinators, develop PSOs.
- PSOs undergo thorough discussion and approval by the Board of Studies (BOS), which includes the Department Head and subject matter experts.

4. Program Outcomes (POs):

- POs are comprehensive statements describing the expert accomplishments expected of students upon program completion.
- POs encompass various areas of knowledge, skills, and personality traits that students should acquire during their studies.

5. Course Outcomes (COs):

- COs are direct statements describing the vital disciplinary knowledge and abilities students ought to retain after completing a course.
- COs are specified and communicated clearly.
- Course coordinators, in consultation with relevant faculty members, prepare COs.

6. Publication of Outcomes:

- POs and PSOs for the program and COs for individual courses are published electronically on the college website, ensuring accessibility and transparency for all stakeholders.

7. Continuous Promotion of Awareness:

- Throughout interactions with students, continuous promotion of awareness regarding POs, PSOs, and COs is a conscious effort.

This comprehensive approach to Outcome Based Education (OBE) ensures that students are well-informed about the expected outcomes of their educational journey and that the institution is committed to providing the necessary resources and guidance to help students achieve these outcomes.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

I. CO's attainment:

The assessment of course outcomes is a methodical process involving several key steps. Initially, faculty members employ the course outcomes specified in the course's evaluation scheme, which are validated by faculty and Heads of Departments. Subsequently, the average weightage percentage for each course outcome is determined, considering marks allocated in both university external and internal exams. These marks are adjusted to align with the university's curriculum standards. Finally, course outcome attainment is calculated using the average class scores in both the End Semester and Sessional exams, taking into account the percentage of questions related to each outcome, thereby ensuring a comprehensive and rigorous assessment of course objectives.

CO = (Weightage of External Exam (ESE)* Subject Average in External Exam * % Marks as per University Scheme)+ (Weightage of Internal Exam)* Subject Average in Internal Exam * % Marks as per University Scheme)

The percentage of CO attainment is derived by dividing the sum of individual CO attainments by the Average Weight Distribution (AWD) of the respective CO.

% of CO attainment = [Sum (Performance Index) / Average Weightage Distribution]

To establish the final attainment level for each Course Outcome (CO), the following criteria are employed:

The following criteria are used to determine attainment levels:

- An attainment level of 3 is assigned when the CO attainment is 80% or higher.
- An attainment level of 2 is designated for CO attainment between 60% and just below 80%.
- CO attainment within the range of 40% to 60% results in an attainment level of 1.

II. Assessment of Program Outcomes (POs) and Program Specific Outcomes (PSOs) involves a

structured process as outlined below:

1. Course outcomes (COs) are mapped to Program Outcomes (POs) and Program Specific Outcomes (PSOs) using correlation levels (-, 1, 2, 3). These levels signify alignment, with "-" indicating no correlation, 1 for below 40% alignment, 2 for 60-80% alignment, and 3 for over 80% alignment between COs and broader program outcomes.
2. Calculation of CO attainment for all courses is performed as previously described.
3. Attainment values corresponding to individual COs are associated with their correlated POs and PSOs. The average values for each PO/PSO serve as the final attainment measure for the respective course.
4. Likewise, attainment values for COs correlated with each PO and PSO are calculated across all courses. Comprehensive indirect assessment for POs and PSOs is based on various surveys, including the Alumni Survey, and parental feedback. The average scores from these surveys are taken into account.

6. The final attainment of POs and PSOs is determined through a two-component approach:

- Direct attainment: Calculated by averaging all CO-PO and CO-PSO attainment matrices defined across various semesters and courses.
- Indirect attainment: Derived from the attainment values of POs and PSOs collected through surveys, including feedback from alumni and parents. Final attainment scores are determined by assigning 80% weight to direct assessment and 20% weight to indirect assessment.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3**Pass percentage of Students during last five years (excluding backlog students)****Response:** 95.14**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
53	89	91	94	143

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
58	89	92	96	159

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.57</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 23.6

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	23.6	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

The Innovation and Incubation Centre at Christian College of Engineering and Technology, Bhilai provides students, research scholars, researchers, subject matter experts, and business professionals a forum for collaboration and to spark ideas and innovation by combining the unconventional approach, taking risk & chances, and thinking big.

Industry Innovation Cell (IIC) Under IIC cell we conduct IPR, Entrepreneurship activities, and Celebration activities. The main goal of this cell is to mould the next generation of leaders who will be changing the world for better tomorrow. It works with an objective to develop an entrepreneurial culture among students by identifying, preparing, and inspiring them to start their own businesses.

It helps students realise the prospects and advantages of entrepreneurship, help them start their dream businesses with cutting-edge products, and foster an entrepreneurial culture. Additionally, it works to

develop sustainable start-up businesses and educate students about industrial business and the availability of financial aid for entrepreneurial endeavours. CCET provides all round support to building entrepreneurs in form of technology-based entrepreneurial knowledge, technique, and practise, as well as encouragement of students' original ideas. We at CCET encourage faculties and students to get involved in the product development, idea generation, and innovation. Create awareness of patents among the professor, student, and researchers.

Innovation Centre: The college has chosen to build Innovation Centre *under IIC Cell* in our Institute with a view to the rapid advancement of science and technology. The prime objectives are to improve job possibilities, invoke innovative ideas and inspire new thinking. It encourages students to take part in emerging technology transfer. It boost the efficiency and use of funds for activities related to research and development. Our management actively motivates to broaden research and its application, understand intellectual property rights, and generate ideas in incubation centre

Incubation centre: - The institute has established ATAL INCUBATION CENTRE It is joining the government goal to offer a stimulating environment where fresh concepts and initiatives are encouraged to be taken.

Incubation centre provides following

1. A platform for industry innovation and incubation that offers incubator facilities, industry consultation, and technical solutions. Conversation with industry representatives to identify practical problems, and offer relevant solutions.
2. A structured method was created to help budding inventors to translate their concepts and ideas into finished products. The centre focuses on staff and student development, as well as providing the necessary equipment and building a network to facilitate the sale of its output. Technology, knowledge, and resources aid innovators and incubation centres help to inculcate scientific temper in young business owners

Research and Development Cell

The R&D cell comprises faculty members from various departments of the institute. This committee oversees the smooth and efficient coordination of research and development activities in the institute thus fostering overall growth. A senior faculty heads the cell with the principal presiding over it. Roles and responsibilities of R&D cell is to look after the research activities for the College, explore technological developmental opportunities in common application areas.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual

Property Rights (IPR) and entrepreneurship conducted during the last five years**Response:** 44**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
24	11	3	1	5

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**3.3 Research Publications and Awards****3.3.1****Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response:** 0.64**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
7	12	10	21	9

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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: 0.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	3	4	1

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The National Service Scheme (NSS) is a program which is initiated by the Government of India to develop social responsibility and commitment among students. The objective of NSS is to create awareness among people about social and environmental issues. For the past six years, the CCET, Bhilai has a successful NSS unit. It was started with the simple intention of giving interested students a place to participate in social work activities. It is working in our campus under the supervision of Dr. Dipali Soren, the Principal. Along with two faculty coordinators and more than fifty student volunteers. The current NSS team consists of one nodal officer Mr Prashant Bawaney and faculty coordinator Mr. Chandrasekhar Sahu with a group of more than fifty student volunteers. All outreach and social service initiatives are regularly carried out by the NSS.

AWARENESS PROGRAMMES:

The NSS conducts various awareness programs on different themes every year to educate people and create a positive impact on society. The NSS conducts awareness programs on several themes, including health, hygiene, environmental conservation, and social issues such as poverty, gender inequality, and drug abuse. The purpose of implementing awareness programmes in villages is to provide the villagers with fresh perspectives on development that would enhance their quality of life. Once the communities' confidence is gained, they begin working with the NSS volunteers and turn to them for problem-solving advice.

A few of the important services offered by the NSS involve disseminating information about the most recent advances in non-conventional energy, cost-effective housing, hygiene, nutrition, and personal hygiene, programs for developing skills and creating revenue, government schemes like Swatch Bharat, Ayushman Bharat, Accessible India, Digital India, Beti Bachao, and Beti Padhao, environmental and energy conservation and education, legal aid, and consumer protection.

PLANNING FOR SOCIAL SERVICE PROGRAMMES:

The NSS Officer motivates community participation in NSS so that the NSS unit may carry out its job of community development. When the officer needs technical aid or financial support, they turn to several government departments and agencies. He/She builds strong relationships with government authorities and development organisations.

VOLUNTEERS AS PROGRAMMES AIDES

A variety of programmes including sanitation drives, prevention of communicable disease, promotion of healthy habits, such as regular exercise and balanced nutrition, recreational activities, adult basic education, health initiatives including immunisation, child care, conducts blood donation camps and medical camps to provide basic healthcare services to people in remote areas.

REGULAR PROGRAMMES CONDUCTED:

The following programs are conducted regularly by NSS in the nearby city and rural area.

- Blood Donation Camp.
- Medical camps, immunisation programs.
- Traffic awareness campaigns
- Organising rallies on different social awareness themes along with other social organisations.
- Tree plantation
- Special camps on road safety measures.
- Cancer awareness programs.
- Swachh Bharat Program.
- Save Water awareness Program.
- Save Girl Child Program.
- Woman's Day celebration.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Community development, agricultural progress, educational outreach, and other key sectors all benefit greatly from extension initiatives of the institution. In addition to serving as a reward for exceptional performance, government recognition increases the motivation and visibility of the organisations and people engaged in such initiatives.

In order to empower marginalised groups, improve agricultural practices, promote health and hygiene, improve vocational skills, and encourage environmental protection, extension operations are essential. Through these programs, stakeholders work together to close the gap between academics, research, and society while having a real influence on a number of industries.

Government awards and recognitions in extension activities aim to appreciate the efforts of individuals, institutions, and organisations that have demonstrated exceptional dedication and creativity in community development. These recognitions often come to CCET in the form of certificates, cash prizes, trophies, or project funding. Government Honours and recognitions for outreach initiatives serve as a vital driver for progress and neighborhood growth. Recognising the work of people and organizations in a variety of areas inspires others to do the same, resulting in a more sustainable and forward-thinking society. In order to encourage innovation, creativity, and effective extension initiatives, governments should continue to fund and promote these award programmes.

In the Extension activities NSS unit of CCET Bhilai encompasses a wide range of outreach efforts and educational programs designed to transfer knowledge, technology's units have adopted the Village under

extension activities. Technology's divisions. The institute has have accepted the Village under extension operations, which include a wide range of outreach initiatives and educational programmes intended to impart expertise. The village Sarpanch's awarded our college with a certificate of appreciation. In order to give communities useful and current information on the policies, programmes, and resources accessible to them. Our college has carried out a variety of initiatives. NSS also equips people and organisations with the essential information and skills to raise standards of living and productivity.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 44

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
22	6	12	1	3

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages 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: 18

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

CCET is proud of its extensive campus infrastructure, including spacious Academic and Administrative blocks. These facilities are designed to meet the requirements set by various regulatory bodies and often surpass these standards to create an environment conducive to comprehensive teaching and learning experiences.

By going beyond the prescribed norms, CCET aims to provide an environment that supports holistic education. This might include well-equipped classrooms, state-of-the-art laboratories, libraries, recreational areas, sports facilities, and other amenities that contribute to a well-rounded educational experience.

Creating such an environment can foster healthy teaching and learning practices by providing students and faculty members with the necessary tools and spaces to engage in effective teaching, research, and skill development. It can also contribute to the overall growth and development of students by promoting extracurricular activities, group interactions, and a sense of community.

The emphasis on surpassing regulatory norms and focusing on infrastructural requirements underscores CCET's commitment to delivering high-quality education and creating an enriching educational atmosphere for its students. An indicative of the appreciable infrastructure facilities available in CCET has been listed below:

CCET has put in place adequate sporting and recreational facilities. It has a vast common lush green play ground for outdoor games. The ground is commonly used for football, Cricket, athletics and other outdoor games. The college is also having a fully developed Kabbadi Arena and Volleyball Court. Apart from outdoor games, Indoor games facility is also available in college such as table tennis, badminton, chess, carom etc. Smooth conduction of all such sporting activities and events is monitored and executed by a full time Physical Education faculty.

CCET is having two gymnasiums, one for boys and one for girls. The gymnasium is fully equipped with all Gym equipments, with a full time trainer in both the gymnasiums to train and guide the students. A YOGA Centre has also been made available for overall growth of the mental strength and concentration

of students. On weekend, (on a regular basis) discourses by eminent Gurus and spiritual guides are regularly conducted for imbining sense of ethics and value amongst students. In such programmes people in and around the campus and the city also take active participation.

Every year CCET is hosting CSVTU Youth Festival for major games such as football, basketball and Indore games such as table tennis, chess etc. other than university hosting, CCET also organises Symphonia every year. The Symphonia is an annual in-house sports and cultural event of CCET.

The college provides extensive facilities for cultural events, prominently featuring a state-of-the-art auditorium with a seating capacity of 300. This fully air-conditioned venue is meticulously designed, ensuring soundproofing for immersive experiences. The auditorium is equipped with cutting-edge audio and video fixtures, guaranteeing top-quality presentations. It serves as a hub for various cultural activities, fostering an environment conducive to artistic expression and creativity. This dedicated space underscores the college's commitment to offering a holistic educational experience, enabling students to engage in vibrant cultural events that enhance their personal and artistic growth while contributing to the overall enrichment of campus life.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 9.81

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
10.85	6.80	6.56	12.01	29.27

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The Central Library of CCET, Bhilai, serves as a pivotal resource center for the academic community, ensuring that students and staff have access to a wide array of materials to support their learning and research endeavors. The library's collection comprises approximately 56,000 documents, which include textbooks, reference books, and back volumes of journals. This extensive collection spans various disciplines, encompassing Engineering, Applied Science, Humanities, and other fields of knowledge. To stay abreast of the latest developments, the library subscribes to over 42 national and international print journals, granting members access to up-to-date information. In addition, multimedia services are readily available, with a dedicated e-document section housing 990 CDs and floppies.

Recognizing the diverse needs of different departments, each department at CCET, Bhilai, is equipped with its own library. This departmental library is enriched with donated books and materials borrowed from the main library, providing students and faculty with quick access to subject-specific resources.

To efficiently manage its vast collection, the library has implemented the KOHA software package, a comprehensive and integrated multiuser Library Management system. This software streamlines various internal processes, including membership procedures, bar-coding, acquisition, circulation, periodical subscriptions, multimedia, library browsing, and reservations. The computerised system enables users to search for bibliographic records through the OPAC (Online Public Access Catalogue), accessible via Intranet and the Internet. With the OPAC's user-friendly interface, patrons can search for resources using multiple criteria, such as author, title, subject, keywords, classification number, and publisher. Additionally, the OPAC provides timely information about recently acquired journals and books, keeping users informed about new additions to the library.

The library is strategically divided into several sections, each catering to specific needs and preferences of its users:

1. **Issue Section:** Facilitates book borrowing and returning processes for library members, ensuring smooth circulation of resources.
2. **Reference Section:** It houses valuable and in-depth resources to support academic research and reference needs
5. **Journals/Magazines Section:** It provides access to current and previous issues of numerous journals and magazines, fostering intellectual curiosity and knowledge dissemination.
6. **Project Report & Bound Journal Section:** It preserves project reports and bound journals, contributing to the institutional memory.
7. **Newspaper Section:** It offers newspapers to keep readers informed about current events and affairs.
8. **Xerox Section:** It provides photocopying services for the convenience of library users.
9. **Internet Surfing Zone/e-Library:** It equips users with access to e-books and online resources, promoting digital literacy and research capabilities.

The library opens its doors on all days of the week, with the exception of Sundays and holidays, catering to the diverse schedules of students and faculty members. During examination times, the reading section extends its operating hours to include Sundays and holidays from 10 am to 2 pm, providing additional support during crucial academic periods. Notably, the library maintains its services even during vacations, showcasing its commitment to the academic community's continuous growth and learning.

In conclusion, the Central Library of CCET, Bhilai, stands as a well-equipped, efficiently managed, and user-friendly facility.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

In response to the evolving standards of education and the increasing reliance on the internet, educational institutions such as universities and colleges are recognising the need to establish secure and reliable wired or Wi-Fi networks in their campuses. This move is driven by the desire to offer students flexibility and access to online resources. However, this surge in demand has also introduced few challenges, as students carry multiple devices like mobile phones, tablets, laptops, and iPods, all competing for bandwidth. As a result, colleges and universities are grappling with the task of meeting this bandwidth demand effectively.

To address these challenges, educational campuses are prioritising several key requirements. These include stringent user access controls, bandwidth consumption management, and tailored policy controls for faculty and students. Moreover, campuses need to facilitate seamless internet roaming, enabling users to access the internet fluidly as they move from classrooms to libraries, labs, and residential areas.

The institution boasts a robust and modern IT infrastructure that is consistently updated and upgraded to align with evolving technological needs. Comprehensive Wi-Fi coverage envelops the entire campus, fortified by essential firewalls, while dedicated LAN connections interlink the computer labs, furnishing them with seamless internet access. Classrooms, laboratories, administrative offices, and hostels enjoy pervasive Wi-Fi connectivity, ensuring access to online resources.

For areas necessitating elevated connectivity speeds, departments are furnished with wired connections via optical cable LAN services. Every common staff room is equipped with computers and internet access, enhancing efficiency and communication. The commitment to technological advancement extends to student accommodations as well, with Wi-Fi provision in all hostels. Through these measures, the institution fosters an environment where cutting-edge IT resources are harnessed to support learning, research, and administrative functions, thus enriching the overall educational experience.

The current status of internet facility of CCET is as detailed below:

Name of Internet Provider	Ishan Netsol Pvt ltd
Available Bandwidth	100 MBPS
Availability of Internet	Available in all 118 computers
Availability in faculty rooms	Yes
Institutes mail Facility to faculty/students	Yes for faculties only
Security/Privacy to Email/internet users	Yes

The institute places a strong emphasis on the perpetual enhancement and enrichment of its computing resources, catering to the escalating needs of academics, co-curricular activities, and daily operational functions. Within the seminar hall, modern amenities such as LCD projectors and a PA system facilitate dynamic presentations and interactive sessions. The institution is a proponent of e-learning methodologies and fosters advanced software applications for research and development purposes, continually acquiring pertinent software and supplementary hardware.

To streamline and support these endeavours, the institute maintains an equipped Central Computing Cell. This central hub efficiently delivers essential IT support services to all departments. All requisitions for IT facilities, encompassing computers, peripherals, projectors, Tablet PCs, and more, are channeled through this cell. Centralised procurement of IT resources is undertaken by the institute, responding promptly to the evolving demands of technology. Additionally, the institute bolsters its capabilities through audiovisual aids and video conferencing provisions, facilitating the seamless execution of diverse online educational initiatives.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 1.7

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 118

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 27.98

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)

2022-23	2021-22	2020-21	2019-20	2018-19
26.59	20.41	36.63	43.27	59.82

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 85.82

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
199	226	249	237	269

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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. ICT/computing skills*

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 94.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
186	208	239	269	400

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 44.89

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
25	47	45	33	61

5.2.1.2 Number of outgoing students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
53	89	91	94	143

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 1.41

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 7

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
07	0	0	0	0

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 12.4

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
23	11	04	11	13

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

A strong mechanism exists within the CCET alumni association. It serves as a link between the authorities, the present students, and the former students. The alumni association seeks to connect alumni, support students, and provide an exceptional institute experience through a variety of events, initiatives, and services in partnership with a very committed volunteer Core committee Members.

The Mission of the Association is

- To offer a lively venue that encourages communication and networking between the alumni all over the world;
- To assist alumni in achieving their career and societal objectives;
- To encourage alumni to stay connected to their alma mater;
- To support the Institute's goal of becoming one of the top academic, research and innovative institutions in the world;
- To provide both financial and other support to worthy students from many weaker societal groups.

The association puts in a lot of effort to strengthen ties between alumni, students, and the Institute, to inform graduates, and to build a network that will allow them to stay involved with their alma mater and shape its future through the association's programs and services. The association regularly plans alumni gatherings in various cities. Many alumni are serving as the faculties of the college. Alumni are invited by the association to mentor our pupils. They participate in the college development cell as well. We are receiving assistance with student placement. The alumni association has run a number of programs to help students and members enhance their overall personalities and skill sets. These programs feature expert lectures, encounters with luminaries, discussions with them, and interactive activities for personality development. The Alumni Association has been instrumental in guiding aspiring engineering students through workshops, emphasizing the pivotal role of engineering in shaping a nation's future. These sessions underline the profound impact core engineering has on society, emphasizing its importance in national development. By providing a platform for students from across India, the Association encourages innovative thinking and technical problem-solving. Through these initiatives, students gain invaluable insights into real-world challenges, fostering a sense of responsibility towards the community and the nation. The Association's efforts not only empower future engineers but also contribute significantly to the betterment of the country and its people at large.

The association has facilitated registration options for alumni to receive updates about them in order to enhance the alumni network globally. It is also operating a Facebook page CCET BHILAI and has active WhatsApp groups CCET ALUMNI OFFICIAL for instant transmission of the messages. The Association's dedicated members actively support students by facilitating top-notch opportunities through campus placements. Their commitment ensures regular visits from leading recruiters such as Amazon, TCS, Accenture, Tech Mahindra, Cognizant, Infosys, and others, enhancing students' chances of securing promising positions and fostering a successful transition from academia to the professional world.

Time to Time CCET alumni cell organizes Alumni meet. Last Alumni meet was organized on 29th October 2022.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

- **Vision**

CCET will be the center of excellence by providing quality technical education inculcating high moral and social values with a human face thereby providing world class competent engineers for the progress and transformation of society.

- **Mission**

- Run accredited Graduate and Post-Graduate programs.
- Have state-of-the-art infrastructure facilities.
- Develop effective partnerships with industries.
- Transfer appropriate technology to society.
- Ensure placement of all students through campus interviews.
- Offer quality teaching and learning environment.
- Help in the upliftment of society by offering need based technical education facilities.
- Ensure quality services for all aspects of the campus.
- Create an ambience for the total development of staff and students.
- Become a deemed university.

The Mission of the institute is not only to promote Quality Education but also research programmes culminating with technological advancements to keep pace with global educational standards. The intellectual capital of the students should be useful to the society in transforming them as vibrant leaders of Industry.

The institute follows a democratic and participatory mode of governance with all stakeholders. The Governing Body comprises of distinguished administrators, academicians, industry experts and faculty representatives, actively participate in the administration. The Governing Body delegates authority to the Principal who, in turn share it with the different levels of functionaries in the college. The Heads of Departments, the Coordinators of various committees and class in-charges play significant role in framing the institutional policies and implementing the same.

The institute strikes a balance between regulatory compliance and continuous improvement. While complying with university regulations and other legal requirements, the institute focuses on improving its

performance and sustainability by working towards becoming a center of excellence. The effective leadership is reflected in various institutional practices such as decentralization and participative management

- **Decentralization and Participative Management:**

The leadership style within the institute is characterized by decentralization and participative management. Faculty members are actively involved in decision-making bodies, academic committees, and various administrative responsibilities. Heads of Departments have considerable autonomy in running their departments and play a key role in determining innovative teaching-learning practices.

Decentralization of Power

Faculty Administrative Powers

Faculty members are given administrative responsibilities, leading to transparency, development, and enrichment. The institute encourages collective decision-making at all levels, and decisions are often taken through collective discussions. Faculty members are involved in various activities, including teaching, research, training, admissions, administration, and consultancy.

Faculty Financial Powers

The institute also encourages decentralization of financial powers to the principal, head of departments, and in-charges of various teams and committees. Recommendations from committees related to financial requirements and academic resources are approved by the principal. Faculty inputs are considered important for continuous improvement and development of the institute.

The library committee actively plays a role in enriching the library by adding books, periodicals, e-books, case studies, journals, etc.

Overall, the institute's mission, governance approach, and active involvement of faculty members and stakeholders aim to ensure quality education, research, and contribution to society, thereby developing competent leaders in various industries.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and

procedures, etc

Response:

- **Policies:**

The Institute has a set of well defined policies of Governance that have been framed in close consultation with the stakeholders. These policies pertaining to faculty members employment process, various benefit policy, leave policy etc. which communicated to faculty members at regular intervals.

Student centric policies are also very well defined. Students are briefed about these policies during the orientation/ Induction program in the beginning.

- **Administrative Set-up**

We at CCET believe in a family kind of work culture. Basically it aims at love and affection to each and every stake-holder of the institute. Involvement of each and everyone in the decision-making at their respective levels is ensured through decentralization and delegation of powers. Hence there are various institutional committees consisting of faculty , staff and student members. Transparency associated therein also forms an important feature of the work culture. This is done through an institutional Service book which is easily accessible by any one .

- **Governing Body**

The Governing Body is constituted as per the bye laws of the institution and its term is for 3 years. As far as the Decision making process is concerned, Board members are giving relevant guidelines for Academic affairs, Faculty Recruitment, Infrastructure, Budget and promotional matters. The Governing Body meets twice in a year. The decision of the GB is final and is executed by the college authorities.

- **Organizational Chart**

The institute functions with perfect decentralized administration as depicted in the organization chart that has complete transparency in the decision making process.

- **Service Rules**

A printed Service Rules book is available with all the Rules/ Policies of the College and the copy is available with the Chairman, Executive Vice Chairman, Bursar, Principal and Departmental HODs.

Note :- The Service Rule is available in Public Domain

- **Service Book**

A service book is maintained by the Administrative Office/ HR, for the staff of the institution which contains all personal information, date of appointment, qualification, scale of pay, increments, and such other information as the competent authority may prescribe.

The institution's perspective-strategic plan, aligned with the mission to become a Deemed University,

aims to provide quality education for skilled engineers, meeting industry needs. Students' holistic development is ensured through strong infrastructure and committed faculty. Strategic goals, guided by Vision, Mission, Quality Policy, and SWOC analysis, are set by the IQAC Committee for enhanced quality, with inputs from stakeholders.

Strategic / Perspective plan:

- 1.To incorporate digital platform to improve teaching-learning process
- 2.To encourage research and consultancy, industry-institute interaction and entrepreneurship activities.
- 3.To strengthen alumni engagement and enhance student experience.
- 4.To enhance contribution towards society and the environment.
- 5.To formulate development plans to improve the overall quality of the institute

Since 2017 after the formation of IQAC, the institute has been able to achieve the short term goals successfully which are set in-line with perspective planning.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

- 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 of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Welfare measures for teaching staff:

- Service Rules are made available in Public Domain for all teaching staff
- Extending EPF scheme to all the teaching staff members
- Group insurance is provided to all the teaching staff members.
- ESI scheme is implemented to teaching staff members (as per Govt. rules)
- Study leave is sanctioned who have registered for pursuing Ph.D in renowned colleges / universities or under the QIP program
- Duty leave is sanctioned to the teaching staff for attending FDP / Workshops / Univ work etc.
- 3 months maternity leave with pay
- Professional and life skill training are imparted

R & D incentives for teaching staff:

- Allow faculty to attend conferences, symposiums and workshops to acquire knowledge on advanced topics by sanctioning OD and also sanction TA & DA
- Faculty members are motivated to register for professional societies like ISTE, IETE, IEEE etc. by paying part of registration fees.

Welfare measures for Non- teaching staff:

- Service, conduct and leave rules are made available in the Institute
- Extending EPF scheme to all eligible members (as per PF rules)

- Group insurance is provided to all the non-teaching staff members.
- ESI scheme is implemented to all eligible staff members (as per Govt. rules)
- Uniform is provided for supporting staff
- Maternity, medical leaves / vacation is sanctioned for the non-teaching staff as and when required.

Performance Appraisal System of Teaching Staff

Institute follows a well-defined and framed model of performance appraisal system namely API .

It is based on mainly three categories

1. Teaching, learning and evaluation related activities

- Teaching load
 - Modern Techniques used as Teaching Methodology
 - Result analysis
 - Others :
-
- Punctuality in the class, counseling and helping students in doubt clearing
 - control over the class
 - preparation and presentation of the topic
 - conducting and explaining the practical's in laboratory

2. Research and Academic Contribution

- Research papers published in refereed journals, conference proceedings, as Book and Book Chapter.
- Ongoing and Completed funded Research projects
- Short term training courses/Summer/Winter School and conferences / seminars / workshops attended
- Ph.D registered, M.Tech / Ph.D guided

3. Professional development, co-curricular and extension activities

- Up gradation of qualification / knowledge by doing certificate courses
- Any consultancy / extension activity done like board of studies member, reviewer, involvement in Univ. level etc.
- Additional roles & responsibilities other than teaching
- Professional society membership and development activities

4. Any other achievements

Student satisfaction is integral to faculty appraisal. Feedback guides teaching quality enhancement. Annual API assessment, reviewed and recommended for action by HOD, Principal and Executive Vice Chairman.

Performance Appraisal System of Non-Teaching Staff:

Non-teaching staff submit annual API. Head of Department/Section In-charge reviews, then Principal and with recommendations sent to Executive Vice Chairman for actions.

The parameters for assessment of Non-Teaching staff are attendance, job knowledge, lab performance, technology adaptation, accuracy, initiative, team work, time management and up gradation of skill etc.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 9.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	07	0	0	0

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 60.8

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
44	24	19	52	58

6.3.3.2 Number of non-teaching staff year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
12	16	16	22	31

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Affiliated with CSVTU Bhilai, our self-financing college relies on government-set tuition fees for income. A sound financial policy guides spending on academics, admin, and research. Shortfalls are covered by St. Thomas Mission funding, which runs our institutions.

Financial planning is done at the beginning of the academic year well in advance with efficient budgeting involving all the Heads of Academic Departments and Administrative Sections.

Apart from the tuition fee, the resource mobilization is mainly done through

- Interest on Corpus
- Endowments
- Research Grants
- Sponsorship
- Funds from University for University exams, Digital valuation and other activities

Optimum utilization of funds is ensured through:-

- Technical Fests
- Industry interaction

- Industrial Visits
- Guest faculty from industry

- Seminars and awareness
- Training & placement Programs

- Institute Innovation Cell
- International Conferences
- FDPs/Refresher Courses
- Licensed Software
- Library Software
- Purchase of new Books as per revised syllabus
- Sports equipment and Ground maintenance

The management reviews all the financial activities through scrutiny of budgets and expenses in every quarter. Through centralized purchase the funds are monitored and utilized in an effective manner.

Institution ensures regular internal and external audits

The institution always monitors the effective and efficient use of available financial resources for the infrastructural development and teaching learning process. Each amount spent for the development is audited by the chartered accountant. Annual budget proposals for development, reviewed by a diverse

governing body, encompassing academics and industry experts. The proposals are made on different heads such as laboratory equipment, library expenses, salary payments, building infrastructure and other maintenance expenses.

Internal audit Process:

In the college there is an internal (Financial Committee) constituted which would examine the budget proposals, receipts, bills and vouchers and supporting documents for the year. The financial committee after they scrutiny they may advice concerned departments for any possible improvement.

All vouchers are audited by an internal financial committee on half yearly basis. The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers. If any discrepancy is found, the same is brought to the notice of the principal. The same process is being followed for the last five years.

External audit Process :

The College submits the budget proposals and income & expenditure statements to the Audit Committee for the necessary audit. External Audit Committee visit the college for the purpose of verification of income & expenditure details and committee authorize the income & expenditure account for that particular financial year.

Mr. Viswanath & Co, Chartered Accountants have been our Statutory Auditors for the last 5 years. They are independent auditors appointed by the Society to conduct the audit of the financial statements including the Balance Sheet and Income & Expenditure Account of the college. The reports of the statutory auditors are available for the last 5 years.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Established on July 4, 2017, the IQAC at the Institute has instilled a culture of quality awareness. It has set quality benchmarks, positively influencing academic and administrative aspects. Management

strategies and perspectives have evolved, involving internal and external members. Their contributions guide policy, norm revision, student development, infrastructure, and research decisions, fostering an institution-wide commitment to excellence.

CCET attempts to chisel out the total quality person through a persistent focus on imparting quality education, through its innovative, comprehensive and flexible education policy. Its Internal Quality Assurance Cell (IQAC) carries out activities that encompass all aspects of the Institute's functioning. It has been performing the following tasks on a regular basis:

- Improvement in quality of teaching and research by regular inputs to all concerned based on feedback from students.
- Providing inputs for best practices in administration for efficient resource utilization and better services to students and staff.
- Providing inputs for Academic and Administrative Audit and analysis of results for improvement in areas found weak.

Students and staff give their feedback and suggestions on teaching and administrative performance through the Suggestion Box located in the various places in CCET campus.

The IQAC has immensely contributed in the implementation of quality assurance strategies and processes at all levels. The Institute IQAC regularly meets every three months.

IQAC is involved in improving Standards in different spheres of academic and administration as follows:

- Encourage the faculty to attend Faculty Development Programs, Orientation Programs.
- Motivating the students to undergo online certification programs and career guidance programs.
- Conducting student training programmes for increasing the chance of employability.
- Does continuous assessment of students through examination results, curricular and co-curricular activities.
- Through faculty API and feedback reports from the students the quality of the faculty is measured.
- Contribution of IQAC in enhancing awareness about Student Support Services. The students are thoroughly aware of available services for them like Canteen, Library and Reading rooms, Hostels, Games and Sports, Transportation, Healthcare, Computing, Internet facilities, NSS etc. and they are actively participating and using all such Services.
- Students are trained for increasing the chances of employability and by IIC cell for improving their entrepreneur skills.

The two best practices presently institutionalized under IQAC are:

1. Implementation of Training / Internship Policy:

The Industry Institute Interaction (III) Cell at CCET facilitates vocational training/internships aligning with university guidelines. It cultivates practical skills, ethics, and industry familiarity among B.Tech students. Evaluated by IQAC, diverse programs like Addon and Certificate Courses benefit students, industries, and the institute, enhancing technical prowess and real-world application.

2. Nurturing critical thinking, creativity, and scientific temper among the students

CCET promotes practical application of engineering skills to address daily challenges. Adopting the Ministry of Education's Innovation Council (IIC) program in 2018, CCET encourages innovation and entrepreneurship among faculty, students, and staff. The one-year initiative fosters creative thinking, supported by a start-up policy and upcoming value-added programs to nurture innovation and entrepreneurship.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

CCET Bhilai diligently observes significant international and national days, fostering essential values and awareness within its students, faculty, and staff. The college actively orchestrates a variety of events and activities throughout the year, promoting comprehensive community growth.

World Environment Day

CCET Bhilai embraces World Environment Day with a strong emphasis on the green protocol, underscoring its dedication to eco-friendly practices. These initiatives rally individuals to unite in safeguarding and nurturing the environment, amplifying the college's commitment to sustainability.

Earth Day:

On Earth Day, CCET Bhilai rejuvenates its green principles with impactful video messages, vibrant green campaigns, and engaging poster-making competitions. These dynamic endeavors ignite a passion for eco-conscious actions among the college community, urging them to integrate sustainable practices into their daily routines.

Teachers' Day:

The NSS unit along with other departments orchestrates vibrant Teachers' Day celebrations, a heartfelt tribute to honor and commend the devoted teaching faculty.

Independence and Republic Days:

CCET Bhilai proudly observes Independence Day and Republic Day, honoring the nation's history and valiant freedom fighters. The principal ceremoniously raises the national flag in the company of faculty, students, and enthusiastic NSS volunteers, symbolizing unity and patriotism.

Gandhi Jayanti:

In solidarity with Mahatma Gandhi's message of cleanliness, CCET Bhilai conducts an exclusive

cleaning drive at the institution.

Diwali:

Diwali, the festival of lights, is celebrated with enthusiasm at CCET Bhilai. Lamps are lit and crackers are fired on the eve of the festival, bringing joy and happiness to the campus.

Holi:

This vibrant festival spreads a message of friendship, goodwill, and social harmony among the college community.

International Yoga Day:

On International Yoga Day, CCET Bhilai organizes various yoga sessions involving NSS volunteers, students, and faculty. These sessions demonstrate different asanas and promote the physical and mental benefits of practicing yoga.

National Constitution Day:

National Constitution Day is observed at CCET Bhilai with awareness programs focused on the preamble and features of the Indian constitution. Clean Campus, Green Campus:

CCET Bhilai actively participates in the "Clean Campus, Green Campus" initiative, where NSS volunteers come together to clean and beautify the campus while preserving its greenery.

Christmas Day:

Christmas celebrations at the college are marked with enthusiasm, joy, and love. Along with diverse competitions, carols are sung, and a common cake-cutting ceremony is held, spreading the true spirit of the festival.

National Technology Day:

On National Technology Day, CCET Bhilai raises awareness about the significance of technology and innovations. Workshops and webinars are organized to discuss advancements in science and technology, motivating students to contribute to the field.

CCET Bhilai's dedication to commemorating and celebrating various international and national days underscores its commitment to fostering a well-rounded and socially responsible community. Through these events and activities, the college instills values, awareness, and a sense of pride in its students, faculty, and staff, contributing to their holistic development and creating a vibrant academic environment.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**
- 4. Beyond the campus environmental promotion activities**

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The institution embraces cultural diversity, encouraging students to freely express their views and engage in all aspects of academic and social life. It fosters tolerance, harmony, and inclusivity across various diversities.

1. Appreciation and Promotion of Diverse Culture

Symphonia the annual day celebration of the college is organised every year to appreciate cultural diversity through music, dance and skits. There are different intra –collegiate cultural and literary competitions which showcase the diversity of music and dance forms. Hostel inmates celebrate Onam and other festivals with great enthusiasm that is organised at a grand scale. 'Get together' during the Christmas week is also a regular feature.

2 Catering to Balanced Regional Growth

The mission of the college is to enhance the commitment of faculty, staff and students to the centrality of diversity, social justice and democratic citizenship. The institution has student admissions not only from Chhattisgarh but also from neighbouring states. Deserving students from economically backward families are provided with library books from Book Bank facility. CCET also holds teaching & non-teaching staff from various socio-cultural background.

3 Communal Harmony and National Integration

College administration promotes secularism and communal harmony through seminars and special lectures on the occasion of Ektadiwas, Constitution day, Youth day etc. The NSS unit of the college regularly organises different programmes to uphold values of communal harmony and national integration. The NCC unit duly observes the International Yoga day, with special thrust on the college's best practice & psychosomatic wellness. The NSS unit organises rallies on special days like AIDS Day, Anti- Narcotic rally etc.

4 Inclusive Socio-Economic Policies

The Institution promotes a culture of compassion and social responsibility among its students. During festive occasions, it actively encourages them to visit old age homes, orphanages, and various government and non-government organisations. These visits allow students to spread the joy of celebrations with the under less privileged members of society.

Awareness is created amongst students and faculties through observation of the value- oriented Independence Day and the patriotic fervor of our Republic Day, highlighting the significance of our duties and responsibilities towards our Nation.

The Constitution Day is observed with flourishing activities by organising guest lectures, seminars and a united oath taking ceremony by the members of the faculty and students on the allegiance to uphold the Constitutional values. The Constitutional obligations and duties are inculcated through various clubs and cell activities. National Integration Day and Ekta Diwas is also observed regularly in equal favour & spirit.

Commemoration and organisation of Voter's Awareness Campaigns have spread the electoral responsibility of the citizens among the students and public.

In addition, college level competition for students provides diverse platforms to exchange ideas as well as for formulating new spaces for the betterment of the Nation. Participation in the International Student Exchange programme is instrumental in building peace and harmony across various cultures & nationalities.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Title Of the Practice: BRIDGE COURSE FOR NEWLY ADMITTED STUDENTS IN UNDERGRADUATE LEVEL

Bridge courses are designed to help students transition smoothly from their previous educational level to the more advanced subjects they will be studying in engineering. This initiative can be very beneficial for the students by addressing potential gaps in their knowledge and providing a solid foundation for their engineering studies.

1. Objective of the Practice:

The bridge course at CCET serves crucial objectives in preparing incoming engineering students. By addressing knowledge gaps, facilitating a smooth transition, and enhancing diverse learning abilities, it ensures students from varied backgrounds can excel. Moreover, it builds confidence, essential for tackling complex subjects. The course equips students with analytical thinking, problem-solving, and study skills vital for rigorous engineering studies. Continuous assessments and feedback allow tailored support. This initiative, designed to be engaging and interactive, signifies a positive stride. It not only ensures academic success but also nurtures the confidence and capabilities of students, fostering their thriving academic journey.

1. The Context:

The college's commendable approach focuses on holistic student development, providing dedicated support for diverse backgrounds. Thoughtful methods, including visual aids, traditional lectures, hands-on training, and interactive sessions, cater to varied learning styles. Continuous assessment and improvement underscore the institution's commitment, ensuring the bridge course effectively eases students' transition, boosts confidence, and establishes a strong foundation for future engineering studies. By addressing disparities, the college equips students not only academically but also with vital life skills, empowering them for a successful future.

1. Practice:

In the initial month of the first semester, the college conducts a comprehensive four-week bridge course, covering essential subjects like Physics, Chemistry, Mathematics, and English with five hours of instruction daily. Classes ran from August 1st to August 31st, 2022, progressively building knowledge. This strategic approach solidifies foundational knowledge, bridging gaps and seamlessly integrating with the regular curriculum for a smooth transition.

1. Evidence of Success:

The significant improvement in students' performance, with an average of 75% marks, showcases the bridge course's effectiveness in strengthening their understanding of fundamental engineering and science concepts. This success underscores the value of incorporating diverse teaching methods and interactive sessions. By building upon these positive outcomes, the college can continue to enhance the educational experience for its students.

1. Problems Encountered and Resources Required

The unforeseen delay in new admissions has posed challenges for both students and faculty, leading to a compressed and intensive curriculum. Despite the constraints, the institution is dedicated to delivering quality education. Faculty members are adapting, focusing on core concepts, and optimizing available time. Collaboration among staff ensures a supportive learning environment. The college, acknowledging the importance of balanced education, is striving to provide a meaningful academic experience amid these challenges. The institution remains committed to student success despite the difficulties posed by the delayed admissions process.

Best Practices 2

Educational Collaborative Alliance: School-College

1. OBJECTIVES

The Christian College of Engineering and Technology, Bhilai, is dedicated to fostering holistic development in its students. Beyond technical expertise, the institution nurtures scientific curiosity, aiming for a well-rounded educational experience. Focused on instilling a scientific temper, the college empowers students to critically analyze and innovate, emphasizing imagination. Additionally, the institution emphasizes responsible citizenship, shaping graduates as conscientious professionals prepared to contribute positively to their communities and the world.

1. CONTEXT

In the realm of education, Christian College of Engineering and Technology (CCET) stands as a beacon of innovative integration, bridging the gap between schools and colleges. Through technological infusion, CCET transforms classrooms into hubs of learning excellence, nurturing agile thinkers and problem-solvers prepared for the future. Guided mentorship empowers teachers beyond academics, fostering professional growth. Language proficiency and phonemic aptitude are honed, enhancing students' expressive skills. CCET fosters self-discovery, identifying unique learning profiles for tailored interventions and future success. Embracing holistic mental wellness, CCET nurtures purposefulness and relationships, recognizing the link between mental health and academic achievement. Upholding benevolence, CCET partners with organizations like Akshaya Patra, demonstrating impactful philanthropy. This multidimensional approach establishes CCET as a transformative force, enriching the scholastic landscape and fostering societal betterment.

1. PRACTICES:

CCET's transformative initiatives exemplify its commitment to education and community empowerment. Through engaging audio-visual tools, students sensitize young learners on critical topics like 'Good Touch' and 'Bad Touch,' fostering self-advocacy in government schools. CCET's digital literacy campaign unfolds in two phases: hands-on computer education in their labs, imparting fundamental skills, and on-site mentorship in higher secondary schools, guiding peers in mathematics and computer proficiency. Under faculty guidance, intelligence tests and personalized career counseling enhance holistic guidance, tailoring insights to individual aptitudes. CCET's multifaceted approach not only imparts knowledge but also nurtures empathy and empowerment, creating a positive impact within the community and fostering a culture of continuous learning and support.

1.EVIDENCE OF SUCCESS

CCET's initiatives have yielded transformative results in government schools. Through Self-Advocacy classes, reticence gave way to self-sufficiency. The Digital Literacy Program empowered students as adept digital navigators, bridging the gap between technology and education. IQ tests provided insights, guiding tailored instructions for individual learning trajectories. Career counseling sessions instilled clarity, transforming confusion into determination. Workshops facilitated communication between parents and students, fostering understanding. CCET students, bridging teaching gaps, sparked enthusiasm in classrooms, enhancing participation and confidence. These concrete triumphs reflect CCET's commitment to holistic education and community empowerment.

1.Challenges Encountered on the Path:

CCET's commitment to overcoming challenges in rural education stands firm. Initiatives like language inclusivity programs, pedagogical workshops for teachers, online platforms for communication, and cultural sensitization workshops are pivotal. By fostering understanding through language, empowering educators with modern practices, and leveraging technology and cultural sensitivity, CCET aims to bridge gaps and enrich lives. Collaborative partnerships with local organizations strengthen these efforts, embodying CCET's dedication to an inclusive and innovative educational future.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

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:

nurture the nature

CCET Bhilai is committed to conserve the environment, emphasizing the importance of preserving nature and promoting sustainable practices. The college stands as an institution that values India's religious diversity and adheres to secularism, and it also takes proactive steps to care for the environment. The passage emphasizes the following points:

1. India's religious diversity is well-known, and the passage highlights its commitment to secularism, emphasizing equal respect and treatment to all faiths. This principle underpins the nation's fabric, ensuring that religious differences are embraced with equality and harmony, fostering a tolerant and inclusive society. Such an approach reflects India's dedication towards upholding individual rights and communal harmony, serving as a testament to the coexistence of diverse beliefs within its cultural mosaic.

2. Environmental Responsibility: CCET Bhilai emerges as an institution acutely aware of its environmental responsibilities. The passage underscores its profound recognition of the importance to nurture and safeguard the environment. This ethos is driven by an understanding of the indispensable role nature plays in sustaining life and the pressing need to counteract the adverse impacts of human actions.

The passage eloquently accentuates the solemn obligation human's bear, to protect and restore the delicate balance of the natural world. CCET Bhilai's commitment extends beyond rhetoric, embodying a proactive stance in rectifying the ecological harm inflicted by human activities. It embraces the role of custodians, viewing environment as a fragile treasure that must be preserved for future generations.

Through this perspective, CCET Bhilai stands as a beacon of ecological consciousness, advocating not merely for rhetoric, but for actionable change. It fosters an environment where students, faculty, and visitors alike are exposed to this ethos, promoting a sense of shared guardianship over the Earth.

By underscoring the urgency of mending the environmental fabric, CCET Bhilai exemplifies a commendable dedication towards addressing the ecological challenges of our time. Its aspiration to mend and safeguard the environment resonates as a clarion call for a collective commitment to foster a sustainable and harmonious coexistence with the natural world.

3. Campus Greenery and Commitment to Nature: The lush greenery and picturesque landscapes within the college campus symbolizes a deep concern for Mother Nature. The college management is dedicated in providing a safe, pure, and clean environment, believing that such an environment contributes to mental strength, productivity, and efficiency.

4. Plantation Drives and Eco Club: The passage mentions annual plantation drives organized by the college to raise awareness about the understanding of pollution and promote nature conservation. The Eco Club empowers students to protect natural resources and emphasises principles of nature and energy conservation.

5. Alternate Energy Sources: CCET Bhilai's strategy to achieve energy self-sufficiency involves the

conservation and utilization of alternate sources of energy. The college has successfully installed solar panels on its rooftop to harness solar energy that has also reduced institutional electricity costs.

6. Social Responsibility and Sustainable Practices: The passage underscores the belief of CCET Bhilai that it has a social responsibility to practice different strategies of energy conservation, utilizing renewable resources for the benefit of society and the environment.

7. Contribution to a Cleaner India: CCET Bhilai's efforts are depicted in contributing to a cleaner India, aligning with the broader goal of environmental sustainability.

Caring the Cultural Legacy

CCET Bhilai is situated at the heart of the Bhilai-Durg district in Chhattisgarh, India. Originally established as a Private Engineering college, it has emerged as a beacon of quality education in the region, serving the educational needs of the local populace and the surrounding tribal communities. Over time, the college recognized and embraced the diverse cultural heritage of its students.

The lush and vibrant campus of the college serves as a living testament to positivity and vitality, creating an atmosphere that nurtures optimism and self-assurance within its student community. The moment individuals step into the main gate; they are greeted by a captivating vista that seamlessly blends enthusiasm and serenity.

The campus, with its abundant greenery and thriving landscapes, radiates an aura of vitality that resonates with the aspirations and potential of its students. It encapsulates an environment where growth is not just encouraging but inevitable, fostering a sense of hope and confidence that permeates every corner.

This visual spectacle with its harmonious blend of vibrancy and tranquility, symbolises the multi facets of the college ambiance experience. It signifies the dynamic energy of exploration and learning & it also offers a serene haven for contemplation and introspection.

In essence, the campus is not merely a physical space, but a living embodiment of the college's ethos and mission. It encapsulates the journey of its students - a voyage filled with enthusiasm and zest, yet grounded in the tranquility of self-discovery and knowledge. As individuals traverse through this breathtaking vista, they embark on a transformative odyssey, enriched by the unique blend of energy and serenity that defines CCET Bhilai's campus. The sign reads: "Attention - You are entering the temple of learning. Saavdhan - Aap Saraswati ke mandir me pravesh kar rahe hai,"

This visual invitation serves as a poignant reminder of the sacredness and reverence attached to education, symbolizing the college as a place where knowledge is cherished, revered, and nurtured. As CCET Bhilai continues to evolve, its focuses on education, cultural inclusivity, and harmonious coexistence which resonates through its very atmosphere, making it a vital asset to the students community and an emblem of learning and growth.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Christian College of Engineering and Technology approved by AICTE, New Delhi and affiliated to Chhattisgarh Swami Vivekananda Technical University (CSVТУ), Bilai is a Syrian Orthodox minority educational institution approved by the National Commission for Minority Educational Institutions. The college was founded in 1998 by Bishop Stephanos Mar Theodosius, the Bishop of the Diocese of Kolkata, with the objective of uplifting the underprivileged, marginalized youth of the country through quality technical education. CCET provides opportunity to talented, motivated students from all walks of life to acquire the skills and knowledge they need to succeed in highly competitive engineering professions. CCET is guided by its vision of providing quality technical education. The cornerstone of CCET's academic programmes is quality infrastructure combined with qualified and motivated faculty, placed in an environment that encourages students to make the most of both. The college is enveloped in an aura of religious, communal, environmental and cultural harmony.

A private non-profit organization, CCET admits 165 students annually in Degree Programmes in 4 branches of Engineering namely Computer Science & Engineering, Electronics & Telecommunications, Mechanical Engineering, Electrical Engineering. CCET also admits 48 students in Post-Graduate full time programs (2 years duration) M.Tech. programme in CAD/CAM Robotics, Nano Technology and High Voltage Engineering. The Institution also offers Doctoral Research Ph.D (full time) program in Electronics & Telecommunication Engineering, Applied Mathematics and Applied Physics Departments

CCET campus spread over an area of 10 acres of land, well protected ecosystem, well maintained academic buildings and camera surveillance providing a conducive ambience for learning and research. It presents a panorama of harmony in architecture and natural beauty. The campus has been organized in three functional sectors;

- Hostels for Students (Boys and Girls), Health Centre, Sports Complex
- Academic Buildings, Administrative Building and Central Library
- Residential & Guest House

The academic buildings are located fairly in close proximate, to the hostels and the Sports Complex. The College is having a dedicated Workshop for the Mechanical Engineering Department where Manufacturing Unit for preparation and maintenance of wooden and steel work for all sister institution.

Concluding Remarks :

The Christian College of Engineering and Technology (CCET) in Bilai, Chhattisgarh, is a prominent educational institution operating under the St. Thomas Mission of the Malankara Orthodox Church. Established in 1998 by Late Lamented Bishop Dr. Stephanos Mar Theodosius, CCET aims to provide quality technical education to underprivileged and marginalized youth. The college is approved by AICTE, New Delhi, and affiliated with Chhattisgarh Swami Vivekananda Technical University (CSVТУ), Bilai. It holds the distinction of being the 3rd oldest private engineering college in Chhattisgarh and the 2nd oldest in Bilai.

CCET offers undergraduate programs in four branches of engineering namely Computer Science &

Engineering, Electronics & Telecommunication Engg., Mechanical Engineering and Electrical Engineering. Additionally, the college admit students to postgraduate full-time programs, M.Tech. in CAD/CAM Robotics, Nano Technology and High Voltage Engineering. The institution also offers Doctoral Research Ph.D. program in Electronics & Telecommunication Engineering, Applied Mathematics and Applied Physics.

Situated on a sprawling 10 acre campus, CCET provides a conducive environment for learning and research. The campus is divided into functional sectors, including hostels for boys and girls, a health center, sports complex, academic buildings, administrative building, central library, residential & guest house, and dedicated workshops for the Mechanical Engineering Department. The college is well-equipped with facilities such as a gymkhana, playgrounds for various sports, an indoor games complex, and an ATM of State Bank of India. Moreover, the campus offers Wi-Fi connectivity to students.

Hostels are managed by Priests and Nuns, the college emphasizes community development and outreach programs. CCET has established functional MoUs with reputed institutions, organizing collaborative programs with its partners. The college encourages students to participate in extension activities and offers add-on courses to enhance their career skills. With its commitment to quality education, CCET continues to play a significant role in shaping the future of aspiring engineers in the region, contributing to the educational and social development of the community.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 139 Answer after DVV Verification: 138</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>4</td> <td>7</td> <td>9</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>04</td> <td>07</td> <td>09</td> <td>08</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>142</td> <td>158</td> <td>171</td> <td>217</td> <td>206</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>158</td> <td>158</td> <td>172</td> <td>217</td> <td>206</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	0	4	7	9	8	2022-23	2021-22	2020-21	2019-20	2018-19	00	04	07	09	08	2022-23	2021-22	2020-21	2019-20	2018-19	142	158	171	217	206	2022-23	2021-22	2020-21	2019-20	2018-19	158	158	172	217	206
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158	158	172	217	206																																					
3.4.3	<p>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.</p> <p>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year</p>																																								

wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	7	12	1	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	6	12	1	3

Remark : DVV has made changes as per the report shared by HEI.

4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years**4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4.1	2.4	3.6	4	7.5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10.85	6.80	6.56	12.01	29.27

Remark : DVV has made changes as per the report shared by HEI.

4.4.1 Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)**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)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
154.4	152.9	203.3	219.4	219.4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26.59	20.41	36.63	43.27	59.82

Remark : DVV has made changes as per the report shared by HEI.

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	47	45	33	61

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25	47	45	33	61

5.2.1.2. Number of outgoing students year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
58	89	92	96	159

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
53	89	91	94	143

Remark : DVV has made changes as per the report shared by HEI.

5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
43	27	04	28	63

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	11	04	11	13

Remark : DVV has made changes as per the report shared by HEI.

7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
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2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>38</td> <td>43</td> <td>52</td> <td>58</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>37</td> <td>42</td> <td>51</td> <td>58</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	40	38	43	52	58	2022-23	2021-22	2020-21	2019-20	2018-19	39	37	42	51	58
2022-23	2021-22	2020-21	2019-20	2018-19																	
40	38	43	52	58																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
39	37	42	51	58																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>159.0</td> <td>155.6</td> <td>208.0</td> <td>224.0</td> <td>227.3</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>113.18</td> <td>97.54</td> <td>145.15</td> <td>158.05</td> <td>153.49</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	159.0	155.6	208.0	224.0	227.3	2022-23	2021-22	2020-21	2019-20	2018-19	113.18	97.54	145.15	158.05	153.49
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