



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

CHRIST COLLEGE OF ENGINEERING AND TECHNOLOGY

PITCHAVEERANPET , MOOLAKULAM, PUDUCHERRY 605010

605010

www.christcet.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Christ College of Engineering and Technology, a unit of Sam Paul Educational Trust, was established in the year 2007 with the aim of empowering young aspirants into successful professionals. This Premier Institution was founded with a Nobel vision by Dr. S. R.S. Paul, a multi-faceted personality – A philanthropist, an Entrepreneur, an Educationist, a Sportsman, and a Lawyer. His dynamic leadership won widespread appreciation. Dr. A. Siva Kumar is administering this Temple of Technological Education, Principal, a beacon of light who has been directing both the students and staff in the right way toward academic exploration.

Approved by the All-India Council for Technical Education (AICTE), Government of India, and affiliated with Pondicherry University, the College offers courses of study that are on the frontiers of knowledge, and it connects the spiritual and practical dimensions of intellectual life, in a stimulating environment that fosters rigorous scholarship and supportive community.

Our Institution has been progressing to new heights every year in the pursuit of Technical Education and it offers Six B.Tech courses-CSE, IT, ECE, EEE, MECHANICAL, CIVIL and Two PG courses- MBA and MCA. The institution has rich ambience for learning, excellent infrastructure facilities with state-of-art laboratories, well stocked digital library with huge collection of books, national and international journals, highly qualified and experienced faculty.

The Institution has an excellent Academic and Placement Record, and has produced 18 Gold Medallists, 155 University Rank Holders and 85% of our students are graduated since its inception. It is noteworthy to mention that 3321 students of our college have been placed in Top Multinational and Core Companies from the year 2011 to 2020 and 27% of our students are working abroad.

Helping Drops Scheme has been functioning in our college to support economically backward cum meritorious students financially to pay their tuition fees. The college is located in the heart of Puducherry city and operates its own fleet of buses in and around the city for the convenience of students and staff.

In addition to the curriculum, Inter-Collegiate Technical Symposiums, Workshops, Seminars, Guest Lectures, and Webinars are being conducted eventually to enrich the knowledge of the students. To bring out the inherent talent of our students, we also encourage them to participate in the project exhibit, presenting papers, technical quizzes and other competitions organized by our institution and other institutions.

Vision

Vision

Our vision is to contribute to society through technical education and research at the highest level of excellence and to provide a platform for the students and faculty members to upgrade their skills and knowledge by simultaneously encouraging freedom of thought and expression inculcating the values of courage and concern.

Mission

Mission

To impart Value-based Education, Research, and Consultancy in Engineering and Management by bringing out Technically competent, ethically strong and Quality professionals to keep our Nation ahead in the competitive global arena.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The college possesses an impressive infrastructure and exceptional facilities that catch to students' needs comprehensively. The institution consistently upholds a strong track record in university rankings, successful placements, and outstanding academic results. Management motivates the students, who excel in academics, with rewards and by exempting their full fee.

Staff reviews are conducted every week to strengthen classroom teaching and constantly monitor the student's performance for Effective mentoring and counseling system.

Industrial visits are regularly arranged for our students in organizations like Akamai Technologies, INFOSYS, HATSUN, ISRO, Ashok Leyland, Indian Institute of Space Research, Nuclear power plant kudankulam, etc.

Every year, workshops, conferences, seminars, symposiums, and management meetings are organized. We provide scholarship for poor students based on the scheme of "HELPING DROPS". Provision for Personality Development and Career improvement of the students through Co-curricular and Extracurricular activities.

Sports facilities have been established for both indoor and outdoor games. Indoor games include badminton, table tennis, carom, chess, swimming, and shuttlecock. Outdoor games include Cricket, Football, Basketball, and Volleyball.

Institutional Weakness

Students are from rural areas, so the communication skills and general knowledge of students are weak. Flexibility in curriculum is not possible. (Being an affiliated institution delays arise in executing. Curriculum planning wherein the new technologies could not be followed with regards to the curriculum). Challenges in getting Research Funded projects.

Institutional Opportunity

The neediest rural-based students are provided with quality education.

Alumni association is formed and it is active in improving the standards of students and the Institution as a whole. Orientation programs are organized to develop entrepreneurial skills among students.

Opportunities to carry out research projects and any other research initiatives. Achieve autonomous status. Emphasis on solar based renewable energy sources and use of Power saving appliances.

Institutional Challenge

Declining interests among students in joining engineering programs as they prefer are diverted to other professional courses. Global recession in employment scenario.

Changes in the attitude and aspiration of the students

To fulfill the gap between institution and Industrial needs. Reorienting the students from rural background with local language as medium of instruction towards English.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution offers a vibrant curriculum enrichment and extension culture that provides students with opportunities to explore additional learning avenues, fostering academic excellence, skill development and personal growth. The curriculum extension activities encourage students to explore interdisciplinary learning, community engagement, and real-world applications, curriculum enrichment activities aim to enhance students' knowledge and skills in their chosen field.

A value-added course is an additional program or training that enhances a student's existing degree. These courses are usually provided by our college to add value to a student's primary qualification, making them more employable and industry-ready. Value-added courses can include technical skills training, language proficiency courses, Entrepreneurship and innovation programs and Industry-specific certifications. These courses are designed to Enhance employability, increase industry relevance, develop transferable skills, Foster critical thinking and problem-solving and to provide a competitive edge in the job market to students.

The college conducts a number of programs, among which there are programs for women and girls, such as organizing dance competitions, Pongal celebrations, check-up camps, etc. The committee for women's antiharassment and the internal complaint committee organize programs on women's empowerment. Environmental and sustainability topics are covered in various courses such as environmental studies and disaster management, advances in environmental hygiene, etc., N.S.S. promotes environmental protection through tree plantations and other sustainable development programs. To create social awareness among the students and faculty, events like quizzes, essay competitions are organized by NSS and other NGO or government. bodies. The college also make efforts for the integration of ethical and human values through extracurricular activities also.

The institution has a robust feedback system that collects, analyzes, and uses feedback from various stakeholders to improve the curriculum, teaching-learning, and assessment. The institution has a well-defined

feedback policy that outlines the procedures for collecting, analyzing, and using feedback. Feedback is collected from students, parents, alumni, industry experts, and faculty members on curriculum, teaching-learning, and assessment.

Teaching-learning and Evaluation

Teaching, learning and evaluation plays very crucial role for growth of all educational institution. Our college believes on value based education coordinate with the practical learning. In these aspects the institution adopts appropriate and innovative strategies in teaching. The admission process is transparent and admission of students to various courses is done according to the guidelines of the Pondicherry University. The Admission Committee monitors fair and transparent admission process and does counseling of students helping them in admissions. All the activities of the institute are organized according to the “Academic Calendar” prepared by Academic Planning and Monitoring Committee. All the teaching members of Aided section have participated in both Refresher and Orientation Courses each. The institution has a robust and transparent evaluation system as evidenced by the functioning of the examination committee, the evaluation mechanism, the grievance redressed mechanism etc. The College follows the guidelines given by the Pondicherry University in the evaluation process. Remedial teaching classes is organized for average students and for slow learners in some subjects. Advanced learners are guided to good practical knowledge by participating in intercollegiate competitions and also are motivated to participate in University level and are provided with guidance for Research Projects. The students are encouraged to participate in research and innovative project contest. Add-on courses are also organized by all the departments to provide extra knowledge to students. Teachers adopt many interactive and innovative teaching methods to make the process of teaching learning interesting for making all round development of students. Teaching plans are prepared and followed, ICT based teaching learning are promoted, updates are made in methods of teaching learning, co-curricular and extracurricular activities promoted for the students improvements. Various competitions like poster making, essay Writing, poetry, reading, seminars, elocution competition etc. are conducted by various departments. Evaluation process adopted by college includes Seminars, Projects, Home Assignments, and Tutorials, ICT facilities also encourage them to take part in real time projects.

Research, Innovations and Extension

Christ College of Engineering and Technology (CCET) cultivates a dynamic academic environment that fosters innovation, extension activities, impactful research, and collaborative partnerships. This report addresses NAAC Criteria 3, highlighting CCET's initiatives in these key areas.

Igniting an Innovation Ecosystem:

- CCET prioritizes fostering an innovation ecosystem that ignites student creativity and entrepreneurial spirit.
- Dedicated innovation centers and incubation facilities provide resources, mentorship, and guidance to students with groundbreaking ideas.
- Through Technical Meetups, design competitions, and workshops, students are encouraged to develop innovative solutions for real-world challenges.
- This fosters a culture of innovation that translates into patentable inventions, industry collaborations, and student startups.

Enhancing Extension Activities:

- CCET actively engages in community outreach programs, applying technical expertise to address local needs.
- Students participate in extension activities, gaining valuable social responsibility experience while contributing to societal development.
- Collaborations with NGOs and government agencies enhance the impact of CCET's extension programs.
- NSS units play a pivotal role in organizing and implementing extension activities, ensuring a wider reach and lasting impact.

Elevating Research and Publications:

- CCET prioritizes research excellence by providing faculty with strong internal support and encouraging participation in external funding opportunities.
- State-of-the-art laboratories equipped with advanced technologies empower faculty to pursue research across diverse engineering disciplines.
- Faculty actively publish their research findings in high-impact journals and conference proceedings, contributing significantly to the advancement of knowledge.
- A robust research culture is further fostered through recognition and awards for outstanding faculty and student research achievements.

Fostering Collaborative Research:

- CCET actively fosters research and innovation collaborations with national and international institutions.
- Industry based projects and collaborative workshops promote knowledge sharing and interdisciplinary research.
- Industry partnerships leverage CCET's research expertise for solving industry-specific problems, while providing valuable real-world project opportunities for students.

Infrastructure and Learning Resources

Our college provides all the essential physical facilities required for quality education as well as for the co-curricular activities. It has an extensive campus with a built-up area of 19783.43 sq.mtr with adequate infrastructural facilities which have been developed over the years consistently. The college has a seminar hall and multipurpose hall to conduct seminars, conferences and workshops for students and faculty members. CCTV cameras have been installed in various parts of the institution to ensure a safe physical environment. The institute provides college bus facility, from and to various parts of the city. Uninterrupted electricity supply from the generator and R.O Water facility also provided to the students.

Library is automated with Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals. It has a total number of 46,473,970 Books / Journals and 54 e-Books. Over 197 GATE and competitive exam books are available for supporting Engineering and for Computer application, Management Aspirants. The average annual addition of books is about 375 volumes. All the details of library collections are fed in the computer and the Online Public Access Catalogue (OPAC) is provided to the users for easy access of Library with Barcode ID card. Digital library provides high speed online access to a wide range

of e-resources, lecture videos and out-of-print materials that are difficult to locate in text books.

A dedicated IT support team has been deputed to our institution to take care of the day-to-day needs with respect to IT-based infrastructure, which caters to the rising demand of all our students and staff members (24 x 7). All the Lab systems are connected to a server. The server room is portioned and monitored by the Lab admin. Software's were updated according to the syllabus prescribed by the university. The admin uses the CCProxy, Windows Proxy Server, and SelfishNet software. All the systems are connected with LAN facility with the printers.

Student Support and Progression

Christ College of Engineering and Technology (CCET) through its efforts in providing necessary support to the student in order to acquire a fruitful learning experience on campus, makes an environment for the holistic development of the students and their progression to higher studies and placements. The college has a registered alumni association which looks into the engagement of the alumni in the development of the institution.

The college provides various facilities for the students in the form of indoor and outdoor sports facilities, encouragement for participation in co-curricular activities, besides supporting deserving students with financial assistance from the college and assisting them to benefit from the State Govt. and Central Govt. sponsored scholarship schemes. More number of economically weaker students have been sanctioned financial assistance through various schemes provided by the college to support the education of poor students. The institution publishes its updated prospectus, which highlight the facilities available in the college having information about different committees of the college, college annual calendar, NSS, library facilities, sports activities scholarship and free ship support system and career counselling. The college also publishes its annual magazine "Cetafest" which provides a platform for their creative writing and highlights the students' curricular, co-curricular and extra-curricular activities.

The college also conducts coaching and remedial classes for aspiring students. The college has well established career counselling, entrepreneurship development and placement cells, for guiding students towards a better career and providing job opportunities through campus interviews with the support of prospective employers visiting this institution for placement of students in service, retail and other employment sectors.

For the support and care of female students the college has a well-developed women development cell and Girls' rest/recreation room.

Students from socially and economically weaker sections of the society and physically challenged get fair amount of attention in admissions, financial support, remedial coaching, transport facility and career counselling. In addition, the institute has granted membership of students in various administrative bodies of the college such as Grievance and Redressal Committee, Literary Activities Committee, Magazine Committee, Tours and Travels Committee, Library Committee and Sports Committee of the College.

Governance, Leadership and Management

- Management and governance form the institution's framework. A well-organized management team and governing body make it easier to identify and close practice gaps and quickly and effectively put in

place the necessary countermeasures. It is essential to the institution's quality and future. This criterion applies to financial resource management, strategy formulation, faculty empowerment, internal quality assurance, and more.

- The UGC's standard guidelines are followed in the establishment and operation of the institutional governance structure.
- Effective governance in an educational institution necessitates certain management practices that are not only democratic and consultative in nature, but also involve all stakeholders in order to ensure continual and sustained growth and quality enhancement.
- In addition to concentrating on the articulated vision and mission, management and leadership also proactively devise strategies and tactics to achieve the objectives by including all relevant parties in a transparent manner.
- Several noteworthy tactics included academic freedom, decentralized academic administration, sustainable audit, and accountability through built-in feedback systems from all stakeholders, including department audit committees, parents, alumni, and students.
- Because the institution is a minority and a "not for profit," the management's only goal is to realize its vision, so it provides full financial and moral support for the development.
- The institution has clearly defined objectives with deliverables in the areas of industry and inter-institutional collaboration, input from employers, parents, and alumni, interactive cross-disciplinary debates, research contributions through participatory management, and academic excellence.
- The focus is on the fundamental factors that determine the quality of teaching, learning, and research. These factors include the critical mass, demographic diversity, internationalization and collaborations, cross-disciplinary programs, student mobility and flexibility, academic freedom, inter-institutional collaboration and lastly, a significant emphasis on research.

Institutional Values and Best Practices

Christ College of Engineering and Technology is making significant strides in gender equality, environmental sustainability, and community development. The Gender Audit Committee, comprising teachers, staff, and students, ensures equal treatment for all genders. This committee reviews policies, organizes workshops, and collaborates with various departments to address gender issues, monitor progress, provide improvement suggestions, and manage complaints, creating a supportive environment for everyone. The institution emphasizes the importance of ethics, values, and responsibility. It celebrates diverse festivals, promotes gender equality, and supports students with disabilities, fostering an inclusive atmosphere. Cultural events, motivational talks, and special observances help instill unity and moral values. Additionally, excellent sports facilities are provided for physical development, and students are actively engaged in community programs related activities.

Sustainability is a core focus of the college. The campus harnesses alternative energy sources, such as solar panels, and implements energy-efficient practices by using LED lights and energy-saving appliances. Buildings are designed to maximize natural light, reducing reliance on artificial lighting. Regular energy audits and awareness programs encourage conservation. The college is fully committed to eliminating plastic use within the campus. Waste management practices include segregating degradable and non-degradable waste, safe disposal of electronic waste, and promoting waste management awareness. Efforts to minimize paper usage and conduct regular cleanliness drives help maintain a litter-free campus.

The institution supports student and community development through a robust mentorship system and social initiatives. The proctorial system pairs students with mentors for academic and personal growth, providing guidance and career planning support. Community programs, such as village adoption, orphanage visits, lake cleaning, tree planting, and blood donation camps, enhance living conditions, support various causes, and promote environmental conservation. The AICTE Startup policy led to the formation of the Innovation Council, which fosters innovation and entrepreneurship through conferences, webinars, and national contests. The council integrates significant projects into the curriculum, encourages participation in events like the AICTE – Vishvakarma Awards and Smart India Hackathon, and motivates students and faculty to present their ideas at external conferences. This approach prepares future innovators and supports the revitalization of India's higher education sector.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CHRIST COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	Pitchaveeranpet , Moolakulam, Puducherry 605010
City	Puducherry
State	Puducherry
Pin	605010
Website	www.christcet.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	A.sIvakumar	0413-2293493	9047015506	-	naaccet@christcet.edu.in
IQAC / CIQA coordinator	Y.tHiagarajan	-	7708257580	-	thiagu2517@gmail.com

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 (1).pdf
If Yes, Specify minority status	
Religious	christian
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Puducherry	Pondicherry 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	15-05-2023	12	

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	Pitchaveeranpet , Moolakulam, Puducherry 605010	Urban	5	20235

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	120	117
UG	BTech,Mechanical Engineering,	48	HSC	English	120	9
UG	BTech,Electronics And Communication Engineering,	48	HSC	English	120	72
UG	BTech,Electrical And Electronics Engineering,	48	HSC	English	60	8
UG	BTech,Information And Technology,	48	HSC	English	60	60
UG	BTech,Civil Engineering,	48	HSC	English	60	1
PG	MBA,Master Of Business Administration,	24	UG	English	120	120
PG	MCA,Master In Computer Application,	24	UG	English	60	57

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/Society or Other Authorized Bodies	5				5				58			
Recruited	5	0	0	5	4	1	0	5	35	23	0	58
Yet to Recruit	0				0				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						13
Recruited	13		0		0	13
Yet to Recruit						0

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

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.	5	0	0	3	1	0	1	1	0	11
M.Phil.	0	0	0	0	0	0	4	3	0	7
PG	0	0	0	0	0	0	31	19	0	50
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	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	170	4	0	0	174
	Female	90	3	0	0	93
	Others	0	0	0	0	0
PG	Male	86	6	0	0	92
	Female	80	5	0	0	85
	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	15	26	32	35
	Female	11	7	15	9
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	62	58	67	80
	Female	53	38	47	60
	Others	0	0	0	0
General	Male	75	99	114	154
	Female	39	41	61	106
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		255	269	336	444

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our institution is embracing the multidisciplinary approach to education, as outlined in the National Education Policy (NEP) 2020. This approach aims to develop students' intellectual, aesthetic, social, physical, emotional, and moral capacities through integrated formal and informal learning opportunities, teaching, research, and community engagement. Our institution is taking proactive steps to implement this change, including attending seminars and conferences, benchmarking multidisciplinary courses from other institutions, and adhering to the affiliating university's norms and regulations.
2. Academic bank of credits (ABC):	As per the UGC Notification (28th July, 2021), an Academic Bank Account is an individualized account that enables students to store and manage their academic credits earned through various courses of study. The Academic Bank of Credits, inspired by the National Academic Depository, will maintain a dynamic website providing detailed information on its operations and mechanisms for stakeholders. This student-centric facility allows for flexible credit transfer and accumulation, promoting a credit-based system. Our institution is in the process of obtaining approval from statutory authorities, including the Governing Council, Academic Council, and university authorities, to register with the Academic Bank of Credits. Notably, courses completed through online modes, such as SWAYAM and NPTEL.
3. Skill development:	The integration of vocational education with general education is a strategic approach to fostering holistic student development, equipping them with the knowledge, skills, and competencies necessary for success in both personal and professional spheres. To realize this vision, we are forging collaborations with industries to offer internship opportunities, providing students with hands-on experience in a practical work environment. Furthermore, we are developing a range of bridge courses with varying durations to facilitate seamless horizontal transitions between courses, tailored to meet the diverse needs and prerequisites of our students."
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The National Education Policy (NEP) 2020 emphasizes the significance of promoting Indian languages, arts, and culture. The policy recognizes the importance of India's cultural and knowledge

	<p>heritage, the impact of Indian philosophy on global events, and the value of the country's multilingual and multicultural background. To address the neglect of traditional Indian knowledge in the past educational system, a paradigm shift is necessary. To supplement classroom lectures, students have been provided with standard textbooks on the Indian Constitution and cultural heritage, aiming to revitalize and appreciate India's rich legacy for the betterment of the nation and the world pertaining to a favorable career opportunity.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The OBE has been integrated into every step of the Teaching-Learning Process. Aligned with the Graduate Attributes, Program Educational Objectives (PEOs), and Program Outcomes (Pos) mentioned in the NBA documents, markers have been created and shared with all stakeholders. The PEOs were created taking into account factors like Readiness, Key Skills, Overall Professionalism, and Continuous Education. These align with the Vision and Mission of the institute and the Vision and Mission of the Departments. PEOs have been associated with Pos and PSOs. Course objectives have been established for each course, and the level of correlation with different program outcomes has been identified. During assessment (Internal Assessment and Semester Examination), student performance in each course is connected to the Program Outcomes (POs), then to the Program Educational Objectives (PEOs), and achievement is assessed. The 360° feedback mechanism is used to constantly monitor and achieve Outcome Based Education by closing the loop. Different committees at the College and Department levels continuously evaluate student achievement each semester. Documentary records are kept to facilitate peer-level assessment.</p>
<p>6. Distance education/online education:</p>	<p>A noticeable shift in teaching and learning methods is occurring globally, moving away from traditional classroom settings to a combination of both in-person and online methods. This is shown by the global demand for online education platforms such as MOOCs, etc. India is also staying updated with this new way of learning. For many years, we have been urging our students and faculty to enroll in and take exams through SWAYAM-NPTEL. Approval has been secured to implement the Credit Transfer Scheme for our students under our autonomous</p>

system. Therefore, the credits obtained from SWAYAM-NPTEL are viewed as substitutes for elective classes. The chair person approves the list of courses before the semester starts to ensure students enroll in relevant courses that are not repetitive. Students have the opportunity to participate in full-time internships in appropriate industries by enrolling in the AICTE Intershala Portal. This provides students with both the necessary industry skills and a promising career prospect.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>CCET-ELCs, learning meet fun Activities and Games are designed to stimulate and motivate students provoking them to think and ask questions. The club collaborates along with the Government of Puducherry, the District Collector who is also the District Election Officer (DEO) periodically participate and assign events to the club to create awareness on the importance of voting. CCET-ELCs, members will be part of interesting and thought-provoking, mostly classroom based activities and games. There are around 15 such activities and 5 games which have been carefully designed to impart specific learning which will help them become an 'Empowered (Prospective) Voter'. Every year the club conducts seminars to help students know about their rights and encourage them to exercise those rights by participating in the elections. The club also encourages students to take part in competitions conducted by SVEEP (Systematic Voters' Education and Electoral Participation Program) as this will help develop their skills and confidence. Our students and staff have participated in the competitions. Our staff coordinator Mr. Mani.J SAP / IT has actively involved the students in various innovative activities to encourage the students to use their voting rights and spread awareness about the importance of voting among the general public.</p>
<p>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?</p>	<p>Yes – The nodal officer , The students' co-ordinators along with volunteers and co-ordinating faculty members appointed by the College and the ELCs are actively functioning and taking up many social roles and responsibilities with an objective to disseminate</p>

	<p>awareness about election and the importance of voting. 1. Mr. Mani.J Nodal Officer. 2. Mr. S.S.Karthik Staff - Co-ordinator. 3. Mrs. S.Nepoli Staff - Co-ordinator. Students Coordinators 1. Mr. Krishnaraj 2. Mr. Rushain 3. Mr. Vikram 4. Mr. Irfan</p>
<p>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.</p>	<p>Every year the club conducts seminars to help students know about their rights and encourage them to exercise those rights by participating in the elections. The club also encourages students to take part in competitions conducted by SVEEP (Systematic Voters' Education and Electoral Participation Program) as this will help develop their skills and confidence. Our students and staff have participated in the competitions. Our staff coordinator Mr. Mani.J SAP / IT has actively involved the students in various innovative activities to encourage the students to use their voting rights and spread awareness about the importance of voting among the general public.</p>
<p>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.</p>	<p>Every year students are encouraged do the mini and major projects that helps in election activities. ELC is creating awareness among the public through posters and participating competition as per the direction of District collector office Puducherry.</p>
<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>The club collaborates along with the District Collector office who is also the District Election Officer (DEO) periodically participates and assigns events to the club to create awareness of the importance of voting through various programs like rally, surveys and conducting Competitions.</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
1088	932	991	1224	1584

File Description	Document
Upload Supporting Document	View 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: 239

File Description	Document
Upload Supporting Document	View 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
68	66	75	124	186

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
121.18	240.08	39.33	139.28	231.95

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:

The Christ College of Engineering and Technology currently uses the following mechanism for the effective delivery of the curriculum after the reopening of the college. The Internal Quality Assurance Cell (IQAC) prepares a calendar of events for the entire academic year. Therefore, the action plan and its implementation take place under the guidance of the principal of the institution. A total of sixty-eight teaching faculty members in our educational institution and are full time teaching professionals. On the first day of the semester, there will be a staff meeting and a thorough discussion on the effective implementation of the curriculum would be finalized. Different committees were formed to perform specific responsibilities.

All the heads of departments are aware of the fulfilment of their academic responsibilities and also maintain the various academic documents of the curriculum. To increase the overall quality, faculty members are encouraged to participate in workshops, seminars, conferences, refresher and orientation programmes etc. Faculty are encouraged to participate in research and development activities by a knowledge exchange program. A well-stocked open-access library system is available and the department library is also maintained by all the departments for the students. The system of checks and balances are administered by IQAC. It also monitors all academic activities and regularly issues notices and instructions to all the heads of departments during every monthly curriculum review meeting.

To effectively implement the curriculum, various classroom teaching methods are regularly used based on the different needs of various subjects. List of various teaching methods followed Chalk and talk method. PowerPoint presentation. By using scientific models and diagrams for effective lecturing. regular internal assessment tests.

Teaching-learning based on the ICT method. Group discussion in the classroom. Seminars related to the student's curriculum. Paper Presentation by students. Students were provided enough space for performing practical sessions. Project work/Field work, visits, and In-plant training are organized regularly. The institution collects feedback from student surveys every semester. Corrective measures are taken based on the feedback.

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

1.2 Academic Flexibility

1.2.1

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)

Response: 5

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: 11.17

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
00	185	140	144	181

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:

The Co-curricular and Extracurricular Activities were organized by College relevant to professional gender, ethics, human values, the environment, and sustainability into the curriculum. Actually, the university decides the syllabus, and the college has to follow it. But in this limitations college does its best for the above-mentioned issues. Some of the steps which are taken are below.

Gender

Christ College of Engineering and Technology conducts a number of programs, among which there are programs for women and girls, such as organizing of dance competitions, Pongal celebrations, check-up camps, etc. The committee for women's antiharassment and the internal complaint committee organize programs on women's empowerment. The N.S.S. unit of our college has been very proactive in conducting different extension activities not only on college premises but also in adopted villages. Major gender issues are focused on and addressed through the activities like the Save Girl Child campaign, essay and poster exhibitions, and wall paper presentations.

Environment and Sustainability

Environmental and sustainability topics are covered in various courses such as environmental studies and disaster management, advances in environmental hygiene, etc., N.S.S. promotes environmental protection through tree plantations and other sustainable development programs. Every year, the N.S.S. unit undertakes to host activities in the nearby villages during the special camps. In these camps, N.S.S. organizes various environment-related programs, including tree plantations, village cleanliness, cleaning of gutters, a plastic-free drive to the beach, poster competitions, debate competitions, etc. Various activities, like quiz and poster competitions and invited talks, are organized to create awareness about nature. The college has taken initiative in the Swachh Bharat Summer Internship (SBSI) Abhiyan and Tree Plantation Programs, which are introduced by the Indian Government.

Human Values and Professional Ethics

To create social awareness among the students and faculty, events like quizzes, essays are organized by NSS and other NGO or government. bodies. The college also make efforts for the integration of ethical

and human values through extracurricular activities also. Programs conducted under guest lectures on value education have been organized for students. National festivals like Independence Day and Republic Day serve as a platform to cheer patriotic and moral values. Different social activities have been initiated by the college, like health and hygiene awareness programs, medical check-up camps, AIDS awareness programs, voter's awareness programs, road safety campaigns, blood donation camps, etc.

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: 91.08

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

Response: 991

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: 37.58

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
444	336	269	255	270

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
720	720	780	984	984

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: 52.82

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
258	236	193	204	215

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
360	360	390	492	492

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 16

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:

College provides several experimental and virtual learning methods in individual laboratories to analyse the theoretical concepts of subjects through software programs in each department such as CAD, ANSYS, Solid works, Python program, PLC and Embedded program, etc., and also provides participative learning activities to impart the scope and objective of education to the engineering students. Also, Multimedia teaching aids like videos, online materials and PPT's are incorporated in the day-to-day teaching learning process that enhances the students' better understanding of the subject.

EXPERIENTIAL LEARNING

All class rooms have been established as smart classrooms to screen technological videos, PPTS and online teaching to the students related to the relevant subjects in every semester. Various Guest lectures by experts from industries and academia are frequently organized by the respective departments to provide in depth knowledge of contents in the syllabus, to correlate the curriculum with the industry needs and also to provide knowledge beyond the prescribed syllabus which is towards the expectation of industries for better placement.

PARTICIPATIVE LEARNING

The scope of learning widens giving students an education that is greater than the syllabus. Students are encouraged to organize and to participate in Inter-collegiate events such as symposium, project expo, national conference and international conference to bring out their talents. Students are organizing National level Departmental Symposium (an independent event) for the past six years and they continue to do the same. Industrial visits, In-plant Training and Internship Training in organizations are arranged to give hands-on experience to the students.

In addition to academics, to be a socially responsible citizen, our college encourages the students to participate in NSS, Blood Donation camp, YRC, Entrepreneur Cell, Women Empowerment Club & all technical club activities with equal enthusiasm to develop their overall personality.

PROBLEM SOLVING METHODOLOGIES

Tutorial classes form a part of the course delivery to inculcate problem solving skills among the students to supplement regular teaching learning process. The problem-solving ability is further emphasized by incorporating questions on case studies (Part C) in the internal assessment tests.

In addition to general aptitude and logical reasoning classes, second- and third-year students are offered value added programs which improve their problem-solving skills. Hackathons are arranged for students to test their coding skills and work on interesting real-world challenges. Hacker Rank programming contests are conducted on weekly basis to help students improve their programming skills.

ICT TOOLS

ICT (Information and Communication Technology) tools encompass a wide range of technologies that facilitate communication, creation, sharing, and management of information. In the context of education, ICT tools play a crucial role in transforming teaching and learning experiences by enhancing engagement, collaboration, and access to resources. Google Workspace (Gmail, Docs, Sheets, Drive),

Microsoft Office 365 (Teams, OneDrive), Slack, Zoom. These tools enable real-time communication, collaboration on projects, and sharing of resources among students, faculty, and staff.

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: 100

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
68	66	75	124	186

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: 27.17

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
21	22	20	33	45

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

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:

The CHRIST College of Engineering and Technology , which is approved by AICTE ,New Delhi and associated with Pondicherry University , corresponds to the academic calendar, examination, and evaluation procedures established by the University for all programs. The college Academic Committee and Examination Cell, led by IQAC, review the university portal on a regular basis and post the examination schedule on the college notice board for the benefit of staff and students. When the university portal is open and the examination procedure begins, registered students' names are added.

A) Internal assessment is transparent

The formative and summative evaluation approaches are followed to measure student achievement.
Formative Approaches: Attendance record, classroom interactions, assignments, laboratory sessions.

Summative Approaches: Three Mid-term and One model Exams

The institution announces and notifies the students of the midterm test schedule well in advance. The course in-charges produce two sets of internal midterm question papers in line with Bloom's Taxonomy, together with the scheme of valuation and a solution key, to guarantee the correct conduct of midterm examinations. The course results are connected with the questions.

The course organizer evaluates the question papers' quality and makes any required adjustments as needed. Following this procedure, the question papers are delivered to the college examination cell

together with the scheme and key.

The concerned subject instructor collects the papers following the midterm test, evaluates the answer scripts, and then presents and discusses the evaluated papers with the class. If a student asks a question, the teacher responds right away.

Any student who withdraws from an exam midway due to illness or who refuses to leave the classroom with the principle's consent is subject to a re-examination as per the regulations, which is administered by the principal and the examination committee with the appropriate justifications. Students attend sessions where cases are presented starting in I Year and ending in IV Year. On the department notice board are the results of the internal evaluation examinations that students took. Along with their attendance, these grades are frequently updated on the university web page.

Once a semester, internal practical midterm exams are also held twice. On the basis of experimental assessment, viva-voice, observation books and records, and program outputs, internal faculty examines the answer scripts. The professor correlates the assignment questions with the course objectives, and Bloom's Taxonomy is used for both the assignments' experiments and the practical exam's experiments.

External Assessment: Once a semester, internal practical midterm exams are also held twice. On the basis of experimental assessment, viva-voice, observation books and records, and program outputs, internal faculty examines the answer scripts. The professor correlates the assignment questions with the course objectives, and Bloom's Taxonomy is used for both the assignments' experiments and the practical exam's experiments.

File Description	Document
Upload 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:

The Program Outcomes (PO) and Course Outcomes (CO) are adopted for all programs offered by the institution in accordance with “Pondicherry University” guidelines.

The Learning Outcomes-based Curriculum Framework (LOCF) is intended to suit the present day needs of the student in terms of securing their path towards higher studies or a terminal degree guiding students towards career choices.

Learning outcomes form an integral part of college vision, mission and objectives. The learning objectives are communicated through various means such as college prospectus,

Principal’s address to students and parents, Alumni meets and dissemination in classroom by concerned staff. These are also prominently featured on college boards, college magazine and other publications brought during conferences and seminars. Informing the stakeholders, especially the parents, persuade students towards skill oriented and value based courses. Students are made aware of the course specific outcomes through orientation programme,

Classroom discussion, expert lectures and practicals.

Teachers are also well communicated about the outcomes. The college deputed teachers for workshops, seminars, conferences and FDPs to enrich them to attain the outcomes while teaching learning in the classes. Teachers actively participate in workshops on revision of syllabus organized by the university. Many teachers are also the members of syllabus sub committees, thus the process of perception and outcomes takes place in exact manner and excel the quality of teaching learning. Successful alumni students are also invited to interact with both students and teachers at specific events and meetings where they share how their individual course shaped their career thus helping existing students align better with the specified course 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:

The Institution regularly evaluates the performance of students through various methods for measuring the attainment of each of the Program Outcomes, Program Specific Outcomes and Course Outcomes.

Evaluation Process: The programme outcomes and programme-specific outcomes are assessed with the help of course outcomes of the relevant programme through a direct valuation process. It is provided through University Examinations, terminal exams, internal and home assignments, unit tests, first hour tests, open book tests, etc.

Throughout the year the faculty records the performance of each student on each programme outcome. At the same time remedial coaching is also provided to slow learners to make pace with the desired progression.

Average attainment in Evaluation Process: Students under university examination are evaluated for 75% of total marks and institution for 25% marks as internal assessment. Students enrolled for add-on/Certificate Courses offered by the institution are evaluated by the institution itself. At the same time, observations of student knowledge and skills against measurable course outcomes are evaluated throughout the year.

The Methods of Measuring Attainment:

1. End Semester University Examination: The affiliating University conducts examinations as per semester and annual pattern through which the institution measures programme outcomes based on the course attainment level fixed by the programme. It is a direct evaluation process.

2. Internal and External Assessment: Internal assignments are given to the students which are mostly aligned with Programme Outcomes of the respective subject. External Assessment is evaluated by external experts for the Practical examinations, appointed by the University through Viva-Voce and practical files.

3. Institutional Examination and Tests: Students are assessed and evaluated throughout the year at institutional level through unit test, First hour test, periodical examination and the performance of the student is analyzed for assessing the attainment level of programme outcomes and programme specific outcomes.

4. Feedback Evaluation: The Institution collects feedback from **Students, Alumni, Employers and Parents** which is an important method of measuring attainment with objectives of identifying the attainment level of students in terms of programme, subject, course and syllabus outcomes and to understand the impact of teaching learning process.

5. Internships: Students are encouraged to take up internships, projects, fieldwork, etc. This helps them to obtain necessary skills and practical experience in their chosen discipline.

6. Placements: One of the most important Programme Outcomes of Undergraduate Degree is the employability of students upon successful completion of their degree programme. The college has a vibrant Placement Cell, which caters to the demands of companies from different sectors.

7. Higher Studies: Another parameter to measure attainment of POs, PSOs and COs is through progression of students towards higher studies in educational institutions in India such as IITs, IIMs, and for post-graduation in Indian and Foreign Universities.

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:** 93.89**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
272	268	416	490	504

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
285	289	419	492	592

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**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.92

File Description	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: 0

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	0	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:

Christ College of Engineering and Technology's Initiatives:

Christ College of Engineering and Technology (CCET) recognize the importance of fostering an ecosystem that cultivates innovation, leverages the rich heritage of Indian Knowledge Systems (IKS), and promotes Intellectual Property Rights (IPR) awareness. This report outlines CCET's dedicated efforts in these areas, including the establishment of an IPR cell, incubation center, and various initiatives that translate knowledge into tangible outcomes.

Creating an Innovation Ecosystem

- **Innovation Hub:** CCET has established a dedicated Innovation Hub that serves as a focal point for nurturing student creativity and entrepreneurial spirit. The Hub provides dedicated spaces for

ideation, prototyping, and collaboration. It also organizes workshops, mentorship programs, and industry interactions to equip students with the necessary skills to transform their ideas into viable solutions.

- **Technical Meetups and Innovation Challenges:** CCET regularly conducts Technical Meets and innovation challenges, providing students with a platform to showcase their problem-solving abilities and develop innovative solutions for real-world challenges. These events foster a culture of innovation and collaboration while attracting talent with diverse skillsets.
- **Faculty Research Support:** CCET encourages faculty to collaborate with industry partners it fosters a culture of research but also leads to the generation of novel ideas and technologies.

Protecting Intellectual Property (IPR)

- **IPR Awareness Programs:** CCET organizes workshops and seminars to educate students, faculty, and staff about IPR concepts, such as patents, copyrights, and trademarks. This empowers individuals to identify, protect, and commercialize their intellectual property.
- **IPR Cell:** CCET can establish a dedicated IPR cell to provide guidance and support on matters related to intellectual property protection. The cell assists with patent filing, copyright registration, and navigating the legalities associated with IPR.

Knowledge and Technology Transfer Initiatives

- **Incubation Center:** CCET can establish or collaborate with an existing incubation center to provide budding entrepreneurs with the necessary infrastructure, mentorship, and resources to translate their innovative ideas into successful startups. This includes access to co-working spaces, business development guidance, and funding opportunities.
- **Industry Collaborations:** CCET actively fosters partnerships with industries to facilitate knowledge transfer. This could involve collaborative research projects, internship programs, or technology transfer agreements. These collaborations ensure that research outputs have practical applications and contribute to industrial development.

Outcomes and Impact

By implementing these initiatives, CCET aims to achieve the following outcomes:

- Increased student participation in innovation challenges and Technical Meetups.
- Growth in the number of faculty publications and research grants.
- Development of innovative solutions addressing real-world problems.
- Increased awareness about IKS and its potential applications.
- Rise in the number of patents filed.
- Establishment of successful startups by CCET graduates.

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: 62

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
18	15	11	12	6

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: 0.02

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
0	2	3	0	0

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

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: 0.01

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	1	0	0	0

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

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:

Christ College of Engineering and Technology (CCET) recognizes the importance of social responsibility and holistic student development. Over the past five years (2018-2023), the college has actively organized extension activities in the neighboring communities, aiming to:

Sensitize students to various social issues.

Provide opportunities for students to contribute to community well-being.

Foster a sense of social responsibility and civic engagement.

Develop valuable skills such as teamwork, communication, and leadership.

Key Activities and Initiatives (2018-2023):

Education and Awareness Campaigns:

Digital Literacy Workshops: Equipping underprivileged communities with basic computer skills and internet safety knowledge (e.g., workshops conducted in 2020 and 2022).

Health Awareness Camps: Organizing health check-ups, workshops on hygiene and sanitation, and promoting disease prevention (e.g., health camps conducted in 2019 and 2021).

Environmental Awareness Campaigns: Tree plantation drives, waste management workshops, and promoting sustainable practices (e.g., campaigns conducted throughout the five years).

Community Service Projects:

School Infrastructure Development: Organizing renovation projects for local schools, including painting, repairs, and library development (e.g., projects undertaken in 2018 and 2023).

Women Empowerment Programs: Conducting workshops on financial literacy, skill development, and women's rights (e.g., programs offered in 2020 and 2022).

Disaster Relief and Rehabilitation: Mobilizing student volunteers to provide assistance in times of natural disasters and calamities (e.g., relief efforts during floods in 2019 and a cyclone in 2021).

Mentorship and Support Programs:

Student Mentoring Programs: Pairing CCET students with underprivileged children for academic and social mentorship (ongoing program).

Career Guidance Sessions: Organizing workshops on career exploration, resume writing, and interview skills for youth in the community (e.g., sessions conducted in 2021 and 2023).

Special Needs Support: Collaborating with local organizations to provide support and activities for children and adults with special needs (ongoing collaboration).

Impact and Outcomes (2018-2023):

Increased Social Awareness: Students have gained valuable insights into various social issues, fostering empathy and a commitment to social responsibility.

Empowering Communities: Extension activities have directly benefited the local communities by addressing their needs and contributing to their development (quantify the impact with specific examples if possible).

Skill Development: Students have developed essential skills like communication, leadership, and teamwork through active participation in projects.

Enhanced Employability: Participating in extension activities strengthens a student's resume and demonstrates valuable soft skills attractive to employers.

Strengthened Community Relations: CCET has fostered positive relationships with the neighboring communities, fostering a sense of collaboration and mutual respect.

Moving Forward: CCET remains committed to its social responsibility initiatives.

The college will continue to:

Explore new and innovative extension activities addressing emerging community needs.

Strengthen partnerships with local NGOs and government agencies to maximize outreach and impact.
 Encourage active student participation and leadership in community service projects.
 Develop a robust monitoring and evaluation system to track the impact of extension activities.

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:

Recognition for Promoting Public Health Awareness:

AIDS Awareness Programs: CCET's NSS unit has received letters of recognition for organizing informative workshops and campaigns to raise awareness about HIV/AIDS prevention and control. These programs empower communities with knowledge and encourage responsible behavior, contributing to public health.

Blood Donation Camps: Collaboration with blood banks and government hospitals has facilitated successful blood donation camps at CCET. Letters of recognition acknowledge the lifesaving contributions of our NSS volunteers and student donors.

Anemia Awareness Programs: Recognizing the prevalence of anemia, particularly among women and children, CCET's NSS unit conducts awareness campaigns and nutritional guidance sessions. Letters of recognition from government health departments acknowledge the positive impact of these initiatives.

Dengue Fever Awareness Camps: Proactive awareness campaigns organized by CCET's NSS unit equip communities with knowledge about the prevention and management of Dengue fever. Letters of recognition from local health authorities commend these efforts in safeguarding public health.

Cancer Awareness Rallies: CCET's NSS unit organizes rallies and workshops to raise awareness about cancer prevention, early detection, and available treatment options. Letters of recognition from government health agencies acknowledge the role of these initiatives in promoting early intervention and better health outcomes.

Recognition for Environmental Sustainability:

Village Cleaning and Coastal Cleaning Drives: CCET's NSS volunteers actively participate in village and coastal cleaning initiatives, collaborating with local authorities. Letters of recognition from government bodies acknowledge these contributions towards environmental cleanliness and waste management.

Tree Plantation Drives: To promote environmental sustainability, CCET's NSS unit organizes tree plantation drives in collaboration with forest departments. Letters of recognition celebrate the

contribution of these initiatives towards environmental conservation and ecological balance.

Recognition for Social Welfare and Community Development:

COVID-19 Vaccination Camps: Playing a vital role during the pandemic, CCET's NSS unit, in collaboration with government health departments, organized COVID-19 vaccination camps. Letters of recognition acknowledge the contribution of these camps towards public health and community well-being .

COVID-19 Awareness Camps: CCET's NSS unit actively disseminated information about COVID-19 prevention and safety measures through awareness campaigns. Letters of recognition from government bodies highlight the importance of these initiatives in mitigating the spread of the virus.

Drug Abuse Rallies: CCET's NSS unit organizes rallies and awareness programs to highlight the dangers of drug abuse. Letters of recognition acknowledge the role of these initiatives in promoting a drug-free society and protecting vulnerable youth.

Eye Donation Awareness Rallies:CCET's NSS unit organizes rallies and awareness programs to promote the importance of eye donation. Letters of recognition from government health agencies and eye banks acknowledge the contribution of these initiatives towards the noble cause of sight restoration .

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: 64

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
18	13	6	11	16

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: 25

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

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:

The effective teaching and learning process requires certain physical amenities like well-furnished classrooms, library, and computer laboratories with ICT facilities for teaching and learning. The college provides all the essential physical facilities required for quality education as well as for the cultural activities. It has a sprawling campus with a built-up area of **19783.43 sq.mtr** with adequate infrastructural facilities which have been developed over the years consistently. The institution utilizes funds from the State Government (Perunthalaivar Kamaraj Financial Assistance Schemes - PKFAS), Centrally sponsored schemes like National Scholarship Portal (NSP) and college level fund (Helping Drops).

The college comprises of Administrative Block, Admission Room, Account Sections, Exam Cell, Visiting Lounge and Chamber of Principal. The college has good ICT facilities as well as good, spacious and well-ventilated classrooms. The committee plays an important role in organizing cultural events such as dance, singing, one-man shows, art, as well as regular events such as group song, folk song, debate, speech, poetry and music competition.

The college encourages sports persons to participate in University, Inter-varsity and National competitions in the Indoor games of chess, carrom, table tennis and outdoor games of cricket, badminton, athletics, volley-ball and the sports activities are organized under the supervision of Physical Director. The college has three fully equipped modern Computer Labs consisting of **405 computers** with ICT facilities as well as internet speed of **52 Mbps**. Every department has separate computer systems with LAN connections. The institution also provides free Wi-Fi facility to cater the academic needs of the Campus with a speed of **52 Mbps** under BSNL Internet plan.

The college has one seminar hall and one multipurpose hall to conduct seminars, conferences, guest lectures and workshops for students and faculty members. All seminar rooms have suitable seating and are equipped with LCD projectors, whiteboards, climbing platforms and common areas with internet facilities. Equipped with the latest facilities, the multi-purpose building offers ample opportunities for our staff and students to showcase their skills in different situations. To ensure the safety of the school, the school is equipped with security cameras. CCTV cameras have been installed in various parts of the university. There is also a safe physical environment at the main entrance of the institution.

The institute provides college bus pass facilities for the students and the faculty members from and to various parts of the nearby city through state transport. College dispensary provides first aid facilities. Canteen facilities are also provided for students, faculty & staff which has adequate seating capacity. Uninterrupted electricity supply from the generator, R.O water Facilities are also provided to the students.

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: 0.81

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
6.04	0	0	0	0.22

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 is located inside the campus, considered as the treasure house of Christ College of Engineering and Technology. It has a wide collection of books, journals, e-Books, e-Journals, Back Volumes, Final Year Project Reports, magazines, CDs and On-line databases. It has a total number of 46,473, 970 Books / Journals and 54 e-Books. An average annual addition is about 375 volumes of books. 90 journals are being subscribed annually. The library issues Five books for Undergraduate students and 10 Books for faculties and postgraduate students. The period of borrowing the books is 15 days for students and three months for faculties, books can be renewed after the due date.

The reference books are reserved only for internal usage. A Collection of Content beyond Syllabus in the form of CDs is available. Over 197 GATE and competitive exam books are available for supporting Engineering, Computer application and Management Aspirants. The average annual addition of books is about 375 volumes. Percentage usage of library by faculties and students per day is 24%. Surveillance cameras are installed to monitor library activities.

CIRCULATION METHOD

Circulation section takes place through the Barcode system. All details of the library collections are fed in the computer and the Online Public Access Catalogue (OPAC) is provided to the users for easy access of Library with Barcode ID card.

SOFTWARE

Central library is fully automated by SLIMS software 8.3.1. This software improves the efficiency of the library services, makes it easier to access library resources, thus increasing housekeeping operations of the library including issue, return, renewal, catalogue and information retrieval process easier without physical going.

SUBSCRIPTION TO E- RESOURCES

- Provision has been given for our users to access e-resources through subscription. The library provides various online memberships which includes K-HUB E-Library , DELNET, National Digital Library of India (NDLI) and eShodhSindhu. Freely available/ open sources e content like e-PG Pathshala, SWAYAM, Open Textbook Library, Virtual Labs etc.

DIGITAL LIBRARY

Provides High speed online access to a wide range of e-resources, rare, expansive collection of materials, lecture videos with more than 10 computers of NPTEL and out-of-print materials that are difficult to locate in text books. The accessibility and versatility of digital libraries is an invaluable resource for faculties and students seeking knowledge on the latest developments in the Engineering field.

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:

Adhering to the changing demand in terms of IT infrastructure and increasing internet usage, a dedicated IT support team has been deputed to our institution to take care of the day-to-day needs with respect to IT-based infrastructure, which caters to the rising demand of all our students and staff members 24 x 7.

Wi-Fi: Our college is fully accessible with a Wi-Fi facility. Where all the students and staff benefit. All the staff members have their own laptops and can access the wi-fi for research and note-taking purposes. The students are encouraged to utilize Wi-Fi for downloading the research paper for the project. Only 30–40% of students have laptops, and 90% of students have mobile access. All our college students can use the laboratory with the internet facility. In the laboratory, the students are allowed to study and view tutorial-based videos only.

Upgrade in speed and bandwidth: Currently, our institution has 50+ mbps. 100mps of speed for the internet is under proposal. A separate optical cable is laid down from the main road to our block for internet usage. A printer and scanner are connected in Computer Laboratory for the use of students to scan and print tutorial-based documents.

ICT Class Room: Four wall-mounted projectors were installed in the PG block for the MBA students. 2 wall-mounted projectors and 1 moveable projector are available in each department. Lab 1 and Lab 2 are under CCTV surveillance. Lab 1 and Lab 2 are provided with air conditioners.

Server room: All the Lab systems are connected to a server. The server room is portioned and monitored by the Lab admin.

System: Our institution has sixty i5 process systems and more than 300 dual-core or dual-core processor systems.and another 35 systems with the latest configuration are on the purchase list for PG students.

Maintenance of systems: Computers are formatted before the semester exam. Antivirus software is regularly installed on computers. All computers have antivirus auto-updates. Software is updated according to the syllabus prescribed by the university. The admin uses the CC Proxy, Windows Proxy Server, and Selfish Net software. RAM, processor, and motherboard are upgraded on a regular basis.

CC Proxy: CC Proxy can support broadband, DSL, dial-up, optical fiber connections.

With this software, the following features are maintained, like control of bandwidth, internet, time filtering of web, filtering of content. From this software the admin is able to monitor the online usage of bandwidth. Through web catching the admin can monitor the website visited inside the college premises. The advantages of this software are (a) Sites/URL web filter proxy server. (b) Content web filter proxy

SelfishNet: With selfishnet, you can block anyone or any device from using your internet, or simply limit their bandwidth and enjoy a higher priority.

Department: All the system are connected with LAN facility with the printers.

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: 3.12

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

Response: 349

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: 12.95**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
41.42	12.44	14.14	13.43	18.54

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: 71.01

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
858	713	702	845	1014

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: 81.68

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
1057	682	881	863	1270

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
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: 77.38

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
218	225	304	349	413

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
272	268	416	490	504

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: 1.5

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
2	2	0	3	1

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

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: 34

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
14	6	2	8	4

File Description	Document
Upload supporting document	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: 14.2

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
15	15	12	14	15

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:

CCET has a formed Alumni Association for building strong bond between alumni and present students. The alumni give support to the students through interaction, financial funding, guidance and placement. The Alumni Association of the Institute is called as CCETAA i.e., Christ College of Engineering and Technology Alumni Association. This was formed for the development of our students in the 2019. The Alumni cell of CCETAA is in the premises of Christ College of Engineering and Technology, Pitchaveeranpet, Moolakulam, Puducherry – 605010, India. The Alumni Association's goal is to strengthen the tie that benefits both the Institute and its former students.

Objectives of the Alumni association:

- To support and foster strong ties between the institution and its alums as well as within the alumni body.
- To foster amicable relationships and a shared interest in the affairs and welfare of the institution among all alumni.
- To give alumni access to and distribute information about their Alumni Matter, its graduates, faculties, and students.
- To start and grow initiatives that assists the students.
- To help and encourage the institutions attempts to raise money for development.
- To act as a platform for former students to encourage and progress the institution's pursuit of academic excellence.
- To mentor and support recent graduates of our programs in finding jobs and participating in constructive.

Activities and Contributions:

Alumni are represented on the boards of studies for every department, and they have contributed money to support the institution's poor and merit students.

- Students are invited to attend college sessions where they engage with their instructors and provide recommendations for curriculum reform.

A small number of alumni lectured to current students as guest lecturers on current technical advancements and career-guiding topics.

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:

Our vision is to contribute to society through technical education and research at the highest level of excellence and to provide a platform for the students and faculty members to upgrade their skills and knowledge by simultaneously encouraging freedom of thought and expression inculcating the values of courage and concern.

To impart Value-based Education, Research, and Consultancy in Engineering and Management by bringing out Technically competent, ethically strong and Quality professionals to keep our Nation ahead in the competitive global arena.

Our department vision and mission is in the leading part and renowned for its cutting-edge research, innovative teaching methods, and commitment to student success. The mission is to provide students with a comprehensive education in the departments, preparing the students for successful careers and lifelong learning, while advancing the field through research and collaboration.

The mission statement spells out the needs of the society in explicit terms, namely technically competent and holistic development of the individual to accomplish the vision of the institution. To achieve these objectives, the teaching-learning process involves effectively imparting competitive technology to the students through various courses classified as Basic Sciences, Humanities, Engineering sciences, Skill development courses and project work. Courses in Human Values and Professional Ethics are offered to the students as part of curriculum to impart knowledge on human values and ethics to students which they can imbibe and cultivate in their personal and professional lives. The students are provided with skills to meet the competitive technologies through skill development programs.

The board of governors, constituted as per the norms, oversee the operations of the institute and provide guidelines for proper functioning of the institute. The Board of Governors meet at regular intervals and review the operations of the institution and provide guidance for further improvements keeping vision and mission, strategic plan in view.

Perspective Plans:

The Principal of the Institute, discusses the Perspective Plan with the Managing Committee of the Institution and it is then finalized in consultation with the Governing Body of Christ College of Engineering and Technology. The Strategic Plan for the institute was developed in the year 2007.

Participation of the teachers in the decision-making bodies:

Faculty are represented in all decision-making bodies of the institute namely, Academic Council, IQAC etc. While all the HODs and some of the faculty are members of the IQAC. Most of the faculty are also members of various other Committees viz., Anti Ragging, Grievances Redressal, Women Cell, Placement Cell, Internal Complaint Committee, Innovation Council Cell, Examination Cell, Alumni Cell.

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:

Dr. S. R.S. Paul founded Christ College of Engineering and Technology in 2007, which is a division of Sam Paul Educational Trust. Our institution, which provides two postgraduate degrees, an MBA and an MCA, and six B. Tech courses—CSE, IT, ECE, EEE, MECHANICAL, and CIVIL—has been reaching new heights annually in its quest of technical education. Members, the member secretary, the chairman, and trustees make up the Governing Council of CCET. The UGC's provisions govern the composition of the Governing Council. The chairman, faculty, nominees for management, members representing academia, and the principal in the capacity of member secretary make up this group. The principal serves as the chairman of the Academic Council, which is in charge of academic rules and procedures. Senior faculty members and HoDs from prestigious universities, Industry representatives and University nominees as members.

The Controller of Exams reports to the principal, and the College Academic Committee meets on a regular basis to monitor and implement policies related to Academic and Admissions, Placement & Training, and Academics. The principal is also subordinate to the functional heads of finance, administration, physical education, computer centre, learning resource centre, and maintenance. Other committees include Women Empowerment, Finance, and Anti-Ragging. The administrative manual covers topics such as hiring procedures, leave and conduct policies, staff obligations, and duties. Stakeholders have the option to provide feedback and suggestions via online suggestion boxes.

The institutional Strategic Plan has been clearly articulated and implemented the following:

- Efficient Teaching erudition procedure
- Effective Leadership and Participative management
- Constant Internal Quality Assurance System
- Ensuring effective governance

- Student’s Overall Development through Participation
- Employees Advancement & Welfare
- Escalating Placements
- Proper Discipline
- Women/Student/Faculty Grievance
- Financial Planning & Management
- Institute – Industry Interaction
- Encouragement of Budding Entrepreneurs
- Constant Growth in Research and Development
- Alumni Interaction and Outreach activities
- Mounting Physical Infrastructure

The Perspective Plan has been clearly uttered and implemented the following:

- Increase interaction with the community
- Diverse learning environment for students
- Boost industry engagement
- Upgrade internal support systems
- Boost involvement among alumni
- Create a campus that is greener and cleaner
- Strengthen Culture of Research
- Curriculum with an Industry Focus and Academic Autonomy

On campus, Wi-Fi access points have been installed to support the teaching and learning process. On campus, surveillance cameras have been installed to monitor exam procedures and ensure the safety of both students and faculties.

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

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:

CCET prioritizes the well-being and development of its faculty and staff, both teaching and non-teaching, fostering a supportive work environment and providing opportunities for growth and success.

For Professional growth:

Registration fee, Dearness allowance, travel grants for teaching and non-teaching staff for attending various, workshops' Incentives for publications, sponsored research projects, completing Ph.D, consultancy, patents Permission to faculty to deliver guest lectures at other Institutes Visits to industry and higher learning Institutes for knowledge acquisition for non-teaching staff, academic leave is provided for writing various examinations

Welfare measures:

- Gratuity for both teaching and non-teaching staff
- Earned leave, Half Pay leave/Medical leave for both teaching and non-teaching staff
- Maternity leave for the women staff
- Management contribution to Provident fund for both teaching and non-teaching staff
- Extension of ESI benefits to non-teaching staff

Performance Appraisal system:

Teaching being the primary function of the faculty, Performance appraisal is done by various methods. Information on quality of their teaching, course delivery, etc., is collected through Semester end feedback of students from each section in each year, for recording the faculty assessment and observations on the various parameters of course delivery.

Semester end feedback of students:

All the students are required to give their feedback online for all their respective subject staff on metrics as listed below: Coverage of syllabus, ability to explain the concepts in clear and simple language, creating interest through examples, Audibility while giving the lecture Eye contact, voice modulation and mannerisms, etc. Interaction in the class, Overall class control and discipline, Punctuality, Internal tests and assignments – Quality improvements.

FRC: A review committee is constituted with the following members:

Subject Expert(s), HOD Principal, Management representative(s) The faculty whose performance is to be reviewed will be given adequate notice to appear before the Review Committee. Based on his/her choice of interest of the subjects taught, the faculty is required to give a presentation on the chosen topic. During the presentation, the subject experts interact with the faculty and assess his/her subject knowledge, clarity in presentation, etc. The assessment report is prepared based on the parameters shown above.

Effectiveness and follow-up action:

Review it is for newly recruited or on the probationary period, and is for faculty whose performance has not been satisfactory. The performance of non-teaching staff is monitored at the laboratory/ department level.

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: 60.69

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
46	39	47	73	110

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

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: 60.98

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
53	50	53	79	115

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
11	11	11	11	11

File Description	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:

Christ College of Engineering and Technology, a unit of Sam Paul Educational Trust, was established in the year 2007 and the Mobilization of Funds for various resources:

Funds are mobilized from the following resources.

1. Sam Paul Educational Trust
2. Student Tuition Fees, Pondicherry University, Government and Non-Government Agencies.

Tuition fees are the Institute's primary source of funding. The tuition fee is set in accordance with government regulations, the costs incurred the year before, and the effect of inflation over the next three years. Every three years, the institution provides all pertinent information on expenditures and estimates to the Internal Fee Regulatory Committee, which sets the Institute's tuition in accordance with the policies established by the university. The Institute includes increases in salary through DA, increments, etc., in the predictions it submits. The Institute is able to allocate cash for the capital investment that it plans to undertake over the next three years thanks to the internal Fee Regulatory Committee. Thus, the primary resource mobilization depends on the fee fixation done by the internal Fee Regulatory Committee.

The Sponsoring trust, Sam Paul Educational Trust, extends financial support to the Institute for the shortfall and ensures the availability of requisite funds.

Budget Preparation

Making the most use of financial resources requires a systematic approach to accounting, budget

preparation, purchasing, and bill settlement, in addition to routine periodic audits. Our organization has the right procedures in place to make good use of the financial resources that are available. Every department receives a specific amount of money while the annual budget is being prepared. Usually, this fund is used for upgrades or requirements.

Optimal utilisation of resources

Based on the estimations provided by the Institute's departments and functional units, a yearly budget is created to guarantee the best possible use of available funds. The Board of Governors/Managing Committee approves the sum. Income and expense statements are created on a monthly basis. Periodically, an audit is carried out to make sure the budget is being used as efficiently as possible for its intended purpose. To guarantee peak performance, the resources—facilities and equipment—are maintained.

Auditing

Every quarter, the finances and entries are reviewed by a certified chartered accountant. The management discusses any suggestions or complaints made by the chartered accountant in order to take the appropriate action. An external auditor reviews and completes the accounts once a year, after which audited financial statements are prepared. The external auditors confirm the balance sheet before sending it to management. The budget for the upcoming academic year is efficiently constructed in light of this report. The management is better equipped to comprehend the financial requirements and take appropriate action to make use of the funds raised from a variety of sources thanks to the external audit.

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:

The IQAC Cell was set up in the year 2022 in the institute. The main purpose of this Cell is to assure internal quality in all the activities of the institute in terms of academics, administration, finance, and other allied areas. Some of the best practices instituted even before the formation of the Cell are:

- Student Attendance monitoring
- Proctor groups
- Peer Learning Groups
- Encouragement towards research and publications
- Regular auditing of accounts

The following initiatives have been taken up after the formation of IQAC Cell while continuing the above:

- Outcome based education Course Outcomes and their refinement.
- Introduction of open electives and increase in number of professional electives.
- Participation in NIRF Ranking process.
- Collaboration with Industries and Institute
- Participation in Atal Ranking of Institutions on Innovation Achievements (ARIIA)
- Established Institution Innovation Council (IIC) for enriching Innovation and entrepreneurship development activities.
- Feedback collection from stakeholders, Analysis, and action-taken reports are prepared every year to enrich the quality of the teaching-learning process.
- The IQAC ensures the teaching-learning process and its outcomes through the following methods.

1. Periodic IQAC meeting

2. Class Committee meeting

3. Semester-end feedback

4. Course-end feedback

Example 1: Review System.

An effective review system is devised to ensure the proper teaching-learning and evaluation processes. The teaching-learning process is monitored by the hierarchies such as the principal, Head of the department, and Class advisor. Feedback is one of the best quality enhancement strategies. It always gives us an opportunity to know how others perceive us. Our institution always conducts a structured feedback activity and feedback is obtained from both internal and external stakeholders including students, parents, faculties, alumni, and employers. The feedback is analyzed and appropriate action will be taken by the departments.

Example 2: Cooperative tasks.

The mission of the college Collaboration with Industry helps reduce the distance between education and employment opportunities. This is the well-defined relationship to achieve the results in greater benefits of outcomes of students. Knowledge creation and technology development require considerable training for the young budding engineers to pace with their expectations. These contributions occur through the signing of a Memorandum of Understanding (MoU) with the leading and core industries as well as institutes to provide collaborative training programs to the students in their relevant discipline. CCET is enriching the collaboration every year and the training from the industries is supporting student

Placements.

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
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:

An endeavor to evaluate if a college maintains a balanced representation of genders is known as a gender audit. It looks at how well laws, regulations, and initiatives put forth by the government support the growth of women in society. The gender audit assesses the impact of new and existing policies on gender equality. The goal of the Gender Audit Committee at Christ College of Engineering and Technology is to advance gender parity within the organization. The group is responsible for evaluating and guaranteeing gender parity in all college policies and activities. It is composed of faculty members, administrative staff, and student representatives. To assess how well gender-sensitive procedures and policies are being implemented, the committee regularly performs internal and external audits. To raise awareness of gender issues among college students, it hosts workshops and awareness campaigns. Additionally, the committee works with other departments to include gender viewpoints in extracurricular activities and the curriculum. It tracks advancements made in reaching the objectives of gender equality and offers suggestions for enhancing gender inclusion. The committee also acts as a resource for resolving complaints pertaining to gender and promoting an inclusive and courteous campus community. Additionally, a gender audit committee assesses how gender considerations are incorporated during the implementation phase of a policy, program, or project. The Gender Audit Committee hopes to establish an environment that is fair and encouraging for every member of the CCET community through these initiatives. To ensure that a policy helps close gender gaps, ensures equal benefits for men and women based on their needs, and stops the continuation of inequalities, a gender audit examines whether the policy has gender-specific objectives or if gender is mainstreamed into the general objectives. The monitoring and evaluation phase's gender audit, which looks at targets and indicators that take gender into account, evaluates progress made toward gender equality as well as sex-disaggregated data. Christ College of Engineering and Technology (CCET) has implemented a gender audit program to advance gender parity and foster an inclusive campus culture for all students. The external committee member, chairperson, and coordinator aimed to examine the institution's gender balance and its procedures, with a particular focus on the main goals of the gender audit, which are: To guarantee equitable representation in all departments and roles, assess the gender distribution of students, instructors, and staff. Check to see if the current practices, rules, and processes support equality and are attentive to gender issues. Determine the domains in which there are differences in gender roles and suggest approaches to advance gender parity throughout the entire university experience. Use training events, workshops, and seminars to educate staff, teachers, and students on gender issues and the value of gender equality. Make sure that all institutional and governmental rules pertaining to gender equality and anti-discrimination are followed. In order to offer a more inclusive and thorough educational experience, incorporate gender viewpoints into the curriculum. Measures to guarantee the protection and safety of all employees and students on campus, especially women staffs reviewed.

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: A. All 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

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:

Christ College of Engineering and Technology's systematic efforts to imbue its student community with ethical values and foster responsible citizenship. Situated at the intersection of academic excellence and holistic development, the institution prioritizes the integration of courses on the Constitution of India, professional ethics, and human values within its curriculum. These initiatives are fundamental in shaping students into conscientious professionals and responsible citizens. Our college fosters a culture of inclusivity by celebrating diverse festivals, promoting gender equality, and supporting individuals with disabilities. The institution ensures equal access and opportunities for all, provides necessary facilities and assistance, and creates a barrier-free environment to make every individual feel valued and included in all aspects of college life.

To cultivate a nation of youth with noble attitudes and moral responsibility, the college organizes a variety of activities that promote ethical, cultural, and spiritual values among students and staff. With the support of the management, the institution celebrates commemorative days on campus to foster emotional and religious sentiments among students and faculty. These celebrations offer recreation and amusement while also generating feelings of unity and social harmony. The college is dedicated to upholding equality among all cultures and traditions, as demonstrated by its diverse student body representing various castes, religions, and regions, all studying without discrimination. Despite its socio-cultural and linguistic diversity, the institution maintains an environment of tolerance and acceptance towards all cultural, regional, linguistic, communal, socioeconomic, and other diversities.

The college community, including teachers and staff, collectively celebrates a range of cultural and regional festivals, such as Pongal celebration, Teacher's Day, Induction Program, Oath Ceremonies, Plantation Drives, Women's Day, Yoga Day, Ayudha Puja, and Diwali Festival. Motivational lectures by eminent personalities are arranged to support the all-round development and personality growth of

students, encouraging them to become responsible citizens who embrace national values of social and communal harmony and national integration.

Beyond academic and cultural activities, the college has established robust infrastructure for various sports activities, contributing to the physical development of students. Through these efforts, the institution provides an inclusive environment that promotes tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic, and other diversities. Community engagement initiatives are integral to Christ College's commitment to civic responsibility. Awareness campaigns on traffic rules, environmental conservation, and voter education are conducted regularly, encouraging students to actively participate in societal issues and contribute positively to their communities.

By integrating values education with academic excellence and community engagement, the college prepares students to excel not only in their professional careers but also as responsible global citizens committed to upholding the principles of justice, equality, and social responsibility. Through these efforts, Christ College continues to shape future leaders who are well-equipped to contribute meaningfully to society.

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:

Christ College of Engineering and Technology (CCET) has implemented comprehensive strategies to support both community and student development through its proctorial system and Institutional Social Responsibilities (ISR) initiatives. These efforts aim to foster academic excellence, personal growth, social inclusiveness, and environmental sustainability, showcasing CCET's dedication to holistic development and societal well-being. The proctorial system at CCET focuses on structured mentorship to aid students' academic and personal development. Each student is paired with a mentor who provides tailored support, monitors progress, and offers guidance in academics and career paths. This system enhances students' self-determination, decision-making, critical thinking, leadership qualities, and communication skills. Activities include village adoption, visiting orphanages for elderly women, and engaging in community services such as lake cleaning, tree planting, and blood donation camps. These practices improve living conditions, provide emotional and material support, and promote environmental conservation. By integrating these comprehensive strategies, CCET demonstrates its commitment to fostering a supportive and inclusive environment. The combined impact of the proctorial system and ISR initiatives results in the overall development of students and positive changes in the community,

reinforcing the institution's role in promoting holistic development and societal well-being.

The proctorial system at CCET is designed to support students' academic and personal development through structured mentorship. Each student is assigned a mentor who maintains a proctorial card containing personal and academic records. This system allows mentors to identify students' learning paces and provide tailored support. Regular parent-teacher meetings and digital communication ensure continuous updates on students' progress, effectively addressing both academic and personal issues. The primary objectives of the proctorial system include fostering a healthy mentor-mentee relationship, supporting academic and personal development, monitoring overall progress, guiding students towards suitable career paths, and promoting self-determination, decision-making, and critical thinking. Additionally, the system aims to develop leadership qualities and communication skills in students, enabling them to achieve their aspirations.

The system addresses challenges such as academic performance pressures, social issues, anxiety, and stress. Mentors provide a trusted space for students to express concerns and receive appropriate guidance. They are required to counsel students at least twice per semester, with meetings held before and after each test. Individual performance is closely monitored, and parents are informed if necessary. Mentors guide their mentees in pursuing additional qualifications through certificate courses or online platforms like SWAYAM and NPTEL. They meet with students as needed to discuss personal and academic issues and provide support through remedial classes for poor performers and booster classes for top performers. Special training sessions are also offered to enhance placement skills. Feedback about teachers is collected through class committee meetings to ensure continuous improvement in teaching quality. The success of the proctorial system is evident in improved student confidence, better academic performance, increased participation in activities, higher university marks, and more placements. Many students present papers at conferences, participate in coding contests, and pursue internships. Students facing major health issues receive counselling to maintain good health and academic confidence. Challenges include time constraints, lack of formal mentor training, and balancing academic schedules. The proctorial system ensures faculty remain as counsellors for their students until degree completion. Slow learners are encouraged to use good reference books and study materials, while fast learners are advised to participate in competitive exams for higher studies or job opportunities. Psychological help is extended if required through a college-level committee.

CCET's ISR initiatives aim to foster social inclusiveness and create a positive societal impact through various practices. These include adopting villages, visiting orphanages for elderly women, engaging in community activities, supporting during crises, and promoting environmental sustainability. The specific objectives of ISR practices include enhancing living conditions in villages, providing emotional and material support to elderly women in orphanages, addressing community needs through active engagement, offering support during significant challenges or emergencies, and promoting the conservation of natural resources. ISR practices involve adopting Gopalan Kadai village and its government school, cleaning Kankan Lake, and engaging in activities such as career guidance programs, lake cleaning, and tree planting. Visits to the Fraternal Life of Service Home for elderly women involve collecting funds, providing food and clothes, and improving their quality of life. Community engagement activities include organizing blood donation camps, awareness rallies, yoga camps, and promoting a tobacco-free environment.

Support during crises includes distributing food packages, providing medical assistance, and offering vaccinations during the COVID-19 pandemic. Environmental sustainability efforts involve planting trees, cleaning beaches, and maintaining public spaces. The success of ISR practices is evident in improved

cleanliness and infrastructure in Gopalan Kadai, better quality of life for elderly women in orphanages, increased blood donations, heightened health and wellness awareness, and a tobacco-free environment. Crisis support has provided essential resources and medical assistance, while environmental sustainability efforts have led to a cleaner and greener environment. Challenges include financial constraints, timely availability of resources, coordination with external organizations, and the need for sustained efforts and partnerships. Enhancing these practices requires additional resources, collaboration with more organizations, and ongoing support for community engagement initiatives.

Both the ISR initiatives and the proctorial system at CCET exemplify comprehensive strategies for supporting community and student development. The ISR practices contribute significantly to social inclusiveness and environmental sustainability, engaging in activities such as village adoption, lake cleaning, and visiting orphanages for elderly women. These efforts have led to tangible improvements in living conditions, infrastructure, and environmental cleanliness, fostering a healthier, more supportive community. The combined impact of these initiatives is profound, contributing to the holistic development of students and positive societal changes. Students feel more confident and supported, leading to better academic performance and increased engagement in community activities. For the future, ongoing evaluation, resource investment, and broader collaborations are crucial to sustaining and enhancing these efforts. By sharing their innovative models and impactful experiences, CCET aims to inspire other institutions to adopt similar practices, promoting widespread social responsibility and community engagement across the education sector.

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

The AICTE Startup policy led to the establishment of the Institution's Innovation Council (IIC) at the Christ College of Engineering in Puducherry. For all information, this cell serves as a one-stop shop. The Christ College of Engineering and Technology forms member committee to develop comprehensive guidelines for different aspects of innovation, startup, and entrepreneurship management with the aim of adopting the National Innovation and Start-up Policy at the institution level. This committee will be deliberating on various facets of nurturing innovation and startup culture in the institution, which will cover intellectual property ownership, norms for technology transfer, and commercialization. Subsequent to the release of the Startup Policy by AICTE and further training received from the Ministry of Education's Innovation Cell and interaction with industry advisors and mentors, a comprehensive policy

guiding document has also been prepared. Innovation is the application of concepts in real life that lead to the creation of new products or services or enhance the quality of those already available. In CCET every occasion the various ideas are collected from students and faculties and that will be discussed in detail for further focus on various activities like promoting of ideas through Conferences, IPR, beginning startup by students. Innovation frequently occurs when creators create more efficient goods, procedures, services, technology, artwork, or business plans that they then make available to the public, governments, and businesses. As a part of IIC calendar activity every semester Institute focus on organizing webinars in the area on Design prototyping, startup ecosystem etc.

When solving a technical or scientific problem, engineering is frequently the means by which technical innovation emerges. MIC's primary goal in CCET is to provide a comprehensive ecosystem that will support an innovative culture in all educational settings, from idea development to pre-incubation and successful start-ups emerging from the incubator. Additionally, MIC will work on creating a ranking system to pinpoint establishments that are at the forefront of innovation. An "innovation cell" has been established by the Indian Government's Ministry of Education with the aim of methodically promoting an innovative culture in all higher education institutions (HEIs) throughout the nation. CCET focus on students skills by promoting their ideas through national level contest like AICTE – Vishvakarma awards, smart India hackathon. IIC of CCET encourages students and Faculties toward discoveries and research by integrating significant projects within the curriculum during the previous few years. Innovation can happen by accident, as a consequence of a significant system failure, or as a result of the efforts of several diverse individuals. Manufacturer innovation is the conventionally acknowledged source in the most basic linear model of innovation. This is the point at which an individual or company innovates for commercial gain.

CCET motivates students and faculties to submit their ideas in conferences which was conducted in other colleges. Businesses can innovate in a variety of ways, but formal research and development (R&D) for "breakthrough innovations" is currently receiving a lot of attention. While more gradual innovations may come from experience, more radical and revolutionary inventions typically come from research and development. However, there are several exceptions to each of these generalizations.

In India, the higher education landscape is evolving and changing bit by bit. The need of the hour is to drastically re-energize and rejuvenate our higher education sector through innovation and excellence, both in academics and research, given our enormous and dynamic needs. We are beset by a number of challenges, like brain drain, unemployment, and population explosions. A critical evaluation of our nation's research policies, practices, and procedures is urgently needed, as is a brainstorming session to discuss the issues arising from the rapidly shifting global landscape. It is imperative that we devise plans and implement the required actions to improve research and elevate the caliber of research conducted at our universities in this exact setting. In order to improve our research and raise the caliber of our research significantly, we must build our research infrastructure. The establishment of research centers within existing institutes and the identification of new institutes capable of doing top-notch research might make this feasible. In addition to having enough skilled labor, these centers must have all the advanced equipment needed to carry out high-end research, databases needed to perform systematic literature reviews and meta-analyses, and access to the literature via databases like Scopus, Science Direct, Pubmed. The chosen workforce must receive specialized training based on necessity; taking into account

the specialists' prioritized research thrust areas. The next generation of innovators and divergent thinkers will need to come from a variety of professional education sectors in today's innovation economy. Thus, educators must be knowledgeable about the concepts and methods of cutting-edge research in their domains. The next generation of innovators and divergent thinkers will need to come from a variety of professional education sectors in today's innovation economy. Thus, educators must be knowledgeable about the concepts and methods of cutting-edge research in their domains. Research using a decision-oriented approach is available; its goal is to determine "best practice" and direct policy decisions. Then there is innovation based on research, which is what drives advancement in an applied sector. Simply implementing a behavior that is thought to be new can be considered "innovation" in ordinary language. "Decision-oriented" research, or research influencing the adoption decision, is the pertinent research in that situation. However, research intended to produce inventions is referred to as "research-based innovation." An idea's explanatory power is the final yardstick by which basic research ideas are evaluated. Academicians and other researchers investigate novel theories, apply theory to real-world situations, conduct futuristic research, create new goods and services, and engage in other activities as part of their research. A new item, like an invention, or the process of creating and introducing new things are frequently referred to as innovations. Innovations in the tech industry are typically new products, but they can also be new approaches to problems or even new ways of thinking. A new item, like an invention, or the process of creating by promoting ideas (IIC).

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

5. CONCLUSION

Additional Information :

Christ College of Engineering and Technology, a unit of Sam Paul Educational Trust, was established in the year 2007 with the aim of empowering young aspirants into successful professionals. This Premier Institution was founded with a Nobel vision by Dr. S. R.S. Paul, a multi-faceted personality – A philanthropist, an Entrepreneur, an Educationist, a Sportsman, and a Lawyer. His dynamic leadership won widespread appreciation. Dr. A. Siva Kumar is administering this Temple of Technological Education, Principal, a beacon of light who has been directing both the students and staff in the right way toward academic exploration.

Approved by the All-India Council for Technical Education (AICTE), Government of India, and affiliated with Pondicherry University, the College offers courses of study that are on the frontiers of knowledge, and it connects the spiritual and practical dimensions of intellectual life, in a stimulating environment that fosters rigorous scholarship and supportive community.

Our Institution has been progressing to new heights every year in the pursuit of Technical Education and it offers Six B.Tech courses-CSE, IT, ECE, EEE, MECHANICAL, CIVIL and Two PG courses- MBA and MCA. The institution has rich ambience for learning, excellent infrastructure facilities with state-of-art laboratories, well stocked digital library, highly qualified and experienced faculty.

The Institution has an excellent Academic and Placement Record, and has produced 18 Gold Medallists, 155 University Rank Holders and 85% of our students are graduated since its inception.

The College is located in the heart of Puducherry city and operates its own fleet of buses in and around the city for the convenience of students and staff. Helping Drops Scheme has been functioning in our college to support economically backward cum meritorious students financially to pay their tuition fees.

Concluding Remarks :

CCET's commitment towards fostering innovation, extension activities, impactful research, and collaborative partnerships cultivates a vibrant academic environment. This environment empowers students and faculty to contribute meaningfully to technological advancements, societal progress, and knowledge creation. Through this holistic approach, CCET aspires to be a leading center for engineering education, shaping responsible engineers who are innovators, problem-solvers, and active contributors to a better world.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<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>Answer before DVV Verification :</p> <p>Answer After DVV Verification :5</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
1.2.2	<p>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</p> <p>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</p> <p>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>777</td> <td>875</td> <td>910</td> <td>1138</td> <td>1325</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>185</td> <td>140</td> <td>144</td> <td>181</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	777	875	910	1138	1325	2022-23	2021-22	2020-21	2019-20	2018-19	00	185	140	144	181
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2022-23	2021-22	2020-21	2019-20	2018-19																	
00	185	140	144	181																	
2.4.2	<p>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)</p> <p>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</p> <p>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>18</td> <td>20</td> <td>18</td> <td>32</td> <td>44</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>21</td> <td>22</td> <td>20</td> <td>33</td> <td>45</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	18	20	18	32	44	2022-23	2021-22	2020-21	2019-20	2018-19	21	22	20	33	45
2022-23	2021-22	2020-21	2019-20	2018-19																	
18	20	18	32	44																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
21	22	20	33	45																	

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	3	8	0	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	3	0	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	9	4	5

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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.

Answer before DVV Verification :

Answer After DVV Verification :25

Remark : As per the revised data and clarification received from HEI, based on that DVV input is

recommended.

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
87.37	26.71	23.03	75.96	104.76

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
41.42	12.44	14.14	13.43	18.54

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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
223	236	308	362	421

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
218	225	304	349	413

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
287	290	419	496	593

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
272	268	416	490	504

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	7	2	8	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	6	2	8	4

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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
38	39	21	25	34

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	12	14	15

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
53	50	53	79	115

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
46	39	47	73	110

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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***

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
53	50	53	79	115

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
53	50	53	79	115

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	8	8	9	8

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions

1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 243 Answer after DVV Verification : 239
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