# SELF STUDY REPORT

## FOR

## 1ˢᵗ CYCLE OF ACCREDITATION

## CHOUKSEY ENGINEERING COLLEGE

NH-49, LAL KHADAN, MASTURI ROAD
495004
www.cecbsp.in

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2024**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Chouksey Engineering College, Bilaspur was established at Lal khadan which is just 3.5 kms from main railway station Bilaspur,under the aegis of the H. K. Kalchuri Educational Trust, Bhopal, known as LNCT GROUP, started with the aim of providing educational opportunities to the deserving and under-privileged section of the society. It was established in the year 2001 with the moto of 'Working towards being the Best' . It is first started with 3 branches of engineering now it has 7 UG and 4 PG courses. And having NBA accreditation in Civil Engineering. The campus is calm and pleasant with peaceful environment which spread over a sprawling area of 7.5 acres and surrounded by lush green and fertile lands. Thus, the location is with tranquil beauty, ideal and appropriate for peaceful and productive learning, leading the students towards a hopeful future. The campus possesses ecofriendly environment.

The Institute's primary aim is to contribute positively to national development by imparting top-tier technical education and training to aspirant individuals. It has achieved commendable progress in attracting and retaining highly qualified and experienced faculty, developing high profile academic infrastructure including various well established laboratories, a team of well trained teachers who have created conductive atmosphere for learning and research.

With an aim to stay value conscious, competent and receptive to current rapid changing economic and industrial developments, Chouksey Engineering College Bilaspur has taken up the challenge not only to give technical and corporate training to the students but also to make them self confident and better human being with leadership qualities.

**Vision**

To be a leading technical institute of National and International repute, providing quality education and to produce technically competent, ethical and socially responsible professionals.

**Mission**

- To provide students with the best possible inputs through faculty, infrastructural facilities and opportunities by the best available means.
- To produce best engineers and managers with the sense of duty to humanity and a commitment to their society and country.
- Producing technically skilled manpower to meet the unique needs of industries that forge new paths, develop new products and come up with innovative solutions.
- To prepare students to be eligible for placement in PSUs/Government Sectors/MNCs/Private Sectors.

**Quality policy**

       We created a serene, conductive and congenial environment and an excellent infrastructure in the form of magnificent building, well equipped laboratories, computer centers and library facilities and provide

quality technical education by imparting sound knowledge engineering sciences and the latest development in the frontier areas of various technologies.

We stand for inculcating and developing the skills and qualities of entrepreneurship, innovation and creativity and knowledge intensive work culture necessary for continual self development and growth, as well as for facing the new challenges of rapid growth and global competition.

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

**Institutional Strength**

- Proactive and Visionary management having experience of more than 25 years of experience in running technical education and having experience of running 45 technical, medical and higher education institutes and universities.
- Well defined Vision, Mission, Programme Educational Objective
- Support to students with more effective and efficient mentoring system
- Faculties with well qualified, experienced and committed towards the vision and mission of institute.
- Laboratories with well maintained and modern equipments.
- Excellent infrastructure facilities
- Conducting remedial classes for slow learners and additional support for advanced learners.
- Mandatory 14 weeks internships for the students in the curriculum
- Good placements record
- Practicing outcome-based Education
- Good Success rate of students
- Well stacked library of text books, journals and digital resources
- Use of ICT tools by all faculty members
- Indoor and outdoor sports facilities with the facility for day night matches too.
- Active student environment-learning communities, programs, student organizations and clubs
- Ever-growing Innovation and Entrepreneurship awareness activities
- Regular Parent-Teacher Meetings
- Training students on life skills from beginning of the program
- Well established career guidance cell
- Incentives to faculty for promoting Research and Development
- Empowerment of faculty and decentralization of administration.
- Regular Parent-Teacher Meetings
- Welfare schemes for faculty and students
- Well maintained hostels for boys and girls with additional amenities
- Outreach and extension programs
- Active student environment-learning communities, programs, student organizations and clubs

**Institutional Weakness**

- As maximum students are from rural areas and hindi medium hence they have poor communication skills.
- Government scholarship is not disbursed to students in time which affect several policies and activities of institute.

- Due to limited air connectivity with metros and international cities some times extra effort is needed for campus drive
- Lack of diversity of students

**Institutional Opportunity**

- Establish academic links with renowned national and international institutions for student exchange and interactions to enhance the level of their knowledge in the respective areas
- Enhance faculty exposure to industry by sending them to industries and use the experience to improve the curriculum from time to time
- The Industrial visits for students to increase industry interactions and employability
- Students exposure to real world problems and solutions.
- Scope to harness potential of strong Alumni base for betterment of the Institution
- Transform pedagogical practices and adopt latest technological relevant courses in curriculum
- Scope to incubation facilities for tech-based start-ups providing higher viability for market Space
- Possibility of networking among academia, R&D institutions and local industry to form R&D clusters.
- Increased access to get funds from various government and non-government agencies for Research and Development Activities.

**Institutional Challenge**

- Creeping commercialization posing challenges to quality education in higher education.
- Bring to the force the institution to the deemed status.
- Continuous variation in technology that challenges the employability of the students and poses challenge for the right curriculum
- Lack of enthusiasm of engineering graduates to join PG courses in engineering due to noticeable lack of
- Significant benefit in employment for PG degree holders other than in the academia

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

Institution Affiliated to Chhattisgarh Swami Vivekanand Technical University. The Institution follows the syllabus and scheme prescribed by the University. This curriculum is revised periodically by the university Board of Studies, which helps in updating the syllabus so as to satisfy the needs of all key stakeholders. Various academic and extracurricular activities are executed as per institutional academic calendar. Academic schedule of the institute is carefully planned before the commencement of every semester taking into account the possible number of working days, weekends, as well as national and local holidays. Plans are made in advance for workshops, seminars, cultural events, industrial trips, internal and continuous assessments, course coverage, tentative dates for university exams and practical exams, etc. Making plans in advance makes it easier to carry out extracurricular, co-curricular, and curricular activities without any complications.

Students are free to choose their electives based on their areas of interest. Extra courses, Massive open online courses and add-on courses that enhance students abilities are encouraged within the campus. Faculty members have been carefully selected based on their background and area of expertise in the field, for students to get the

most out of their academic time. Methodical approach, preparation, and documentation ease the process. PTA meetings, academic audits, class/course/Advisory Committee meetings are all held at CEC on a regular basis to monitor and enhance the teaching and learning process.

By creating a lively learning environment, learners become independent, they get projects, internships, content beyond curriculum, industrial visits where they get interactive learning opportunities to bridge the syllabus gap and improve their employability.

An efficient feedback system helps in the analysis and improvement of the institution's performance. Decision-making processes include annual audits, alumni gatherings, and the collection of input from stakeholders, parents, staff, and students.

## Teaching-learning and Evaluation

The classroom environment in our country is traditional, yet it accommodates students with lateral thinking abilities. Education here is a dynamic process that evolves to meet changing circumstances and times, representing a continuous reconstruction of experiences and a lifelong journey.

The Institution maintains a student-faculty ratio of **10.6:1** to ensure effective teaching. Each semester's academic calendar is prepared in accordance with the affiliating university's guidelines. Students are identified as advanced or slow learners based on their learning abilities, and special programs are arranged to enhance their performance. For slow learners, remedial classes, bilingual explanations, and discussions are conducted after class hours to improve understanding. Internal tests and end-semester examinations provide continuous assessment, with question papers following Course Outcomes (COs), Program Outcomes (POs), and the Revised Bloom's Taxonomy. This process is transparent and strictly adheres to the academic calendar.

The Academic Committee ensures syllabus completion and collects feedback from students through the Feedback Committee. The average pass percentage of students over the last five years is 91.8%. Faculty members are assigned as mentors for academic counseling and other related issues, with over 95% of full-time teaching positions filled. Student-centric methods are adopted to enhance learning experiences, and the institution promotes ICT teaching methodologies through e-learning resources such as NPTEL courses, virtual labs, smart classrooms, eBooks, and e-journals.

Course Outcomes (COs) are defined for all subjects and mapped to Program Outcomes (POs) and Program Specific Outcomes (PSOs), with attainment levels calculated and evaluated. The student feedback mechanism helps identify strengths and areas for continuous improvement in the teaching-learning process.

## Research, Innovations and Extension

The Key point of this criterion is Resource Mobilization for Research, Innovation Ecosystem, Research Publication and Awards, Extension Activities and Collaboration.

The Chouksey Engineering College management encourages its teachers to submit research proposals, and conduct research for which a research committee has been in place to facilitate the research and extension

activities. The committee organizes workshops and sensitization programs to create research spirit among teachers and students. Some faculty members at individual level from the Department of Management, Civil and Electronics and Electrical Engineering have got research projects sanctioned, which have been successfully completed and a few in progress. Many teachers in the College have published their research papers in reputed National and international journals with good impact factors.

The institution is also actively involved in extension activities to help society by its services. **National Cadet Corps (NCC):** The NCC wing of our college conducts various programs. They organize tree plantation activities, clean the statues of great leaders, and run cleanliness campaigns. Additionally, they hold plastic eradication rallies, promote tobacco bans through campaigns, organize blood donation drives, and conduct river and pond cleaning initiatives. **National Service Scheme (NSS):** Every year NSS organizes different activities such as Swachh Bharat Abhiyan, free medical checkup, awareness programme on solar energy, rainwater harvesting, importance of agricultural and tree plantation drive at different places of Bilaspur. The NSS also organizes drawing–painting competition at the deaf and dumb school of Bilaspur. The NSS unit works hard to donate cash, medicine and food to the sufferers.

## Infrastructure and Learning Resources

Chouksey Engineering College is located in a picturesque setting amid lush greenery. It is blessed with a serene and poignant ambience apt for teaching and learning. The institute was established and nurtured by sharp minds whose acute vision has resulted in a systematically planned extensive campus with all the requisite facilities for a technological institute of higher learning. There are 28 well maintained classrooms, 2 seminar halls, 46 labs, along with workshops and tutorial rooms. The labs are well equipped to further our vision of developing the institute into a strong research driven college, capable of working on the frontiers of the various branches of engineering. The institute also has the Center of Excellence in association with L&T Cement serves as a hub for cutting-edge research, skill development, and collaborative initiatives in Engineering. As an environmentally friendly campus, we have also a solar power plant of 150 Kilo Watt.

Our central Library bas an area of 7100 sq. feet . The library subscribes to 84 journals and has got a collection of 30411 volumes of books consisting of 6396 titles as well as 3960 volumes of E-books along with 426 titles in different domains of Engineering and Technology. Library is automated with a library management software ERP Based Accsoft2. We have Digital Library too which is equipped with 10 Multimedia computers along with the internet facilities, at where the staff, students and research scholars can access the E-resources. The library is the member of the National Digital Library of India (NDLI) and Developing Library Network(DELNET).

Our IT infrastructure includes over 514 computers, out of which 01 server with Xeon E-5 version-2, 8 GB RAM, 1.0 TB hard drive. In the institute Internet facility is provided with the bandwidth of 200 Mbps. The campus is networked through Optical Fiber, Ethernet, and Wi-Fi. The Wi-Fi is configured in the campus with 20 access points.

## Student Support and Progression

The institute aims constantly to provide students with the assistance they require to excel academically, to get valuable experiences for learning on campus, and to support their overall growth and development. Through workshops on soft skills and personality development, we are dedicated to improving the skill sets and shaping

the capacity-building proficiencies of our students. To bridge the curricular gap, the institute has set up a planned, structured, and well-organized guidance and counseling system for students to develop their skills and abilities. The Institution offers its students comprehensive support for scholarships in accordance with Central and State Government schemes, catering to different socio-economic groups such as SC, ST, and OBC, in addition to institutional scholarship programs.

The Institute works diligently for student's progression for employability and / or for higher education and provides students a fair chance to transform them into professionals at the completion of their program. Training & Placement Cell is working hard for capability enhancement and development of students. Institute endorses and provides students with internships in esteemed organizations. The TPO and departments conduct various training program and workshops on soft skill development programs, competitive exam preparation classes, career counseling, language and communication skills, aptitude and reasoning and personality enhancement sessions to ensure the success in placements. The institution promotes active participation of the students in social and cultural activities.

Institute has various committees to address the issues pertaining to Grievances, Ragging, and Sexual Harassment at work place etc. The institute has a registered Alumni Association contributing for the development of students through financial / non-financial means. Alumni help students for placement and career planning. The objective of the Alumni Association of the institute is to reach out, engage with and serve all alumni, present students and faculty members in order to facilitate a meaningful and productive network of all these stakeholders.

**Governance, Leadership and Management**

Chouksey Engineering College's governance, leadership, and management strive to translate the Institution's vision into reality through the following means:

The Board of Management of the Institution holds meetings frequently to discuss and arrive to a consensus on the administrative and academic functions of the college.

The Director heads the academic and administrative setup. HoDs support in various academic activities as well as administration. Various committees headed by senior faculty members are formed by the Director. These committees help in the decentralization of work and ensure collective responsibility among faculty members. All staff members have freedom to express their views and their innovative ideas. The college provides advanced teaching facilities and excellent placement. The Grievance Redressal Committee looks into the grievances of both the students and staff, conducts an enquiry and addresses the grievances amicably and professionally.

Number of teachers are provided with financial support to attend conferences/workshops and membership fee of professional bodies. Total number of Faculty Development Programms, Management Development Programmes and Professional Development Programmes organized by the Institution is 12 during the assessment period and Average percentage of teachers and non-teaching staff attended is above 95%. Welfare measures provided to the teaching and non-teaching staff include duty leaves for attending university and

institute level assignments. Provident fund, group insurance, and gratuity for eligible faculty. Medical facility is available to meet medical emergencies on campus. Medical leave for hospitalized staff members. Maternity leave benefits, paternity leaves, and bereavement leave is provided to faculty & staff. If the staff members meet with an accident, financial assistance is provided. Festival advance as and when required, group insurance, crash course in computer basics for the interested supporting staff and casual leaves are provided for all the faculties and non-teaching staff. A well-defined system for faculty appraisal is followed in the Institution. External and internal financial audits are conducted periodically and improvement strategies are developed based on the audit report. A quality assurance cell (IQAC) has been instituted for initiating quality education including proper documentation and record.

## Institutional Values and Best Practices

Our Institute address all concerns of discrimination based on gender and provides a setting where men and women can coexist with a sense of both personal protection and dignity through the Internal Complaints Committee. Our Institute rests on creating a safe environment for our female students to provide equity and empowering motivation. The pedagogy of gender sensitization is not only limited to classrooms alone but also has created a vibrant campus environment that is safe and sound for girl students in our Institute. CCTVs are installed at the main entrance of the college gate, every classroom, hostel, corridor of every floor, canteen, pathways, parking area, hostels etc. The campus has gymnasium and playground facilities to enhance the mental and physical fitness of the students. The Institute provides sufficient sports facilities for indoor and outdoor games. There are female warden for the security purpose, in the rotation employed in the girl's hostel. Entry is restricted to the hostel confide only. An Ambulance facility is available 24/7 to meet medical necessities. Common rooms and counseling rooms are available for girls in the academic block.

Students from different regions also participate in cultural & technical fest competitions organized in the Institute, like essay writing, debates, declamation contests, poster making, wall painting, rangoli, etc., to sensitize Indian Diversity.

Under the guidance of NSS, the organization tries to promote socially conscious initiatives. It hosts camps with topics like health, environment, rural development, skill development, and value education. To promote harmony on various significant holidays, such as International Women's Day, National Integration Day, and International Yoga Day, by organizing events and fostering an environment accepting linguistic, cultural, regional, communal, socioeconomic, and other differences.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | CHOUKSEY ENGINEERING COLLEGE |
| Address | NH-49, Lal khadan, Masturi Road |
| City | Bilaspur |
| State | Chhattisgarh |
| Pin | 495004 |
| Website | [www.cecbsp.in](www.cecbsp.in) |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | Kailash Chandra Mahajan | 774-6099992 | 8770353181 | - | principalcec@cecbilaspur.ac.in |
| IQAC / CIQA coordinator | Sharad Kumar Kaushik | 780-3053030 | 9303531566 | - | sharadk@cecbilaspur.ac.in |

| Status of the Institution | |
|---|---|
| Institution Status | Private and Self Financing |

| Type of Institution | |
|---|---|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|---|---|
| If it is a recognized minroity institution | No |

| Establishment Details |
|---|
| |

| State | University name | Document |
|---|---|---|
| Chhattisgarh | Chhattisgarh Swami Vivekanand Technical University | [View Document](#) |

**Details of UGC recognition**

| Under Section | Date | View Document |
|---|---|---|
| 2f of UGC | | |
| 12B of UGC | | |

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|---|---|---|---|---|
| AICTE | [View Document](#) | 15-05-2023 | 12 | Approved |

**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 | NH-49, Lal khadan, Masturi Road | Urban | 7.5 | 22500 |

# 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,Mechanical Engineering,Mechanical Engineering | 48 | Intermediate | English | 60 | 7 |
| UG | BTech,Computer Science And Engineering,Computer Science and Engineering | 48 | Intermediate | English | 120 | 49 |
| UG | BTech,Civil Engineering, Civil Engineering | 48 | Intermediate | English | 60 | 15 |
| UG | BTech,Electrical And Electronics Engineering,Electrical and Electronics Engineering | 48 | Intermediate | English | 30 | 16 |
| UG | BTech,Electronics And Telecommunication Engineering,Electronics and Telecommunication Engineering | 48 | Intermediate | English | 30 | 0 |
| UG | BTech,Artificial Intelligence And Machine Learning,Artificial Intelligence and Machine | 48 | Intermediate | English | 60 | 12 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Learning | | | | | |
| UG | BTech,Artificial Intelligence And Data Science,Artificial Intelligence AI and Data Science | 48 | | Intermediate | English | 30 | 13 |
| PG | Mtech,Mechanical Engineering,Production Engineering | 24 | | B.Tech | English | 18 | 6 |
| PG | Mtech,Computer Science And Engineering,Computer Science and Engineering | 24 | | B.Tech | English | 18 | 8 |
| PG | Mtech,Electronics And Telecommunication Engineering,Digital Electronics | 24 | | B.Tech | English | 18 | 2 |
| PG | MBA,Management, | 24 | | Graduation | English | 60 | 29 |

**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 | 4 | | | | 9 | | | | 63 | | | |
| Recruited | 2 | 2 | 0 | 4 | 8 | 1 | 0 | 9 | 34 | 29 | 0 | 63 |
| 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 | | | | 26 |
| Recruited | 22 | 4 | 0 | 26 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 19 |
| Recruited | 17 | 2 | 0 | 19 |
| Yet to Recruit | | | | 0 |

## Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 2 | 2 | 0 | 4 | 1 | 0 | 0 | 0 | 0 | 9 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| PG | 0 | 0 | 0 | 3 | 1 | 0 | 34 | 27 | 0 | 65 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 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 | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 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 | Others | Total |
| | 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 | 82 | 1 | 0 | 0 | 83 |
| | Female | 30 | 0 | 0 | 0 | 30 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 32 | 0 | 0 | 0 | 32 |
| | Female | 13 | 0 | 0 | 0 | 13 |
| | 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 | 24 | 35 | 42 | 33 |
| | Female | 2 | 8 | 12 | 15 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 11 | 5 | 14 | 12 |
| | Female | 0 | 3 | 2 | 3 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 57 | 79 | 100 | 92 |
| | Female | 12 | 19 | 13 | 22 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 37 | 45 | 50 | 46 |
| | Female | 15 | 27 | 17 | 33 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 158 | 221 | 250 | 256 |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | The NEP 2020 embodies provisions for develop multiple capacities in the intellectual, aesthetic, social, physical, emotional, and moral domains. NEP 2020 appears to be a significant milestone in higher education. After the announcement of NEP, The CEC Bilaspur motivated its teaching fraternity to attend various online programmes on NEP so as to get an overview of the Policy. The members of the faculties attended the sessions organized by different colleges, University and the AICTE. As the CEC Bilaspur is affiliated to Chhattisgarh Swami Vivekananda Technical University, it shall implement the NEP as and when it is enforced by the Government of the CG and the CSVTU. The college has been encouraging Multidisciplinary/ Interdisciplinary activities since its inception which are also helpful in creating a very vibrant multidisciplinary environment in teaching as well as research. |
|---|---|
| 2. Academic bank of credits (ABC): | As per the Notification from AICTE and the University, every student should have "Academic Bank Account" at the National Academic Depository. This account has a record of academic credits earned by the Student from course(s) of study. Academic Bank of Credits is essentially a creditbased, and highly flexible, student centric facility. The CSVTU is supposed to implement ABC from the current session so that the student fraternity will avail the benefits of credit transfer. All the students of the CEC Bilaspur have an ABC account. The details of which are communicated to the University. |
| 3. Skill development: | The Institute focuses on providing skills to the students. Various programmes and sessions are organized for providing technical skills to the students. The students of the Department of computer Science, Artificial Intelligence attend to the various Guest lectures and Training coding and new age computer programming skills. The students of Mechanical. Electrical and Electronics and Civil Engineering are taking to concerned industries and are attached to workshops to acquire skills pertaining to the different technical areas. In addition to this, the university and the college has a clear academic policy for enhancement of skills through project work, vocational training, industrial visits and internships. Every student of VIII semester has to undergo a |

| | rigorous real-time project work. In the VII Semester students undergo a Minor Technical Project. The project works help the students in acquiring skills. Apart from this, the Institute facilitates the students for Industrial Visits, which help them in learning professionalism and exposure to the application of theoretical knowledge. |
|---|---|
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): One of the important objectives of NEP is to draw "from our past and integrating the Indian Knowledge Systems" so that our ancient systems of knowledge is transmitted to the young generation to help them know Indian perspectives. This shall enable them to understand the values, culture and achievement of past centuries. As per the guide lines of the AICTE, the Institute has introduced a mandatory classes on 'Indian Constitution and Traditional Knowledge' for all the UG students. To augment the lectures and learning in the class room, text books concerning Indian Constitution and Cultural heritage of India have been purchased. |
| 5. Focus on Outcome based education (OBE): | The teaching-learning practices at the Institute are based on Outcome Based Education (OBE) for the past one decade. It follows student centric approach and outcome oriented teaching learning process. Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) are well communicated to the students. Programme Outcomes (POs) represent the graduate attributes as formulated by National Board of Accreditation. Programme Specific Outcomes (PSOs) are specifically defined outcomes of the programme which the graduates have to acquire by the end of the programme. Each class displays the Programme Outcomes (POs) for the students to remain focused on the outcome of the syllabus learnt. The faculty members keep Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) in their course files. |
| 6. Distance education/online education: | CEC Bilaspur encourages our students and faculty to register and write examinations under SWAYAM-NPTEL. The college ahas registered NPTEL local Chapter who is lead by a Coordinator. The Institute was rewarded for by NPTEL it record number of students and their performance. The teachers and the |

students who perform excellently are honored by the college too. The faculty members and the concerned HoDs guide the students to take-up courses that may facilitate either their course learning or may help them to built their career.

**Institutional Initiatives for Electoral Literacy**

| | |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes |
| 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? | Yes |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | The Institute had established an Electoral Literacy Club in 2018. is a dynamic initiative aimed at fostering awareness and understanding of the electoral process among students. Established with the vision of promoting active citizenship and democratic participation, the ELC serves as a platform for students to engage in discussions, rallies, and outreach activities related to elections and governance. The Club organizes different activities related to Adult Franchise and Voter awareness Programmes. The club activities are looked after by a team of students who work under the guidance of a Faculty Coordinator. The activities are two fold. First is the category of the activities that focuses on the awareness of the students towards democratic duties and voting. The other category of the activities aim at the sensitization of adult franchise in the society. Some of the prominent activities organized in the past by the Club are- Rangoli Competition, Speeches, Bike Rally, Human Chain Building and Essay Writing Competition. The Club also facilitates/guides the eligible freshers of the CEC Bilaspur to register on Electoral Roll. Electoral Literacy Club of CEC Bilaspur serves as a catalyst for building a culture of electoral awareness and participation, inspiring students to become active agents of change in their society. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research | The other category of the activities aim at the sensitization of adult franchise in the society. Some |

| projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | of the prominent activities organized in the past by the Club are- Rangoli Competition, Speeches, Debates, Bike Rally, Human Chain Building and Slogan Writing Competition. |
|---|---|
| 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. | The Club also facilitates/guides the students above 18 years of the CEC Bilaspur to register on Electoral Roll. Electoral Literacy Club of CEC Bilaspur serves as a catalyst for building a culture of electoral awareness and participation, inspiring students to become active agents of change in their society. |

# 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 |
| --- | --- | --- | --- | --- |
| 778 | 890 | 895 | 928 | 1055 |

| 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: 107**

| 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 |
| --- | --- | --- | --- | --- |
| 73 | 71 | 72 | 73 | 72 |

## 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 |
| --- | --- | --- | --- | --- |
| 276.526 | 289.087 | 241.930 | 309.029 | 316.660 |

| 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:**

Chouksey Engineering College (CEC) has well defined system for planning and effective implementation of the curriculum.

**Curriculum:** Being an affiliated college of CSVTU, we follow the curriculum prescribed by the university. This curriculum is revised periodically by the university Board of Studies. The curriculum gaps are identified and activities are planned to overcome the gaps. As we are approved Institute of the AICTE New Delhi, model curriculum and the courses prescribed by AICTE not covered by CSVTU, are offered as Value added courses or addressed through topic beyond curriculum.

**Academic Calendar:** The CSVTU, Bhilai publishes the University Academic Calendar for both the semesters. The academic calendar providing details regarding date of commencement of academic session, duration of semester, period of internal assessments and end semester examinations in an academic year.

**Curriculum Delivery Plan and Implementation :** The curriculum delivery plan meets the OBE components like POs, PSOs, and COs as defined by regulatory bodies and departmental committees. The measures are

1. Upon release of university academic calendar, the IQAC discuss, decide, and plan the college calendar of events. It includes number of working days, schedule for conducting internal assessment tests, submission of assignments in each unit by the students, conducting Class Committee meetings, Course committee meetings and collecting on-line feedback. Post these; respective department heads in consultation with department faculty members will prepare the department calendar of events.
2. The Time table coordinator of each department circulates the skill matrix and collect the subject preferences from all the faculty members. Based on these, subjects are allocated by the HoD before the beginning of every semester.
3. The Faculty prepares the Lesson Plan, Notes of lesson, assignment topics, and question bank and sample university question papers. They are verified by IQAC team and HoD.
4. Every month, the log books are verified and the status of portion completion is periodically monitored by the HoD.
5. Online feedback is collected twice in a semester from students.

**Process of Monitoring**

- The senior members handling a subject are nominated as course coordinators for that subject to monitor the status of course delivery.
- IQAC periodically verifies the quality of delivery process through regular audits of Question paper audits, Answer script audits , Course file audit and will continuously monitor the attendance and syllabus coverage for every fortnight, and corrective measures are taken for any deviation observed.

**Conduct of Internal Assessment:** To ensure the institute strictly complies with the university academic calendar accommodating all planned activities, the Institute academic calendars help faculty members to plan their respective course delivery and undertake academic and other activities. Department heads closely supervise and monitor completion of the syllabus as per the lesson plan prepared by faculty members. Portions for each CIE are decided well in advance and faculty members are required to stick to it.

| File Description | 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:** 51

| File Description | 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](#) |

**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:** 63.79

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 |
|---------|---------|---------|---------|---------|
| 587 | 577 | 542 | 596 | 598 |

| 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:**

**Issues related to Gender:**

The Institute addresses cross cutting issues relevant to gender. Boys and girls are encouraged to work together in various curricular (laboratory, classes and group project work), co-curricular and extracurricular activities. No discrimination is made between boys and girls while forming committees of associations and clubs.

**Issues relevant to Environment and Sustainability, Human Values and Professional Ethics:**

CSVTU prescribes various compulsory courses in the curriculum of various semesters which address issues relevant to Environment and Sustainability, Human Values and Professional Ethics. Various courses of curriculum and the relevant issues are indicated in the following table:

| Course | Semester | Relevant Issue |
|--------|----------|----------------|
| Environmental Science and Sustainability | 1st and 3rd | Climate change, biodiversity loss, resource depletion |
| Environmental Ethics | 3rd and 5th | Moral obligations towards nature, environmental justice |
| Sustainable Development | 2nd and 4th | Balancing economic growth with environmental protection |
| Ethics in Technology and Innovation | 5th and 7th | Ethical implications of technological advancements |
| Sustainable Business Practices | 6th and 8th | Integrating environmental and ethical considerations into business |

*1. Professional Ethics and Human values*

- In view of promoting the professional ethics among the engineering graduates the CSVTU has introduced professional ethics as a elective course.

- Even though it is in academic curriculum the college takes efforts for integration of ethical and human values through extracurricular activities such personality development, yoga, meditation etc.
- The institute is organizing various programmes under NSS to inculcate human values among students.
- Different activities like guest lecture, seminar and workshops relating to the professional ethics and human values have been organized for students.
- Different social activities have been initiated by the college like Health and Hygiene awareness programmes, Medical check-up camps, AIDS awareness programmes, Blood donation camps, etc.
- Apart from this, industrial visits are arranged for the students to know about the work culture and practices in the industries. Every year, in summer and winter vacation, the students are encouraged to undergo internship and training in leading organizations.

*2.Gender*

- Institute's woman empowerment cell has been working consistently for women safety in college campus and other problems related to girl students.
- Numbers of programmes are specially conducted for promoting gender equality.
- Institute has organized various workshops and invited talks on Woman Empowerment, Laws for Woman, Role of Woman in Nature Conservation, The Sexual Harassment of Woman at workplace etc.

*3. Environment and Sustainability*

The subjects like Environmental studies, Air pollution and control, Environmental Chemistry are provided as elective subjects to the students to make them to learn about the significance of safe guarding our environment. Digitizing the regular activities is encouraged. The usage of plastics is avoided inside the campus. Students are motivated to do more projects related to environment issues and finding solution to that. Clean and Green environment is made inside the college campus. Through the NSS, health and hygiene camps are organized to create awareness to the public in rural areas. Students are motivated to develop projects which can help to reduce air pollution and sustain a pollution free environment.

| File Description | 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:** 72.49

| 1.3.2.1 **Number of students undertaking project work/field work / internships** ||
|---|---|
| Response: 564 ||
| **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](#) |
| 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:** 45.23

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 158     | 221     | 251     | 256     | 280     |

2.1.1.2 **Number of sanctioned seats year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 504     | 504     | 504     | 504     | 562     |

| 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](#) |

**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:** 58.51

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 |
|---------|---------|---------|---------|---------|
| 121     | 175     | 202     | 185     | 197     |

**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 |
|---------|---------|---------|---------|---------|
| 294     | 294     | 294     | 294     | 328     |

| 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:** 10.66

## 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:**

The Institute organizes various Faculty Orientation Programs focused on innovative pedagogical initiatives to enhance the teaching-learning process. As part of this active institutional practice, faculty members integrate relevant topics from modern pedagogy into their course plans.

Pedagogical approaches are essential for effective course content delivery and vary according to the target audience. Faculty members receive course assignments based on their preferences and expertise approximately one month before the semester begins. After courses are assigned, faculty members create comprehensive course plans, assignment questions, quiz questions, and related materials tailored to each specific course. These course handouts and materials align with the lesson plans and course objectives and are subsequently uploaded to platforms such as Google Classroom or Google Drive.

 **Application-Based Courses:**

1. Using PowerPoint presentations to illustrate practical applications.

2. Employing animated videos to demonstrate real-world scenarios.

3. Implementing project-based learning to address real-world problems.

4. Organizing workshops for hands-on experiences.

5. Arranging expert talks, group discussions, and tasks based on real-life experiences.

6. Utilizing open-source software for practical exposure to industry-standard tools.

7. Using LCD projectors and interactive teaching methods to enhance engagement and application of course concepts.

 **Student-Centric Methods:**

The institute follows a detailed academic calendar that includes working days, major events, CTs, and End Semester Examinations (ESE). Student-centered learning features problem-solving techniques and interactive learning. Activities such as add-on/certificate courses, guest lectures, group discussions, design projects, workshops, conferences, seminars, industrial visits, and major projects are well planned within the academic calendar.

 **Experimental/Practical Learning:**

1. **Project-Based Learning**: Faculty inspires students to undertake projects related to societal interests, providing technical solutions to modern challenges.

2. **Internships/In-Plant Training**: Students are motivated to undergo internships during summer training to gain practical application knowledge and experience real-world problems.

3. **Practical Sessions**: Well-equipped laboratories with the latest instruments are used for comprehensive practical sessions, engaging students in curriculum-based learning.

4. **Fieldwork**: Students engage in ethical learning processes by understanding environmental impact and sustainability practices through regular industry visits.

### Problem-Solving Methodologies:

Faculty members mentor students in various activities to help them achieve better academic and personal outcomes. They provide support to overcome academic and personal concerns, ensuring comprehensive academic mentoring. Quizzes, project work, and classroom questions help students enhance their analytical and reasoning skills.

### Participatory Learning:

1. Internships, Projects, and Industrial Visits: These activities enhance managing and communication skills through practical industry exposure.

2. Group Discussions and Competitions: These activities improve communication and discussion skills.

3. PDP Classes: These classes enhance personality, aptitude, and reasoning skills.

4. Extension Activities: These activities help students improve societal and ethical values.

### ICT-Enabled Tools and Online Resources:

1. Learning Management Systems (LMS): Platforms like ERP, MS Teams, and Zoom facilitate course management, content delivery, and teacher-student interaction.

2. Online Courses and MOOCs: Faculty members encourage students to enroll in MOOCs (Massive Open Online Courses) through platforms like Coursera for certification courses.

3. Virtual Labs and Simulations: These tools provide practical and hands-on learning experiences, even when physical labs are not accessible.

| File Description | 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:** 96.27

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 |
|---------|---------|---------|---------|---------|
| 75 | 75 | 75 | 75 | 75 |

| 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:** 13.3

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 |
|---------|---------|---------|---------|---------|
| 13 | 9 | 8 | 10 | 8 |

| 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 awareded 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:**

At the CEC an examination cell is constituted every academic year, comprising of a senior Faculty member as College Examination Officer (CEO), Senior Supervisor, Asst. Senior Supervisor, other teaching faculty and non-teaching staff as members for smooth conduct of end semester examination. The end semester examination is conducted by CSVTU, and the students appear for the examinations conducted in the college. The college follows strictly the guidelines and rules issued by the CSVTU while conducting internals mid-SEM and external End-SEM examinations. For conducting the internal assessment test, a department level coordinator/committee is constituted for smooth conduction of internal assessment within the department.

Broadly, there are two assessments at our college: (1) External End Semester Examination (ESE) and (2) Continuous Internal Assessment (CIA). The role our college is to implement the directions given by CSVTU. The exam-related activities of ESE such as the preparation of question papers, exam supervision, and answer sheet evaluation, result declaration, etc. are carried out by the CSVTU. All information related to ESE is communicated in advance, and the same is communicated to the students accordingly by all the HoDs. The assessment ratio of ESE and CIA is **70:30**respectively. The CIA is controlled by the HoDs and Exam Cell whereas the College Examination Officer (CEO) will control the entire process. The preparation of the question paper, smooth conduct of the Exam, and evaluation are controlled by the CEO for Mid-Sem evaluation.

- **MECHANISM FOR GRIEVANCE REDRESSAL**

The CEC is keen to address grievances related to assessments (both ESE and CIA). Students have multiple channels to raise their grievances including the subject teacher, mentor, Head of the Department, CEO, and Principal. The grievances are classified into College Level and University Levels.

- **COLLEGE -LEVEL GRIEVANCES**

If a student raises that the marks, he/she scored for any paper is not up to his/her expectations, the student can opt for revaluation through a letter within **seven** days of declaring the results on notice board. The principal, IQAC, and CEO continuously observe every process of internal assessments and make necessary rectifications.

- **UNIVERSITY-LEVEL GRIEVANCES**

The grievances related to end-semester CSVTU examinations such as revaluation, duration, and relevance of the question are collected by the principal through the HoDs and CEO, and the same is communicated to the exam section of the CSVTU Students can obtain photocopies of their answer sheets from the University.

**The Institute has taken the following measures to achieve transparency in the internal assessment process:** A planned exam schedule in the CEC Calendar Consolidation and calculation of CIA explained to students at the beginning of the semester and after evaluation (Grievance if any). The CIA schedule and Practical/Oral Question Patterns are circulated to all the students. The final 'internal marks' are verified and signed by the concerned class teacher, HoD and Principal and displayed it on Notice Board or circulated. A copy is displayed on the notice board.

| File Description | Document |
| --- | --- |
| Provide Link for Additional information | [View Document](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 institution maintains an up-to-date section on its website where Course Outcomes (COs) and Program Outcomes (POs) for each program are prominently displayed. This ensures that prospective students, parents, and other stakeholders can easily access this essential information. The institute follows an Outcome-Based Education (OBE) approach for assessment and evaluation, focusing on measuring the attainment of learning outcomes or competencies.

Teaching and learning are streamlined for efficient knowledge transfer through the application of various creative, cutting-edge methodologies, emphasizing the individual learner. Departments prepare Program Specific Outcomes (PSOs), while Course Outcomes (COs) are provided by the affiliating university, and the institute articulates 12 Standard Program Outcomes (POs) that outline the knowledge, skills, and competencies students are expected to acquire by the end of their programs. Displaying these outcomes helps teachers and students understand the purpose and process of teaching and learning. Outcomes are displayed on the website and departmental notice boards.

The institute has adopted the Choice Based Credit System (CBCS) and electives at undergraduate and postgraduate levels to meet contemporary student needs, allowing greater academic versatility and improving employability, entrepreneurship, and skills. Courses at both levels have well-defined objectives, course outcomes, and a CO-PO articulation mapping matrix. In line with the OBE approach, the program's Program Educational Objectives (PEOs) are designed to align with the institute's vision and mission. All programs are formulated with PEOs, POs/PSOs, and COs.

Publishing and Dissemination of PEOs, POs/PSOs, and COs:

**Digital Communication:**

    1.PEOs, POs/PSOs, and COs are published on the institute's website.

**Print Communication:**

1. The course file of each semester lists the COs.
2. Each lab manual contains POs/PSOs and their COs.
3. POs/PSOs are displayed in the departments.

**Verbal Communication:**

The Heads of Departments (HoDs) explain the importance of POs and PSOs along with the evaluation pattern for course outcomes to all students during the orientation program.

Faculty and students discuss these outcomes.

**Attainment of Course Outcomes:**

The assessment process for evaluating the attainment of Course Outcomes for theory courses, practical courses, and project work is defined separately. Course outcomes are evaluated through a Direct Assessment Method, which includes:

**1. Internal Assessment**

**2. External Assessment**

Direct attainment calculation: Direct Internal (40%) + Direct External (60%)

**Attainment of POs/PSOs:**

The following steps are involved in calculating the attainment levels of POs and PSOs:

**Direct Assessment:**

Overall PO attainment level: Direct PO attainment (80%) + Indirect PO attainment by program end survey (20%)

**Indirect Assessment:**

Overall attainment**: 0.8 (attainment through direct assessment) + 0.2 (attainment through indirect assessment)**

Chouksey Engineering College Bilaspur places a strong emphasis on transparency and effective communication of Program Outcomes (POs) and Course Outcomes (COs). This multipronged approach ensures that students have access to these essential learning objectives through digital channels, printed materials, and verbal interactions, ultimately facilitating a holistic and informed learning experience.

| File Description | 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 assessment tools and processes used for measuring the attainment of each of the program outcomes and program specific outcome are as mentioned below:

 **Method of Assessment of POs/PSOs**

- The Program Outcomes (POs) and Program Specific Outcomes (PSOs) are assessed with the help of course outcomes of the relevant courses through direct and indirect methods.
- Direct methods are provided through direct examinations or observations of student knowledge or skills against measurable course outcomes.
- The knowledge and skills described by the course outcomes are mapped to specific problems on University examination, internal exams and assignments. Throughout the semester the faculty records the performance of each student on each course outcome.

**Average attainment in direct method = University examination (80%) + internal assessment (20%)**

Indirect assessment strategies are implemented through the feedbacks from students, parent and alumni

 tools used for the assessment of POs/PSOs and their frequencies are as mentioned below:

| Sr.No. | Assessment Tool | Description | Mode | Frequency |
|---|---|---|---|---|
| 1 | University Examinations | At the end of each semester University conducts the examinations. After University results the course outcomes are measured based on course attainment level fixed by the program. | Direct | End of each semester |
| 2 | Class Test Examinations | Minimum of two class tests are conducted per semester to ensure that students have achieved the desired level of competencies at unit level and whether | Direct | Min of two per semester |

| | | corresponding COs are achieved or not. According to the performance of the student mapping is carried out with the respective Cos for assessing the attainment level of specific COs of the course. | | |
|---|---|---|---|---|
| 3 | Assignment & Quizzes | Assignments are given at the end of each unit. According to the performance of the students in answering each question mapping is carried out with the respective COs. | Indirect | End of each unit |
| 4 | Alumini feedback | Alumini feedback is an important tool to find out level of relevance of the curriculum with the expected skills of the industries. After receiving the response, the answer to the specific question is assessed and mapped with the corresponding POs to find level of attainment | Indirect | Once in a year |
| 5 | Student feedback | The objective of conducting the survey is to understand the strength and weakness of various value-added courses, pre-placement training imparted. | Indirect | Once in a year |

| File Description | Document |
|---|---|
| Provide Link for Additional information | [View Document](#) |

**2.6.3**

**Pass percentage of Students during last five years  (excluding backlog students)**

**Response:** 91.52

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 |
|---|---|---|---|---|
| 192 | 257 | 280 | 279 | 244 |

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 |
|---|---|---|---|---|
| 219 | 262 | 283 | 284 | 320 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [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:**

| 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:** 23.95

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 | 3.50 | 3.50 | 4.20 | 12.75 |

| 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:**

Chouksey Engineering College has dedicated Innovation and Incubation Centre, that provides a platform for students, research scholars, researchers, field experts and industry personals to interact and work in partnership to initiate breakthroughs: fusing the uncommon, taking risks and thinking big.

**Innovation Centre:** With the rapid development in science and technology, the INNOVATION CENTRE has been established. The main objectives are to:

- Invoke innovative ideas and increase job opportunities.
- Motivate students to participate in technology transfer management.
- Increase effectiveness and utilization of resources on research and development activities.

The MOUs established, helps broadening the scope of research, its utilization and intellectual property rights.

**Incubation Centre:** The Incubation Centre was setup and it provides creative atmosphere where new ideas and projects can flourish. Incubation center offers

- A Platform on business incubation and innovation to provide spaces for incubation, counselling services on business management and technological solutions.
- Interaction with the industries and other peers, finding the workable issues and provide appropriate solutions.
- A systematic process designed for innovators to convert their concepts, ideas into product.

The centre works on the growth of staff and students, identifying the tools, devices, technologies and constructing a network for commercializing the products or services. Innovators and entrepreneurs are benefited in technology, expertise and facilities.

**Entrepreneur Development Cell**: The ED Cell was established with a faculty Coordinator and in the individual department a faculty as a committee member. The key vision of the cell is to shape the future entrepreneurs to transform the world for a better living. The mission statement for the cell is to create and foster entrepreneurial culture among students by identifying, training and motivating students to become entrepreneurs. The Cell has the objective to create awareness of opportunities and benefits on entrepreneurship for students and make their dream business through innovative products and to develop entrepreneurial culture. Further, the cell strives to create sustainable start-up business and provide awareness among students on industrial business and availability of financial assistance to start ventures.

Motivate and create a permanent network among the students and researchers for knowledge exchange and technology transfer. The key idea is to connect/link companies, investors, researchers and innovating minds under one roof.

A few impacts of the above initiatives are

- Allocation and Utilization of funds for innovative projects, models
- Support the financial assistance to the faculty and students to participate in Conferences, Seminars, Workshops, Symposiums, FDP
- Establishment of Centre of Excellence
- Registration of PhD by the faculty in recognised institutes
- Preparing and submitting of research proposals
- Organisation of awareness programs for IPR Preparation and registration of IPR
- Dissemination of information of research proposals to the funding agencies
- Seed Money for filing of patents and copyrights
- Seed Money for Prototype Projects

Innovation and Incubation Funds for participation in competitions

| File Description | 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:** 52

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 |
|---|---|---|---|---|
| 13 | 7 | 6 | 14 | 12 |

| 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:** 0.8

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 |
|---|---|---|---|---|
| 19 | 12 | 31 | 14 | 10 |

| File Description | Document |
| --- | --- |
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | [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:** 0.42

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 |
| --- | --- | --- | --- | --- |
| 32 | 1 | 3 | 1 | 8 |

| 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:**

The Institute makes the best possible efforts to bring about social and economic transformation of neighborhood community, so as to promote overall development and wellbeing of society. The Institute inculcates desirable sensitivity, empathy and the virtue of social participation among all its stake holders. Institute is well aware of its social responsibility and hence it renders community service, especially to

marginalized sections. It perceives formal education as an instrument of bringing about positive social transformation which leads to the betterment of social culture and spiritual fabric of human community. The Institute is committed to develop balanced personality of learners who can facilitate the forces of social, economic and environmental growth.

The endeavor of the Institute is to create engineers with strong domain knowledge. The students are sensitized towards humanity so that they understand the problems of society and find out the solutions of issues like poverty, alcoholism, unemployment, female feticide etc. The students try to solve the local problems of communities through various activities of the departmental forums, associations, National Service Scheme (NSS) units. In an attempt to reach the society, various departments of the Institute organize social, cultural and spiritual activities. Students are motivated to contribute to various social causes. To create awareness about digital India, staff and students of various forums regularly visit the nearby schools and give seminars on the importance of making India digital.

To inculcate the social values and holistic development of the students, the Institute has organized the following events/ programs during last five years:

**National Cadet Corps (NCC):** The NCC wing of our college conducts various programs. They organize tree plantation activities, clean the statues of great leaders, and run cleanliness campaigns. Additionally, they hold plastic eradication rallies, promote tobacco bans through campaigns, organize blood donation drives, and conduct river and pond cleaning initiatives.

**National Service Scheme (NSS):** Every year NSS organizes different activities such as Swachh Bharat Abhiyan, free medical checkup, awareness programme on solar energy, rainwater harvesting, importance of agricultural and tree plantation drive at different places of Bilaspur. The NSS also organizes drawing–painting competition at the deaf and dumb school of Bilaspur. During the national calamities such as corona pandemic, the NSS unit works hard to donate cash, medicine and food to the sufferers. Many other volunteer programs are conducted every year by the unit such as eradicating corruption, road safety, cleanliness activities and women empowerment. Expert lectures on anti-ragging act, cyber law for the students were also organized by the NSS unit. Students of NSS regularly visit the old age home and distributes the necessary things to them.

| File Description | Document |
|---|---|
| Provide Link for Additional information | [View Document](#) |

**3.4.2**

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

**Response:**

Chouksey Engineering College has actively engaged in various extension activities in and around

Bilaspur city, earning several rewards and appreciation letters from both government and non-government agencies. These activities, supported by the institution's students and faculty members, are aimed at fostering social responsibility among the student community. The college believes that possessing an attitude of service is essential for professionals.

The extension activities are diverse and conducted through various agencies, including NCC, NSS, Department Clubs, and Technical Clubs. Here are some notable activities and recognitions. The college and its faculty have received several awards and recognitions for their contributions:

- Best Engineering College in Chhattisgarh (2018): Awarded by Hon'ble Chief Minister Dr. Raman Singh.
- Excellent Award for Teaching (2018): Awarded to Dr. Shublaxmi Tiwari.
- Best Educational Group of Chhattisgarh (2019): Awarded by Hon'ble Chief Minister Shri Bhupesh Baghel Ji.
- Eminent Director Award in India (2019): Awarded to Er. Ashish Jaiswal by CSR.
- Best Engineering College in Central India (2020): Awarded by Prof. R. Harliaran (AICTE Adviser), CEGR New Delhi.
- Ukieri Award in Management and Leadership (2021): Awarded to Dr. Shublaxmi Tiwari.
- Appreciation Certificate for IIC 4.0 (2022-23)
- Nari Shakti Award (2023): Awarded to Dr. Shublaxmi Tiwari.
- Excellent Award for Teaching (2022-23): to Dr. Shailesh Dewangan
- Excellent Award for Teaching (2022-23): Awarded to Dr. Shublaxmi Tiwari.
- Inspiring Women Award (2023): Awarded to Dr. Shublaxmi Tiwari.

| File Description | 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:** 50

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 |
| --- | --- | --- | --- | --- |
| 12 | 9 | 7 | 11 | 11 |

| 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](#) |

## 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:** 23

| File Description | Document |
|---|---|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | [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 Institute has adequate infrastructure facilities available in the campus in order to maintain the quality of academic facility which includes classrooms, faculty rooms, laboratories, etc. complying with the standards necessitated by AICTE and CSVTU. Normally the policy of the Institute infrastructure is conveyed and executed by a committee constituted by the Management/Governing council. The committee confirms a uniform and balanced distribution of space and resources to all departments. It also provides and maintains essential amenities to the faculty and students in a time bound manner.

The Institute has following infrastructural facilities for teaching-learning:

- The Institute is sprawled in an area of 7.5 acres of land and the total built up area of the building constructed is 24500 sq.mt.
- The Institute comprises of various buildings which accommodates different departments, the library and the Auditorium.
- The Institute consists of 28 class rooms, 46 laboratories including computer lab in each department, research and development laboratories, a resource centre, drawing halls and tutorial rooms.
- The Institute has HODs and faculties cabin, departmental offices, NCC and NSS office.
- Two air-conditioned seminar/conference halls, out of which one hall (**Swami Vivekananda Auditorium**) is having 300 seating capacity.
- The institute has huge Central Library is enabled with digital library facility.
- The campus also accommodates a girls hostel, a boys hostel and a mess for residential students and staff.
- RO water filters are setup at various locations for providing pure drinking water for the students and staff.
- There are total 514computers and most of the computers are connected through 200 Mbps leased line.
- CCTV Cameras have been installed in the campus for safety purpose.

**Sports and Outdoor games facility:** The campus has a huge playground of total area of 22500 sq.mtr. for boys and girls students. For outdoor games and sports, the Institute has cricket ground, football

ground, volleyball court.The college ground is too facilitated with **Flood lights** to organize sport events in night.

**Indoor games facility:**

The Institute also has full-fledged indoor sports facilities such as table tennis, carom, chess and badminton. Space for yoga is too available.

**Canteen:** The Institute has a canteen which accommodates around 50 students at a time for refreshment.

**Cultural Activities:** The Institute has clubs/associations/forums (Ex. Power Pillers, Smart Club etc) which conduct various co-curricular and extracurricular activities. Apart from these clubs and forums, the Institute also has NSS and NCC Units. For cultural activities, an open stage is constructed at college Ground.

| File Description | 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:** 17.09

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 |
|---|---|---|---|---|
| 82.02 | 67.911 | 20.331 | 36.949 | 37.741 |

| 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 Institute library has been established since the inception of the Institute. The central library is housed insecond floor having maximum seating capacity of 180.The Library comprises of office for staff, photocopy section, circulation desk, new arrival section, searching section through Online Public Access Catalogue (OPAC) and CATLOGUE index, reference section, teacher's table, newspapers, magazines section etc.
- The library is having sections such as digital library, Issue section, Reading section ,Reference section and Stacking section,.
- Some of the significant initiatives implemented I the library :

- Wi-Fi facility, Institute Book Bank Scheme, books circulation with Integrated Library Management System software (ERP).
- E-access to the library through OPAC.

- Facility of Book Banks in which books equal to the total  no. of subjects provided to the student in each semester and additionally Card facility in which 3 book can be issued.
- The Digital library with 10 computers along with the internet facilities, provide online access to a large number of full text e-journals and e-books. Membership of the library open to students faculty and staff members.

CEC library holds the rich collection of 30411 volumes of books comprising of 6396 titles as well as 3960 volumes of E-books along with 426 titles. The library has facilities which includes 78 Indian journals, 06 International journals, 08 daily newspapers and 05 magazines. The library too has the facilities of **E-Journals** like **Delnet, J-Gate** having 911 and 4500 journals respectively. Library consists of books for all the departments to encourage the students for higher education and to prepare them for competitive exams. The users of library can access e-journals and e-books of all major publishers.

| File Description | 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:**

- We have excellent IT facilities for students and faculty The Institute has **514** computers, out of which 01 serverwith Xeon E-5 version-2, 8 GB RAM, 1.0 TB hard drive. Different types of software are made available for carrying out their practical and project works of students. The systems are available with high configurations like Intel core i3, i5 4GB and 8GB RAM, 500GB and 1 TB hard disks.
- The Institute has 25 Laser jet + colour printers, 2 Xerox centres and 6 scanners across all the departments, offices and library. To cater the need of internet surfing, academic premises are facilitated with Wi-Fi.
- **Wi-Fi and Internet Internet facility** is provided with the bandwidth of 200 Mbps. By estimating the volume of data transmission, the bandwidth will be further increased during an ad hoc situation. The computers in the different blocks are inter-connected with LAN through switches. The entire campus including hostel block has various Wi-Fi access points to access educational resources through internet and intranet service.
- **Updating the IT facilities** Based on the gradual increase in the intake of the students, the number of systems in all the laboratories is updated. As per the AICTE norms, the student to computer ratio is maintained as 1:6. Based on the requirements, necessary software and hardware devices, computer systems and its peripheral devices are purchased.
- **Hardware and Software Facilities**

| S.No. | Item & Configuration | Quantity |
|---|---|---|
| 1 | Number of systems with configuration | 514 |
| 2 | Computer-student ratio | 1:6 |
| 3 | Wi-Fi facility (Access Points) | 20 |
| 4 | Proprietary software / Open source software: | 33 |
| 5 | Number of nodes/ computers with internet facility | 500 |
| 6 | LAN facility (data network switch) | 46 |
| 7 | Any other: Firewall (FortiGate) | 01 |

| File Description | Document |
|---|---|
| Provide Link for Additional information | [View Document](#) |

**4.3.2**

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

**Response:** 1.69

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

Response: 459

| 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]() |

## 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:** 82.91

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 |
|---|---|---|---|---|
| 194.497 | 221.167 | 221.599 | 272.077 | 278.92 |

| 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]() |

# 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:** 75.96

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 |
|---------|---------|---------|---------|---------|
| 652 | 739 | 708 | 661 | 693 |

| 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](#) |
| 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](#) |
| Institutional data in the prescribed format | [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:** 84.58

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 |
|---|---|---|---|---|
| 645 | 689 | 761 | 799 | 951 |

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 5.1.4

*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

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

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

## 5.2 Student Progression

**5.2.1**

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

**Response:** 76.18

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 |
|---|---|---|---|---|
| 181 | 214 | 176 | 219 | 163 |

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 |
|---|---|---|---|---|
| 192 | 257 | 280 | 278 | 244 |

| 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 |
| Institutional data in the prescribed format | View Document |

**5.2.2**

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

**Response:** 11.41

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 13 | 12 | 2 | 3 | 4 |

| 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 |
|---------|---------|---------|---------|---------|
| 7 | 22 | 0 | 0 | 5 |

| File Description | Document |
|------------------|----------|
| list and links to e-copies of award letters and certificates | [View Document](#) |
| Institutional data in the prescribed format | [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:** 24.6

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 |
|---------|---------|---------|---------|---------|
| 32 | 13 | 10 | 33 | 35 |

| 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:**

The Chouksey Engineering College Alumni Association Society aims to link the alumni to the

Institution develops synergistic plans to support the institution and achieve its vision, and enable the

institute to add value to all its stakeholders. The Institute established an alumni cell in 2016 to maintain an institution under the Chhattisgarh Society Registration Act, 1973 (No. 44 of 1973) with Register No. 122202468766. The main objective is to enroll all alumni as members of the association and facilitate active participation of the alumnae in appropriate activities, events, Social & Cultural Activities, initiatives related to Education, Science & Women empowerment. The alumni association helps in building a network of alumni and helps in being in touch with the corporate world. The Alumni Association also works for environmental and green initiatives. Every year alumni meet is hosted by the Alumni association and supported by the Management where alumni from different branches are invited to share their views and suggestions on the scope of their course and also to create awareness about the professional world. This paves an opportunity for the alumni to meet other alumni and cherish their past experiences and moments. The Alumni Association provides an avenue for sharing their intellectual, career, and professional experience not only with the teachers but also with the present students.

The Following are the activities carried out with the help of Alumni.

• Curriculum Enrichment: Alumni are involved in curricular gap identification and the development of value added course modules.

• Interactive Sessions: The alumni association helps in holding interactive sessions to motivate current students about their employability and educational opportunities abroad. They share their opinions on social networks, blogs, and forums.

• Industry Connect: Alumni help in establishing MoUs with industries. The alumni, those who are entrepreneurs arrange industrial visits for the students and provide inputs on how to start a new venture, to turning them in to job providers. The Alumni extend their support for student internships.

• Research and consultancy: To encourage the students of the college & members of the Association for research and consultancy work in various fields like Engineering, Computers, Industrialization, etc. Alumni help the departments by directing the entrepreneurs to carry out consultancy work in various sectors of the engineering stream.

• Mentorship: Alumni can play an active role in voluntary programs like mentoring students in their areas of expertise. To utilize the rich experiences of the old students of the college for the benefit. To assist the students in securing suitable jobs.

• Generosity: The association also plays a significant role in contributing scholarships to deserving students. Another activity of the Alumni is to donate trees to make the institute environment greener. The most visible additional activity of the alumni is providing donations to the college.

| File Description | 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:**

CEC has a well-defined Vision and Mission that discourses the requirements of all its stakeholders. By instilling human values, ethics, and compassion via quality education, the Management and the College are committed to providing high-quality, value-based education and hope to create high-caliber professionals.

**Vision:**

To be a leading technical institute of National and International repute, providing quality education and to produce technically competent, ethical and socially responsible professionals.

**Mission:**

- To provide students with the best possible inputs through faculty,infrastructural facilities and opportunities by the best available means.
- To produce best engineers and managers with the sense of duty to humanity and a commitment to their society and country.
- Producing technically skilled manpower to meet the unique needs of industries that forge new paths, develop new products and come up with innovative solutions.
- To prepare students to be eligible for placement in PSUs/Government Sectors/MNCs/Private Sectors.

## Nature of Governance

The confluent approach of the College Management, Principal and Faculty develops and implements the quality policy and plans in order to uphold the mission and vision of the college. The Governing Body (GB) is formed as per rules and ordinance of UGC/AICTE. lt is the supreme body, it takes decisions on the basis of the feedback taken from all the Stakeholders. GC provides guidance for effective functioning of the college as per the guidelines given by various statutory bodies. It works in close collaboration with the Principal to regulate and maintain an amicable and scholastic environment required for this purpose.

**Leadership**

We firmly believes in strengthening participation of all stakeholders through decentralization & participative management under the leadership of Principal. The top management gives liberty to the Principal along with Internal Quality Assurance Cell (IQAC) Co-ordinator, and Head of Departments to plan, lead and implement all the activities of the Institute through various Committees/cells comprising representatives of all stakeholders as members. Consequently, the practice of decentralization and participative management is quite evident at all levels. The institution has a mechanism for assigning responsibilities and providing operational autonomy to the various functionaries, thereby increasing the efficiency and improving the quality of the system.

**Perspective Plans:** A 360 degree perspective plan is developed by a IQAC which considers important factors i.e. structure, mechanisms and stake holders within the system and their capacity to act, their creativity, the collaboration between them, their confidence, and the coherence of the action with other initiatives. The objective is to ensure the quality and imbibe the culture of excellence and focus on the time-bound goals set for academic, administrative, research and development activities. The entire process is based on participative approach wherein the faculty members, and other stakeholders are involved in the development of plans and its efficient execution. The summery is as follows

| Sr. No | Strategic Plan |
|--------|----------------|
| 1 | Academic Excellence |
| 2 | Enhance engagement with Industry |
| 3 | Improve internal support systems |
| 4 | Enhance alumni engagement |
| 5 | Contribute to Sustainable Development Goal |
| 6 | Implementation of NEP |
| 7 | Academic Autonomy |

| File Description | 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:**

Yes, the college employs strategic planning, as the successful execution of the strategic plan is crucial for the ongoing advancement of the institution. Tirelessly striving to achieve its objectives with meticulous accuracy, the institution emphasizes an academic distinction, infrastructure growth, research and development, faculty enhancement, student career progression, and the refinement of assessment and evaluation methods. The institution has a robust strategic plan targeting well-defined goals. This plan is implemented through consistent action plans, daily activities, resource distribution, and the engagement of stakeholders at multiple levels. Periodic assessments of performance and quality indicators offer

transparency in realizing the strategic objectives. The Institute has an IQAC to evaluate the progress of the Strategic Plan and institutional policies and to take remedial actions for achieving long-term goals. The perspective plan is designed with the institution's vision, mission, and objectives in mind.

**Functioning of Institutional Bodies**

The organizational structure of the institution is headed by the Management. The Governing Body is constituted as per the guidelines of competent authorities. As per the guidelines are given by the management, academic and administrative departments are led by the Principal, and Head of Departments. Internal Quality Assurance Cell (IQAC) chaired by the Principal works to monitor the quality of education in the institution. Various functional committees consisting of staff members and students are categorized under administration, academic, student affairs and Research & Development which are headed by Senior Faculty. These four categories take care of curricular, co-curricular and extracurricular aspects.

A human Resource section, student section, and account section are headed by the Administrative Officer.

Hostel administration is monitored by the Hostel Warden.

**Recruitment policy**

1. The requirement of teaching staff considering Student-Teacher Ratio / Cadre ratio is calculated as per the norms laid down by AICTE/UGC/CSVTU.

2. The recruitment process through university and the local selection committee is as per the norms of CSVTU.

3. In case of immediate requirement, faculty recruitment is done by a committee formed by Principal.

4. The recruitment of technical/non-teaching staff is as per the requirement and recruitment policy guidelines

**Service rules**

It consists of the following clauses:- 1. Probation period 2. Pay-Scale and allowances 3. Appointment subjectivity as per the availability of workload 4. Service books are maintained for all the staff 5. Adhering code of conduct for any other full-time, part-time job or otherwise 6. Discontinuation of services in case of non-reporting for a stipulated time, breach of the code of conduct after a proper notice period

**Promotional Policies**: Internal promotions are subject to the following aspects:

1. Availability of posts and internal eligible faculties

2. Previous performance appraisal

3. Technical compatibilities of faculties for higher posts

4. Interactions with Head of Development, Principal, and Management

| File Description | 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:**

Various welfare measures are provided for the teaching and non-teaching faculty to ensure their wellbeing and value their contribution towards the progress of the institution.

**Teaching Staff:**

- Providing training to teachers for excellence in upgrading their credentials and skill sets.
- Motivating Faculty for pursuing higher education.
- Sponsoring Faculty & staff for attending workshops, and conferences at the national level by

granting academic leave and financial assistance.

- Faculty members are encouraged/ assisted to undertake professional body membership for active involvement
- Organizing FDPs periodically and regularly.
- Systematic organization of professional society activities.
- Duty leaves for attending University and Institute level assignments.
- Provident Fund, Group Insurance, and Gratuity for eligible Faculty.
- Medical facility is available to meet medical emergencies on campus.
- Medical leave for hospitalized staff members.
- Maternity leave benefits, Paternity leaves, and bereavement leave to faculty & staff.
- If the staff members meet with an accident, financial assistance is provided.

**Non-Teaching Staff:**

- Festival advance as and when required.
- Group insurance is available.
- Crash Course in Computer Basics for the interested Supporting Staff.
- Casual Leaves are provided for all the Supporting Staff.

**Faculty appraisal process :**  The self-appraisal form is filled by the individual staff members and is further forwarded to IQAC/HOD/Principal and management for evaluation. Assessing the performance is based on the following performance indicators: - The aim of appraisal of faculty performance is to ensure that the program objectives are served best. The following methods are practiced in the college, among other informal ways: 1. Course Monitoring 2. Student Feed Back 3. Annual Faculty Performance Appraisal The institution organizes short-term training programs, and guest lectures, FDP's to strengthen the potential of staff which ultimately aids in strengthening the performance of every individual in the organization.

**Non teaching  appraisal process :**

Every year for non teaching staff of the Institute a proforma (questionnaire) is provided which has to be filled by respective lab in-charges and HODs.It consist of the following details like Nature of appointment

- Educational qualifications
- Punctuality in attending the duty
- Ability to work for extra hours with responsibility
- Up keepment of the lab records
- Level of intelligence as compared with other employees

| File Description | 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:** 2.22

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 |
|---------|---------|---------|---------|---------|
| 1 | 2 | 2 | 1 | 2 |

| File Description | Document |
|------------------|----------|
| Policy document on providing financial support to teachers | [View Document](#) |
| Institutional data in the prescribed format | [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:** 99.45

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 |
|---------|---------|---------|---------|---------|
| 116 | 108 | 107 | 108 | 107 |

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 |
|---------|---------|---------|---------|---------|
| 44 | 36 | 36 | 36 | 36 |

| File Description | Document |
|---|---|
| Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 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:**

The major source of income of the institution is annual student fees. The institution has a mechanism to monitor effective use of these funds. The top management has a well-defined procedure to monitor the effective and efficient utilization of available resources for infrastructure development and teaching-learning process. The following procedure is adopted for the utilization of resources.

**Planning:** The Head of the department take a departmental meeting to finalize an annual budget. The laboratory in-charges propose laboratory-wise requirements along with supporting documents as received from the subject teachers. The expenses required for the departmental activities such as organizing cocurricular and extracurricular activities are also included in the annual budget.

**Budget Formulation:** An annual budget of the department is prepared and forwarded by all the Head of Departments to the Principal for consents. The budget of all the departments are reviewed by the Principal. The Principal directs the administrative officer to prepare a consolidated budget of the institution. The final consolidated budget is forwarded to the Management Committee for final approval.

**Expenses:** The sanctioned funds from management are utilized for the development of laboratories, procurement of books, national and international journals, staff salary, development and maintenance activities, etc. In case of any additional funds required for unplanned activities such as attending seminars/workshops/ conferences / technical competitions, then the concerned faculty has to prepare a note sheet stating the details of the importance with supporting documents and submit to account section in charge. Looking to the importance of the requirement, the Principal forwards the note to the Management for its final sanction is received from the Management, the Principal directs the Head of Department for utilization of requested sanctioned funds.

**Audit:** The Accounts Section of the Administrative office verifies the expenses against the sanctioned amount carried out under various institutional/departmental activities from the supporting documents and gives their remarks for the final settlement. Internal and external audits are carried out twice and once in

every financial year respectively by the Chartered Accountant to ensure proper utilization of the funds as per the allocation by the management committee.

| File Description | 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:**

IQAC will facilitate/ contribute:

- To a heightened level of clarity and focus in institutional functioning towards quality enhancement and facilitate internalization of the quality culture.
- To the enhancement and integration among the various activities of the institution and institutionalize many good practices.
- To provide a sound basis for decision making to improve institutional functioning.
- To monitor the utilization of resources with the accomplishment of academic and administration for affording the social responsibilities.
- Organization of workshops, seminars on quality related themes and promotion of quality circles.

To impart quality education to students and to maintain an effective teaching learning process, quality assurance cell has been formed.

**Quality Assurance Processes –Practice 1: Establish systematic process in academics and administration**

- At the beginning of every year, an academic calendar has been prepared and circulated to all stake holders.
- Meeting with stake holders are mentioned and conducted as per the schedule.
- Class and course committee meetings have been scheduled and conducted. The grievances and the comments given in the meeting have been addressed by IQAC.
- College day and Sports day are conducted as per the calendar plan.
- Holidays and special working days also mentioned.

- Counselling schedule have also been scheduled and the comments given in the reports also addressed by IQAC.
- Online feedback have also been scheduled periodically and collected in time.
- Based on the feedback from students, faculty members have been directed properly to overcome the issues.
- Periodic reviews and audits are conducted by the IQAC.
- Orientation programmeshave organized every year for the young and newly joined faculty members to adapt themselves to the systematic process of the institution.
- Internal assessment tests are periodically conducted as specified in the academic calendar.
- Question paper and the answer scripts are audited periodically.
- Course end survey is conducted at the end of every course, to know about the satisfaction level of teaching learning process in each subject.
- By the end of every month, all faculty meeting is organized by the Principal to ensure the smooth run of all activities in each department.

**Case Study 2: Performance Enhancement classes (PEC):**

- Based on the arrears and nature of the subjects, PEC assigned faculties based on the expertise.
- A day comprises 8 periods with break. Problem based subjects (mathematics) are allocated with first 2 contact hours, remaining subjects (core) are allocated 3 contact hours. Additional teacher are also allocated for tutorial hours for analytical subjects.
- Apart from the arrear subjects, for regular subjects, based on the internal assessments marks, special coaching classes have conducted beyond regular working hours.
- As the outcome of the PEC classes, the results have been improved and the students are clearing their arrear papers.

**Case Study 3: Faculty preparation plan (FPP)**:

- Before start of the semester, every faculty has to prepare notes for the subject.

In this way, faculty is able to completely revise that subject before beginning of the semester

| File Description | 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](#) |
| Provide Links for any other relevant document to support the claim (if any) | [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:**

The socially constructed roles and responsibilities that societies deem suitable for all genders. Gender equality is the idea that men and women should have equal rights, responsibilities, and opportunities regardless of their gender. Recognizing ability differences and achieving the same goal with the same outcome is what gender equity entails.

To raise awareness of respecting each gender and find solutions to make the Institute campus safer for women, the Institute performed a gender audit survey. The institutionalization of gender equality within organizations, including in their policies, programs, projects, and service offerings, is checked and assessed using a gender audit.

Our Institute address all concerns of discrimination based on gender and provides a setting where men and women can coexist with a sense of both personal protection and dignity through the Internal Complaints Committee.

Chouksey Engineering College has and is committed to protect Rights and dignity and eliminating discrimination against women. The Institute's Women Cell holds various seminars, self-defense training, and inspirational presentations about women's empowerment to ensure people are informed of their goals throughout the year. The Institute organizes events like International Women's Day celebrations, Gender sensitization programs, conferences, and debates related to gender equity to portray the inclusive and secure atmosphere. International Women's Day is celebrated every year in the Institute on March 8 with full enthusiasm and maximum participation and presence of female staff and students. Female students and faculty members are effectively involved in all committees and various activities.

Our Institute rests on creating a safe environment for our female students to provide equity and empowering motivation. The pedagogy of gender sensitization is not only limited to classrooms alone but also has created a vibrant campus environment that is safe and sound for girl students in our Institute. CCTVs are installed at the main entrance of the college gate, every classroom, hostel, corridor of every floor, canteen, pathways, parking area, hostels etc. The campus has gymnasium and playground facilities to enhance the mental and physical fitness of the students. The Institute provides sufficient sports facilities for indoor and outdoor games.

There are female warden for the security purpose, in the rotation employed in the girl's hostel. Entry is

restricted to the hostel confide only. In an emergency, fire safety equipment is placed on every floor, and the College has trained personnel to ensure people are safe. Medical facilities are available on the

campus. A dispensary with a visiting doctor is available on campus to provide medical care to students. The first aid facility is available in both girls' and boys' hostels. An Ambulance facility is available 24/7 to meet medical necessities. Common rooms and counseling rooms are available for girls in the academic block.

The College has developed the Grievance Cell, which deals with grievance Complaints and malpractice, including those received from students, faculty, other stakeholders, and the general public. Complaint/Application may be submitted to the Institute on the prescribed Performa in writing or online.

| File Description | 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 |
|---|---|
| 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 |
|---|---|
| Provide Links for any other relevant document to support the claim (if any) | View Document |

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## 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:**

Chouksey Engineering College offers a diverse atmosphere because it welcomes students, faculty, and staff from almost every state and abroad. The College is adamant about fostering inclusivity and emphasizes tolerance and peace towards communal, racial, ethnic, linguistic, religious, socioeconomic, and other differences. According to government regulations, the admissions process is carried out to fill the designated category's seats.

By scheduling expert lectures on various themes, the students are taught to be tolerant of and live in peace with linguistic, cultural, regional, communal, socioeconomic, and other diversity. The Institute has taken initiatives to promote the best quality education and socio-economical Upliftment of all the admitted students. It organizes various cultural programs based upon cultural diversity to set communal harmony among Students from various regional and cultural backgrounds whose participation in such programs and presentation of their regional folk songs and dances develop a friendly environment among all. These cultural programs are organized at the departmental and hostel levels and on different occasions like cultural fest, farewell party, fresher's day, etc. Through their student welfare committee, the students also conduct numerous other cultural activities on different occasions to cater to linguistic diversities.

Students from different regions also participate in cultural & technical fest competitions organized in the Institute, like essay writing, debates, declamation contests, poster making, wall painting, rangoli, etc., to sensitize Indian Diversity.

Under the guidance of NSS, the organization tries to promote socially conscious initiatives. It hosts camps with topics like health, environment, rural development, skill development, and value education. To promote harmony on various significant holidays, such as International Women's Day, National Integration Day, and International Yoga Day, by organizing events and fostering an environment accepting linguistic, cultural, regional, communal, socioeconomic, and other differences.

Mass recitation of the National Anthem is exercised and performed not only on the occasion of flag hosting/unfurling ceremony on Independence Day and Republic Day but also at the beginning of all significant events/functions like seminars, conferences, workshops, guest/expert lectures, and induction program, etc. to be held in the Institute.

Regarding the Nationwide campaign of "Azadi ka Amrit Mahotsava," the Trianga Yatra was performed,

covering the entire catchment area of the Institute and nearby villages with an absolute gathering of staff and students of the Institute. Blood donation camp is organized as an annual feature in the Institute where students, faculty, and staff contribute voluntarily by donating blood for the noble cause of serving society and proudly adorning the badge of a blood donor.

The Chouksey Engineering College Periodically organizes talks and seminars on national identities, constitutional obligations, rights, values, and responsibilities. Eminent personalities and experts are invited to the campus. Chouksey Engineering College Students are sensitized on their duties towards the nation, and practical engagement is demonstrated by the extension activities, including the adoption of the village and the services conducted.

| File Description | Document |
|---|---|
| Provide Link for Additional information | [View Document](#) |

## 7.2 Best Practices

**7.2.1**

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

**Response:**

**Best Practice I**

Title of the Practice: **Beyond Technical Learning Activities**

**The objective of the Practice**

CEC believes in the holistic development of its students. It provides a comprehensive learning ecosystem for the students that help them develop their life skills. The objective is to empower students with not only a solid technical knowledge base but also to equip them with life skills, owner of impressive personality and help them to enhance their employability.

**The Context**

CEC is committed to make industry ready engineers and managers equipped with the latest technical knowhow and skills needed for a successful professional. The need of this practice arises from the fact that the students come from diverse socio-economic backgrounds including vernacular education system. It equips students to make good decisions and solve problems in their academic and professional careers as well as their personal lives.

**The Practice**

Life skills shape the careers of professionals and engineers along with their technical skills. To impart such skills, CEC covers extra miles and performs beyond curriculum activities under the mentorship of faculty members along with the experts from different domains. Tailor-made modules are designed for grooming the personality and enhancing the technical knowledge, communication and soft skills of the students.

Special Personality Development and Soft Skills: Personality Development and Soft Skills play an integral role in revolutionizing community interactions among students, teachers and the community as a whole. The special classes for enhancing personality and communication skills are conducted to assess and

Self Study Report of CHOUKSEY ENGINEERING COLLEGE BILASPUR measure the students qualitatively and quantitatively continuously, helping them improve gradually through constructive feedback. Rigorous training in Listening, Speaking, Reading and Writing (LSRW) through activities like story building, story-telling, prepared speeches, extempore, presentations etc. is provided. Practical training on GD, PI, Role Plays and Mock Interviews through special in-house sessions, inter and intra college competitions is given to the students of all branches. The professional writing skills of students is groomed through technical report writing sessions and in major and minor projects of final year.

Campus Recruitment Training (CRT): To enable the students perform well in the campus placements, CRT classes are arranged for pre final year students. The classes are held by professional agencies in which the students are imparted trainings in aptitude, verbal and non-verbal, reasoning, reading comprehension, Group Discussion, mock HR and technical interviews, Personal Interviews etc.

Videos for Speaking Sessions: In the first semester during the language lab classes, students enhance their speaking skills in a novel way by doing away with their stage fear and hesitation. Students' speeches are video recorded and then shown to them for self-evaluation.

Evidence of Success: Consistent and meticulous efforts of the institute for imparting knowledge par excellence in all the domains has been appreciated and acknowledged through various awards and recognitions at various platforms.

**Problems Encountered and Resources Required:**

The problem encountered in this practice was that students hail from diverse socio economic backgrounds and all are not well versed in the English language. Owing to their poor communication skills, the students face difficulties in grasping and understanding the subjects. To address this challenge together with one to one mentoring, there was a need to implement the ICT approach of Teaching-learning. To enhance the speaking and writing skills of the students language Lab software is used in language labs.

**Best Practice –II**

1. **Title of the practice:** "Save Food; Save Life"

## 2. Objective of the Practice:

It is essential to reduce the food wastage; hence the saving of food will certainly meet the hunger of a good number of people. According to UNEP food waste Index report, on an average 11% of the total cooked food gets wasted every day all around the world. The Food and Agriculture Organization (FAO) of the United Nations estimated that the number of hunger people throughout the world had been raised to 690 million people in 2019, and may show further increase in coming years. Tons of food wasted every day. Every grain of the food can save life, Reduction of food wastage is essential for people and planet. Hence to create ethical and moral values among our students, CEC Bilaspur has started the campaign "Save food; Save life".

## 3. The Context:

Food wastes have a detrimental influence on food security and availability, as well as contribute to rising food prices. Our food systems cannot be robust unless these are sustainable, that is why we must prioritize the adoption of integrated ways to reduce food loss and waste. According to studies, Interventions that successfully reduce the amount of wasted food in this context may result in a smaller reduction in greenhouse gas emissions may also reduce pollution hazard.

## 4. The Practice:

Institute has constituted a mess committee that cooperates to sensitize all hostellers to cut down the food waste to meet the goal. Dedicated posters and Notice Board near the mess area present alarms to all that "how much food wasted everyday that may feed number of people". The visuals raise awareness about food wastage and inspire students to take action for reduction of waste.

## 5. Evidence of Success:

The practice helped the institute to improve by reducing food waste from about 54.5 KG/Day (including breakfast, Lunch and Dinner) to about 10.3 KG/Day.

## 6. Problem encountered and resources required:

Conversion of food waste in to nutrient-dense compost.

**7. Notes (Optional):**

Composting pits have been developed in the institute for the conversion of this food waste into the high quality organic compost. This compost is being successfully used in nearby fields.

| File Description | Document |
|---|---|
| Any other relevant information | [View Document](#) |
| Best practices as hosted on the Institutional website | [View Document](#) |

# 7.3 Institutional Distinctiveness

**7.3.1**

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

**Response:**

**Sustainable Landscaping with Green Environment Campus:**

Designing, creating, and maintaining landscaping with a focus on energy and cost savings is termed as "Green Landscaping. "Sustainable landscapes create healthy recreational areas while lowering pollution levels in the air, soil, and water. Pollution free environment creates healthy atmosphere among all with fresh minds and activeness. A planned landscaping with green environment is also beneficial in effective utilization of land area.

The description of infrastructure is presented as under: Environmentally friendly infrastructure includes:

Lush green campus with wide variety of trees and other small plants.

Large variety of flowering and ornamental plants arranged in well planned way, multiplies the beauty of appearance.

All the infrastructure is surrounded by the trees and proper clean metallic roads with well connectivity to minimize the lag time

**Planned Architecture with landscaping**

The Institute is developed based on proper planning and architecture keeping in mind the sustainable landscaping with proper utilization of land area. All infrastructures are constructed based on scope of future expansion. Safety and security are also one of the important aspects of infrastructure architect. The institute is surrounded by big boundary walls from all the sides with proper fencing of which provide safe and secure environment for the students, teachers and all people of the institute.

**Infrastructure: Canteen & Mess**

The canteen of the institute has a big hall provided with sufficient furniture comprised of good number of chairs and tables. The hall is fully airy and well lighted with all its window panes having transparent glasses. The mess, situated in the mid of hostels is well-ventilated and lighted with good sitting arrangement for boys and girls separately. It prepares all eatables for breakfast, lunch and dinner including evening refreshments in clean environment by well dressed chefs.

**Infrastructure: Hostels for Boys and Girls**

The institute provides the facility of stay within the campus for both boys and girls. There are separate boy's hostels and girl's hostel situated separately at some distant places in the back yard of the campus. in each hostel and mess RO is installed for drinking water purpose.

**Infrastructure: Staff Residences/ Quarters**

There are two blocks of buildings as staff residencies/quarters for the regular staff of the Institute. Rent free accommodation is provided to staff. The separate power back up is through a high power Gen-set available for the hostels and the staff quarters.

**Infrastructure: health and hygiene**

Institute provides clean and hygienic basic amenities to staff and the students.
RO water supply system supplemented with water cooler is installed at every floor in the institute to provide pure and bacteria free drinking water.
Big spacious and ventilated toilets are provided at every floor of the square building.
The girls' common room is provided with vending machine and a bed to be used by any ailing girl student in case of emergency.

**Infrastructure related to Sports and games: Physical development among students**

The institute has a big land area meant for various games and sports in its campus like football, cricket, basketball, badminton, volleyball and kabaddi grounds are well maintained by the sports committee. Indoor games like Table tennis, Carom, Chess etc. are also available for students.

| File Description | Document |
|---|---|
| Any other relevant information | [View Document](#) |
| Appropriate web in the Institutional website | [View Document](#) |

# 5. CONCLUSION

## Additional Information :

Students are motivated through the various seminars and extracurricular activities and also motivated to develop good project ideas. Apart from this our college is organizing the Faculty Development Program (FDP) for the faculties and also sending them to other colleges to attend the FDP. We also organized the seminar along with the other colleges. College also has an NSS unit through which it organizes various programs for the development of the society like tree plantation, Swachhata Abhiyan, Beti Bachao Beti Padhao, Blood donation camp  activities.

## Concluding Remarks :

Chouksey Engineering College (CEC) in Bilaspur has consistently pursued excellence across all areas to position itself among the premier institutions in the state. The collective visions of the management, dedication of its faculty, and the academic brilliance of its students have significantly elevated the stature of the college.

CEC is recognized by AICTE, New Delhi, and is affiliated with Chhattisgarh Swami Vivekananda Technical University (CSVTU), Bhilai. It holds the distinction of being the first private engineering college in Bilaspur division, Chhattisgarh. The college offers undergraduate programs in Computer Science Engineering, Electronics & Telecommunication Engineering, Mechanical Engineering, Electrical and Electronics Engineering, AI/ML, and AI/DS. Additionally, it provides postgraduate full-time programs including M.Tech. in Production Engineering, Digital Electronics, and Computer Science Engineering.

The institution has attained notable milestones such as national accreditation for its Civil engineering program by NBA.

CEC's campus is structured into functional zones encompassing hostels for both genders, a sports ground, academic and administrative buildings, a central library, residential and guest accommodations, dedicated workshops for Mechanical Engineering, and a Center of Excellence in collaboration with Ultratech Cement. Furthermore, the campus facilitates Wi-Fi connectivity across its premises.

Through strategic MoUs with renowned institutions, CEC fosters collaborative initiatives and encourages students to engage in extension activities and pursue add-on courses to augment their professional skills.

Committed to delivering quality education, CEC plays a pivotal role in shaping the future of aspiring engineers in the region, thereby contributing significantly to the educational and societal advancement of the community.