SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

C.K. COLLEGE OF ENGINEERING AND TECHNOLOGY

C.K. COLLEGE OF ENGINEERING AND TECHNOLOGY, JAYARAM NAGAR, CHELLANGKUPPAM, CUDDALORE
607003
https://ckcet.edu.in

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 2002, the C.K. College of Engineering & Technology (CKCET), formerly known as Sri Jayaram Engineering College, stands as one of the leading engineering institutions in Tamil Nadu, offering quality education of international standards to students from rural backgrounds. Approved by AICTE, New Delhi, and affiliated with Anna University, Chennai, CKCET holds ISO 9001:2015 certification from TUV NORD and NAAC accreditation with a 'B' grade in its first cycle.

CKCET offers six UG degree programs and two PG degree programs. The college campus spans 17 acres of land with a 206,000 sq. ft. RCC building in the heart of Cuddalore town, easily accessible from Puducherry, Panruti, Villupuram, Chidambaram, and Virudhachalam.

Initially started by Sri Jayaram Educational Trust, CKCET was taken over by CavinKare Private Limited in 2010, with the aim of delivering technical education to rural communities. Presided over by visionary philanthropist Mr. C. K. Ranganathan, Chairman and Managing Director of CavinKare Group of Companies, CKCET prioritizes the integration of social and emotional learning as a fundamental aspect of education through Win@Life classes. The institution actively encourages faculty and students to engage in online and lifelong learning through Invest In Yourself (IIY). CKCET is recognized as an active and performing local chapter of NPTEL. CKCET is also recognized as a mentee institution by the Institution Innovation Council, Ministry of Education, based on its star rating. CKCET is also awarded as the Band Promising Institution by the Atal Ranking of Institutions on Innovation Achievements (ARIIA).

As CKCET is run by an entrepreneur, we at CKCET focus on creating job providers rather than job seekers. At CKCET, we are keen on product development and nurturing students to convert their ideas into products. CKCET has 5 Centers of Excellence to train students in emerging technologies such as Electric Vehicle, Robotic Process Automation, Drones, Internet of Things (IoT), Additive Manufacturing (3D printing), etc.

The institution focuses on active engagement programs and initiatives like community service, youth development, and rural upliftment through NSS (National Service Scheme), YRC (Youth Red Cross), and UBA (Unnat Bharat Abhiyan).

Vision

To impart world class education to students and be respected as a thought leader in the field of higher education in India.

Mission

- Using Invest In Yourself (IIY) technique, learn continually, harvest new ideas and execute them practically to provide world class education to students.
- Using IIY technique, strengthen technical and managerial thinking, enhance research, and innovate to reach intellectual excellence.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The management and leadership team, equipped with a clear vision, mission, goals, and objectives, are deeply committed to providing quality education.
2. Excellent technological infrastructure with 5 centres of excellence, advanced laboratories, smart classrooms, a digital library, and dedicated faculty members to facilitate effective teaching and learning.
3. Our institution actively encourages faculty and students to engage in online learning and serves as an active NPTEL learning centre
4. The Institution focuses on active engagement programs and initiatives like community service, youth development, and rural upliftment through NSS (National Service Scheme), YRC (Youth Red Cross) and UBA (Unnat Bharat Abhiyan).
5. The proactive Internal Quality Assurance Cell (IQAC) plays a crucial role in the continuous improvement of quality in all the operational aspects of an institution: faculty development, research promotion, technology integration, student-centric engagement, and the feedback system.
6. The institution offers good placement opportunities for students, and the average salary package increases year by year through meticulous career counselling and skill development programs.
7. The institution signed MOUs and set up 5 COEs with industries to provide students with internships, placements, industrial visits, and problem statements to bridge the gap between academia and industry.
8. The institution prioritizes the integration of social and emotional learning as a fundamental aspect of education through Win@Life classes.
9. Student Innovation Club facilitates and encourages the students to participate in hackathons, coding contests, symposiums, conferences, and project presentations for building innovative products.
10. The Institution is awarded a 5-star rating by the Ministry of Education for fostering a culture of innovation and a start-up ecosystem.
11. The institution achieved the 54th position in academic performance during the Anna University November/December 2022 examination.
12. Recognized as a mentor institution by IIC based on the star rating and as a band-promising institution by ARIIA.

Institutional Weakness

1. Limited success in obtaining a patent grant
2. Departments are yet to receive recognition as research centres from Anna University.
3. Lack of diversity in student's admission,
4. The number of students qualifying in IIT, JAM, NET/ SLET/ GATE/ GMAT/ GPAT/ CLAT/ CAT/ GRE/ TOEFL/ IELTS/ Civil Services is very minimal
5. Students' interest in pursuing higher studies or research is very minimal

Institutional Opportunity

1. Establish more centres of excellence and research centres in the emerging areas of engineering and technology, encouraging faculty and students to undertake cutting-edge research projects, and fostering a culture of innovation and entrepreneurship.

2. Add new programs in the emerging technologies
3. Attain NBA accreditation for all the Programs
4. Improve industry consulting activities
5. Incubate more projects that will turn in to start-ups
6. Strengthen ties with industries through research projects, internships, and industry-sponsored programs to bridge the gap between academia and industry and enhance placement opportunities for students.

Institutional Challenge

1. Increase the average salary package of UG students placements to 8 LPA
2. Receive more research promotion funds from AICTE, DRDO, ISRO, DST, TNSCST, etc.
3. Quality students' admission in the socio-economically and educationally diverse background region
4. Enhancing the quality of research publications

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

C.K. College of Engineering & Technology (CKCET) prioritizes effective curriculum planning and delivery to shape students' educational experiences. This includes adhering to the Anna University academic schedule and preparing its own comprehensive academic and departmental calendars.

It involves elective finalisation, faculty subject preferences and allocation, and creating comprehensive class timetables, etc. The institution ensures quality in the teaching-learning process through measures such as maintaining course data sheets and lesson plans and utilizing Anna University question patterns for internal assessments. Additionally, regular internal exams, faculty logbooks, and class committee meetings contribute to the robustness of the academic process.

Over the past five years, CKCET has experienced substantial growth in certificate/value-added courses and online learning opportunities. The institution has witnessed a remarkable increase from 10 courses in 2018–19 to 46 courses in 2022–23, totalling 94 courses over the specified period. This growth is mirrored in student enrollment figures, rising from 428 students in 2018–19 to 1238 students in 2022–23, reflecting a proactive approach to enhancing the students' skill sets.

CKCET prioritizes the integration of cross-cutting issues such as professional ethics, gender, human values, environment, and sustainability within its curriculum. Through a range of elective and mandatory courses, the institution offers 21 courses in the 2021 regulations and 12 courses in the 2017 regulations, ensuring a holistic educational experience.

The institution also emphasizes experiential learning opportunities, with 92.4% of students participating in project work during the latest academic year (2022–23). This hands-on approach allows students to gain practical skills and real-world experience.

Furthermore, CKCET values feedback from various stakeholders, including students, faculty, alumni, and employers. Policies and mechanisms are in place to gather feedback through structured questionnaires and forms. Stakeholder feedback is analysed, and action-taken reports are published on the institutional website,

ensuring transparency and accountability in addressing concerns and continuously improving the academic ambience.

In essence, CKCET stands as a beacon of academic excellence, continuously striving to enhance curriculum delivery, provide diverse learning opportunities, and foster a conducive learning environment through stakeholder engagement and feedback mechanisms.

Teaching-learning and Evaluation

C.K. College of Engineering & Technology (CKCET) emphasizes student-centric approaches to teaching, learning, and evaluation, ensuring a comprehensive educational experience for its students. Over the past five years, the institution has demonstrated significant growth and development across various metrics.

CKCET has demonstrated steady progress in student enrollment, featuring an average seat fill rate of 74.55%. Particularly noteworthy is the impressive 94.36% fill rate achieved during the academic year 2022–23, underscoring a heightened demand for the institution's programs.

Furthermore, the institution has upheld inclusivity by filling 83.22% of seats with students from reserved categories like SC, ST, and OBC, aligning with government reservation policies. This steadfast adherence underscores CKCET's unwavering dedication to promoting diversity and inclusivity within its student body. The student-to-full-time-teacher ratio for the latest academic year stands at 13.3:1, ensuring personalized attention and support for students. The institution boasts a full-time teacher percentage of 100% against sanctioned posts, ensuring adequate faculty support for students. Moreover, there has been a steady increase in the percentage of full-time teachers with NET/SET/SLET/Ph.D.

CKCET employs student-centric methods such as experiential learning, participative learning, and problem-solving methodologies, enhancing the learning experience of the students. These methods are supplemented by ICT-enabled tools and online resources, facilitating effective teaching and learning processes.

CKCET maintains a robust & transparent assessment framework, aligning with Anna University regulations. Internal assessments, and end-semester examinations, are conducted transparently, ensuring fairness and accountability. The institution's grievance redressal system provides avenues for students to address their concerns related to assessments promptly.

Programme Outcomes (POs) and Course Outcomes (COs) for all programs are clearly stated and displayed on the website, aligning with Outcome-Based Education (OBE). The institution's commitment to evaluating POs and COs is evident through its meticulous assessment process, ensuring the attainment of educational objectives. Additionally, CKCET has maintained a commendable pass percentage of 87.72% over the last five years, reflecting its dedication to student success and academic quality.

In conclusion, CKCET prioritizes academic excellence, innovative teaching, and transparent assessments, preparing students for success in academia and beyond. Through a holistic approach, the institute fosters lifelong learning and continuous improvement among its students.

Research, Innovations and Extension

CK College of Engineering & Technology (CKCET) has cultivated a dynamic environment conducive to research, innovation, and extension activities, underpinned by a commitment to academic excellence and societal impact.

Over the past five years, CKCET has secured 14 research grants totaling 17.23 lakhs from both governmental and non-governmental agencies, demonstrating its dedication to advancing research activities.

The institution has implemented measures to enhance its research capabilities and publication output, reflecting its growing momentum in research grants and scholarly contributions. Notably, each faculty member at CKCET has contributed to research by publishing papers in journals listed on the UGC CARE/SCOPUS and SCI indexed lists, as well as publishing books, book chapters, and presenting papers at national/international conferences.

CKCET organized 56 workshops, seminars, and conferences, covering research methodology, IPR, and entrepreneurship, promoting continuous learning and skill development for students and faculty members. CKCET's focus on promoting innovation is evident through initiatives like the CKCET - Institution Innovation Council (IIC), Students Innovation Club and the establishment of an Intellectual Property Rights and Product Development Cell (IPR&PDC). CKCET's innovation ecosystem is further strengthened by CK-TBI, powered by the Anna University Incubation Centre (AIC-AU), fostering incubation and startups.

CKCET is recognized by the Ministry of Education (MoE) as one of India's top 125 institutes, achieving a 5-star rating for academic excellence and ranking among the top 51 in the Southern Zone. This recognition reflects its dedication to fostering industry-aligned research, as evidenced by patents, technology transfer workshops, and student-led startup incubation efforts.

Moreover, the institution has actively engaged in extension activities aimed at addressing societal needs and promoting community welfare. Through units such as the National Service Scheme (NSS), Youth Red Cross (YRC), and Unnat Bharat Abhiyan (UBA), CKCET has organized numerous initiatives, including blood donation camps, COVID-19 vaccination drives, and cleanliness campaigns. These efforts have not only benefited the local community but also enriched the educational experience of students, fostering a sense of social responsibility and leadership. CKCET's collaborations with institutions and industries foster holistic development by enriching projects, internships, and research activities.

In summary, CKCET has emerged as a beacon of innovation and social responsibility, driving research excellence, fostering entrepreneurial spirit, and making meaningful contributions to the community and beyond.

Infrastructure and Learning Resources

C.K. College of Engineering & Technology (CKCET) spans 10.43 acres with 15,465 square meters of built-up area, boasting adequate infrastructure facilities as per AICTE norms, including ICT-enabled classrooms, labs, seminar halls, and sports amenities.

CKCET provides an expansive and conducive environment for learning through a diverse array of facilities, including classrooms, seminar halls, drawing halls, tutorial rooms, and conference halls.

Integration of technology is a priority, evident in all lecture halls equipped with Wi-Fi-enabled interactive panels, ensuring dynamic learning experiences. Notably, CKCET has substantially upgraded its computing

resources, increasing the number of computers to 475 and enhancing internet bandwidth to 345 Mbps, ensuring ample access to technological resources for students and faculties. Additionally, CKCET features well-equipped laboratories, centres of excellence, and an advanced communication systems laboratory funded by AICTE.

At the forefront of digitalization, CKCET's central library utilizes the Integrated Library Management System (ILMS). The students and faculty members are provided with a single solution Knimbus mlibrary platform, to access the library from anywhere, anytime, comprising 7,000 e-books and 8,000 e-journals. Face recognition systems for entry and exit enhance library access, ensuring convenience and security.

In terms of computing resources, CKCET maintains a cutting-edge IT infrastructure with advanced rack servers and IBM servers, ensuring fast network access and robust data management capabilities. The campus-wide Wi-Fi facility, coupled with a bandwidth of 345 Mbps, enables seamless internet connectivity, supporting research, collaboration, and online learning initiatives.

CKCET prioritizes holistic development, evident through facilities promoting physical and mental well-being, including gymnasiums, yoga halls, and sports activities. Safety measures such as RO-purified drinking water, 450+ surveillance cameras, and 24x7 security personnel create a secure learning environment for all.

CKCET's infrastructure embodies a harmonious blend of quantitative excellence and qualitative enhancements, aimed at providing students with a holistic and enriching educational experience. By embracing technology, promoting well-being, and ensuring safety and security, CKCET remains dedicated to nurturing future-ready professionals and leaders in engineering and technology.

Student Support and Progression

C.K. College of Engineering and Technology (CKCET) prioritizes student support and progression through various initiatives and support mechanisms. Over the last five years, the institution has seen significant growth and improvement in several key areas.

CKCET has actively facilitated scholarships and free ships for its students, resulting in a substantial number of beneficiaries. Starting with 746 students in the academic year 2018-19, the institution witnessed a continuous increase, with 968 students benefiting in 2022–23.

Moreover, the institution focuses on capacity development and skills enhancement activities to improve students' capabilities. This includes programs on soft skills, language and communication skills, life skills such as yoga and entrepreneurial skills, and staying updated with technological trends.

CKCET provides guidance for competitive examinations and career counseling, with a consistent increase in the number of students benefiting from these services over the years, reaching 1024 students in the academic year 2022–23.

In terms of grievance redressal, the institution has established various committees, including anti-ragging, internal complaints, and grievance redressal cells, ensuring a safe and supportive environment for students. Mechanisms for submitting grievances, both online and offline, are in place, ensuring timely redressal.

The institution boasts a commendable placement record, with 62.11% of students being placed. This figure has

seen steady growth over the years, reflecting the institution's commitment to student success.

Also, the institution promotes extracurricular involvement, with 41 awards/medals conferred for outstanding performance in sports and cultural activities at various levels. CKCET students actively participate in an average of 210 sports and cultural programs annually, showcasing their talents and representing the institution with pride.

The CKCET Alumni Association, established in 2016, plays a pivotal role in supporting the institution and its students. Through alumni interaction activities, the association fosters a strong bond between alumni and their alma mater, contributing to the overall growth and development of CKCET.

In summary, CKCET's comprehensive approach to student support and progression demonstrates its commitment to fostering a conducive learning environment and ensuring the holistic development of its students.

Governance, Leadership and Management

CKCET seamlessly integrates institutional governance and leadership into every aspect of its operations, reflecting a steadfast commitment to its vision and mission. The adoption of e-governance through My Class Board (MCB) enhances transparency, efficiency, and accountability, fostering a dynamic and collaborative environment.

At the core of CKCET's governance framework lies the Governing Council, which comprises institution and industry representatives, and management. This council spearheads strategic planning efforts, guaranteeing coherence with the institution's enduring objectives and nurturing continuous growth.

Aligned with the National Education Policy (NEP), CKCET implements periodic reviews and rigorous accountability mechanisms to ensure continuous improvement and innovation. Decentralization empowers various cells and clubs to operate autonomously, facilitating agility and responsiveness in decision-making.

CKCET's "Win@Life" program embodies its dedication to comprehensive student development, fostering essential social and emotional skills grounded in core values like Respect, Innovation, and Ethical Behaviour.

Administratively, CKCET maintains streamlined processes, ensuring transparency and fairness in appointments, service rules, and policies. The institution prioritizes the welfare and professional growth of its faculty and staff through comprehensive measures, including a performance appraisal system, welfare benefits, and career development opportunities.

Financially, CKCET demonstrates prudent fiscal stewardship through a dedicated finance committee, rigorous budgetary processes, and regular audits to ensure compliance and accountability.

CKCET's institutional governance and leadership foster an environment of transparency, adaptability, and growth. By integrating e-governance, prioritizing holistic student development, empowering its workforce, and maintaining fiscal responsibility, CKCET remains dedicated to providing quality education and preparing students for future challenges and opportunities.

Furthermore, CKCET actively supports staff pursuing professional development, with 411 participants in FDP,

MDP, and other programs. Financial support was extended to 289 faculty members for workshops, conferences, and FDPs. Additionally, an Internal Quality Assurance Cell (IQAC) ensures continuous enhancement through rigorous audits overseen by senior faculty members.

In conclusion, CKCET's governance and leadership, coupled with efficient administrative systems and robust welfare measures, contribute to its reputation for academic excellence and professional development.

Institutional Values and Best Practices

Gender Equity & Sensitization in Curricular & Co-Curricular Activities, Facilities for Women on Campus:

Dedicated to fostering gender equity and inclusivity, C.K. College of Engineering & Technology (CKCET) provides specialized facilities and support services. The enrolment of female students has seen a steady increase from 297 to 417 over the past five years, indicating a positive trend in gender inclusivity. CKCET has organized a total of 16 gender equity promotion programs, demonstrating its dynamic approach to addressing evolving gender equity issues through the Women Development Cell. Additionally, CKCET promotes inclusivity through various cultural, linguistic, and socioeconomic initiatives while actively participating in national programs such as the Swachh Bharat Mission, Unnat Bharat Abhiyan, and NSS activities, further reinforcing its commitment to community well-being and civic responsibility.

Institutional Facilities and Initiatives for Sustainable Energy Conservation:

CKCET prioritizes composting, recycling, and eco-friendly approaches. Water conservation measures include rainwater harvesting, borewell management, and wastewater recycling. Additionally, the campus implements green initiatives like restricting automobile entry, banning plastic use, and promoting landscaping with trees and plants, creating a sustainable and eco-friendly environment. Moreover, CKCET ensures a disabled-friendly campus with facilities like wheelchair ramps, accessible parking, and disabled-friendly washrooms, encouraging inclusiveness for all individuals.

Furthermore, CKCET champions energy conservation through strategic measures such as maximizing natural light, employing LED bulbs, installing solar panels and a biogas plant, integrating sensors for efficient energy usage, and fostering awareness through workshops and campaigns. These initiatives underscore the institution's commitment to sustainability and inspire environmental stewardship.

Institutional Best Practices:

The Student Innovation Club (SIC) at CKCET has been instrumental in nurturing innovation and entrepreneurship among students, leading to impressive outcomes. Over the past five years, 2597 students have actively participated in events, yielding over 350 prizes. Notably, 14 projects secured approval from TNSCST, garnering a grant of Rs. 1,05,000. Furthermore, students received recognition in national competitions like the Smart India Hackathon, showcasing their competence on a broader platform.

The success of "Invest in Yourself" (IIY) at C.K. College of Engineering & Technology is evidenced by substantial achievements. Over five academic years, enrolment in IIY courses ranged from 24 to 887 candidates per semester, with completion rates reaching up to 295 faculty members and 171 students. Notably, a total of 360 certificates were awarded annually. These quantitative metrics validate the program's profound impact on

student and faculty development, innovation, and institutional growth.

Institutional Distinctiveness:

In today's competitive realm, academic prowess is insufficient. Recognizing this shift, CKCET pioneers WIN@LIFE, focusing on vital skills and attitudes. Through structured 30-minute sessions held four days weekly over four years, students cultivate habits aligned with core values, enhancing their personal and professional success potential.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	C.K. COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	C.K. COLLEGE OF ENGINEERING AND TECHNOLOGY, JAYARAM NAGAR, CHELLANGKUPPAM, CUDDALORE
City	CUDDALORE
State	Tamil Nadu
Pin	607003
Website	https://ckcet.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	S.SARAVANAN	04142-227455	9750188418	04142-227455	principal@ckcet.com
Professor	D.SENGENI	04142-227454	9842960407	04142-227454	iqac@ckcet.edu.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
Tamil Nadu	Anna University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	10-05-2018	[View Document](#)
12B of UGC	10-05-2018	[View Document](#)

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	C.K. COLLEGE OF ENGINEERING AND TECHNOLOGY, JAYARAM NAGAR, CHELLANGKUPPAM, CUDDALORE	Semi-urban	10.43	15465.4

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	BE,Civil Engineering,Civil Engineering	48	HSC	English	30	20
UG	BE,Electronics And Communication Engineering,Electronics and Communication Engineering	48	HSC	English	60	57
UG	BE,Electrical And Electronics Engineering,Electrical and Electronics Engineering	48	HSC	English	60	58
UG	BE,Computer Science And Engineering,Computer Science and Engineering	48	HSC	English	60	60
UG	BTech,Artificial Intelligence And Data Science,Artificial Intelligence and Data Science	48	HSC	English	60	60
UG	BE,Mechanical Engineering,Mechanical Engineering	48	HSC	English	60	58
PG	ME,Electroni	24	UG	English	18	7

	cs And Communication Engineering,Applied Electronics					
PG	MBA,Master Of Business Administration,Master of Business Administration	24	UG	English	60	60

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	10				15				53			
Recruited	6	4	0	10	10	5	0	15	30	23	0	53
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	15				15				73			
Recruited	11	4	0	15	10	5	0	15	40	33	0	73
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				28
Recruited	25	3	0	28
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				28
Recruited	25	3	0	28
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				16
Recruited	16	0	0	16
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				16
Recruited	0	0	0	0
Yet to Recruit				16

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.	11	4	0	5	1	0	1	2	0	24
M.Phil.	0	0	0	0	1	0	3	9	0	13
PG	0	0	0	5	3	0	36	22	0	66
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**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	837	1	0	0	838
	Female	400	0	0	0	400
	Others	0	0	0	0	0
PG	Male	42	1	0	0	43
	Female	90	0	0	0	90
	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	30	53	32	36
	Female	51	16	42	27
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	0	0	1	0
	Others	0	0	0	0
OBC	Male	48	56	48	43
	Female	68	38	72	28
	Others	0	0	0	0
General	Male	79	117	65	79
	Female	109	50	125	38
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		385	331	385	251

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary and interdisciplinary approaches are integral to the educational ethos at CKCET, fostering a dynamic learning environment where students engage with diverse perspectives and integrate knowledge from various disciplines. In a multidisciplinary framework, students explore subjects within their respective disciplines, gaining depth of understanding and proficiency in specialized areas. This approach encourages specialization while providing students with a broad understanding of related fields. On the other hand, interdisciplinary education transcends disciplinary boundaries, promoting collaboration and synthesis of knowledge across multiple fields. At CKCET, interdisciplinary

	initiatives encourage students to apply insights from different disciplines to address complex real-world challenges. By integrating knowledge and methodologies from diverse domains, students develop critical thinking skills, creativity, and adaptability, essential for success in an ever-evolving global landscape. Through multidisciplinary and interdisciplinary approaches, CKCET empowers students to tackle multifaceted problems, fostering innovation and holistic development. Interactions with peers and faculty from varied backgrounds cultivate a culture of intellectual curiosity and collaboration, preparing students to become versatile professionals capable of navigating the complexities of the modern world. This holistic educational experience equips graduates with the agility and resilience needed to thrive in diverse personal and professional contexts.
2. Academic bank of credits (ABC):	2. The Academic Bank of Credits (ABC) at CKCET, an affiliated college, functions as a centralized platform for documenting and managing academic achievements. Aligned with the guidelines of the affiliated university, the ABC system enables students to accumulate credits from various educational endeavors, including courses, internships, and projects. Within this framework, CKCET students can access their digital credit portfolio, which records their academic progress and accomplishments. This centralized repository facilitates the seamless transfer of credits between CKCET and the affiliated university, ensuring transparency and consistency in academic recognition. Despite being an affiliated college, CKCET's ABC system promotes flexibility and student empowerment. Students have the flexibility to tailor their academic paths by choosing from a range of elective courses and experiential learning opportunities. This approach encourages interdisciplinary exploration and fosters a culture of lifelong learning among students. By implementing the ABC system, CKCET demonstrates its commitment to enhancing the quality and relevance of education. The system not only streamlines administrative processes but also promotes student engagement and academic excellence within the framework of the affiliated university's regulations and standards.

3. Skill development:	At CKCET, skill development is a cornerstone of our educational philosophy, aimed at empowering students with the practical competencies and expertise necessary for success in their chosen fields. Through a variety of initiatives and programs, we strive to nurture a culture of continuous learning and skill enhancement among our students. Our approach to skill development encompasses both technical and soft skills, recognizing the importance of a well-rounded skill set in today's competitive job market. Technical skills are honed through hands-on laboratory sessions, industry-relevant projects, and practical training programs conducted in collaboration with leading companies in various sectors. In addition to technical proficiency, we place a strong emphasis on soft skills such as communication, teamwork, leadership, and problem solving. Workshops, seminars, and extracurricular activities are organized regularly to foster the development of these essential skills, ensuring that our students are not only technically proficient but also effective communicators and collaborators. Furthermore, we encourage students to participate in internships, apprenticeships, and industry projects to gain real-world experience and apply their skills in practical settings. These opportunities not only provide valuable exposure to industry practices but also help students develop a professional network and gain insights into potential career paths. Overall, our comprehensive approach to skill development equips CKCET students with the knowledge, abilities, and confidence to excel in their chosen professions and make meaningful contributions to society.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	As the nodal center for NPTEL (National Programme on Technology Enhanced Learning) at CKCET, we recognize the importance of integrating Indian knowledge systems into our curriculum to enrich the educational experience and promote cultural relevance. Our approach involves incorporating elements of Indian languages, culture, and traditions into the delivery of online courses, fostering a deeper connection between students and their heritage while enhancing learning outcomes. One key aspect of our initiative is the inclusion of course content in Indian languages, such as Hindi, Tamil, and Telugu, alongside English. This multilingual approach ensures accessibility for students from diverse

	linguistic backgrounds, enabling them to engage more effectively with the material and facilitating a broader dissemination of knowledge. Furthermore, we infuse our courses with insights from Indian culture and heritage, highlighting indigenous practices, philosophies, and innovations that have contributed to the country's rich intellectual tradition. By contextualizing technical concepts within the framework of Indian culture, we aim to instill a sense of pride and appreciation for our heritage among students, while also demonstrating the relevance of traditional knowledge systems in contemporary contexts. In addition to language and culture, we leverage online platforms to facilitate interactive learning experiences that are both engaging and inclusive. Through features such as discussion forums, live webinars, and virtual labs, we encourage collaborative learning and peer-to-peer interaction, enabling students to explore and apply Indian knowledge systems in a digital environment. Overall, our efforts towards the appropriate integration of Indian knowledge systems in online courses at CKCET's NPTEL nodal center reflect our commitment to holistic education and cultural inclusivity. By embracing our diverse cultural heritage and incorporating it into our teaching practices, we strive to create a learning environment that is both academically rigorous and culturally enriching for our students.
5. Focus on Outcome based education (OBE):	At CKCET, we prioritize Outcome-Based Education (OBE) as a foundational principle to ensure the holistic development and success of our students. OBE emphasizes defining clear learning outcomes and aligning teaching and assessment methods to achieve those outcomes effectively. Our approach to OBE begins with the identification of program specific learning outcomes (PSLOs) and course learning outcomes (CLOs) that articulate the knowledge, skills, and attitudes students are expected to demonstrate upon completion of their studies. These outcomes serve as benchmarks for curriculum design, guiding the development of course materials, instructional strategies, and assessment criteria. To support the implementation of OBE, we emphasize active and student-centered learning methodologies that promote critical thinking, problem-solving, and application of knowledge in real world contexts.

	Through project-based learning, case studies, laboratory experiments, and internships, students engage in hands-on experiences that enable them to develop practical skills and competencies relevant to their field of study. Assessment in OBE is designed to be authentic, varied, and aligned with the intended learning outcomes. We utilize a mix of formative and summative assessment methods, including quizzes, assignments, presentations, and performance evaluations, to measure student progress and achievement against the established outcomes. Through our commitment to OBE, CKCET aims to produce graduates who are not only academically proficient but also capable of adapting to diverse professional environments, contributing positively to society, and continuing their lifelong learning journey. By focusing on outcomes, we empower our students to thrive in a rapidly changing world and make meaningful contributions to their chosen fields
6. Distance education/online education:	As CKCET continues to adapt to the evolving landscape of education, we recognize the significance of distance education and online learning in expanding access to quality education and fostering lifelong learning opportunities. Our commitment to providing accessible and flexible education through distance education initiatives and online learning platforms is unwavering. Page 9/127 07-03-2024 12:32:40 Annual Quality Assurance Report of C.K. COLLEGE OF ENGINEERING AND TECHNOLOGY Through strategic partnerships with renowned online learning platforms and educational institutions, CKCET offers a diverse range of online courses and programs that cater to the needs and interests of learners from diverse backgrounds. Whether it's professional development courses, certificate programs, or degree programs, our online offerings provide learners with the flexibility to pursue their educational goals at their own pace and convenience. In addition to traditional online courses, CKCET has embraced innovative technologies and instructional methods to enhance the online learning experience. Interactive multimedia content, virtual labs, discussion forums, and live webinars are just a few examples of the engaging and interactive tools we use to facilitate effective learning and collaboration in the online environment. Moreover, CKCET remains committed to ensuring the quality

and rigor of our online education programs through continuous assessment and improvement. Rigorous curriculum design, qualified faculty members, and robust assessment mechanisms ensure that our online learners receive a high-quality education that is on par with traditional classroom instruction. As we continue to expand our offerings in distance education and online learning, CKCET remains dedicated to democratizing access to education, empowering learners to pursue their educational aspirations regardless of geographical constraints or other barriers. Through our online education initiatives, we strive to equip learners with the knowledge, skills, and competencies needed to thrive in today's interconnected world.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the college has established the Electoral Literacy Club (ELC). It provides a forum for educating the students about their rights, obligations, and election procedures. The ELC seeks to improve electoral literacy and promote active engagement in democratic processes through workshops, seminars, and awareness campaigns. In order to assist people in making knowledgeable decisions during elections, it offers tools and information. In order to support voter registration efforts and other civic engagement initiatives, the ELC also works with electoral authorities and groups.
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?	Indeed, the college designates faculty coordinators and student coordinators to oversee the Electoral Literacy Clubs (ELCs) and make sure they run smoothly. These appointments aid in ensuring that ELC initiatives and activities run smoothly. In addition, the ELCs' representational character is intended to promote inclusivity and diversity among their members. They make an effort to include students from a variety of backgrounds so that a wide range of viewpoints and experiences are represented. By using this strategy, ELCs hope to encourage a deeper comprehension of election problems and procedures.
3. What innovative programmes and initiatives	C.K. College of Engineering and Technology,

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.	Cuddalore, has carried out the campaign on "Mera Pehla Vote Desh Ke Liye." In this connection, our college's electoral literacy club organised various events as mentioned by AICTE.The institution organised a voter awareness seminar' for its students as a part of the campaign on Mera ehla Vote Desh Ke Liye. The aim of the seminar was to educate the youth about the values of democracy and the importance of voting in a fair and free manner. A poster presentation on the theme of the program, "My vote is my right – power of one vote," was organised.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	In view of the election campaign, AICTE circulated " Mera Pehla Vote, Nation ke Liye " activities to be observed by the HEIs.All the activities are organised effectively in our Institution.
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 institution is making concerted attempts to aggressively address the issue of students over 18 who are not registered to vote. For eligible students, Electoral Literacy Clubs (ELCs) in CKCET create awareness and assist with voter registration. The institution has also established procedures to expedite the voter registration process, guaranteeing that all qualified students can register and take part in the election process.Voting is a fundamental part of democracy. Having a voice is essential for having a voice. We can make a difference by voting. To sensitize the students about voting, we held a poster making contest on 11th March. The theme of the program was "My vote is my right – power of one vote.". The students from different departments of the college came forward and attended.

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
1251	1135	1056	892	982

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: 176

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
94	99	100	99	102

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
973.16	339.6	261.99	432.53	368.68

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:

C.K. College of Engineering & Technology (CKCET) places a strong emphasis on effective curriculum planning and delivery, recognizing its pivotal role in shaping the educational experience of students. The approach that guarantees adherence to academic standards and promotes ongoing enhancement is methodically designed and thoroughly recorded, underscoring this dedication. One of the key pillars of CKCET's curriculum planning is adherence to the Anna University academic schedule. By aligning with that, CKCET ensures its programs are coordinated with the broader educational framework. This enables seamless integration of curriculum components. In addition to the university schedule, CKCET meticulously prepares its own institutional academic calendar and departmental academic calendar. These calendars serve as comprehensive guides for faculty members and students, outlining important dates, events, and milestones throughout the academic year. By providing a structured framework, these calendars help in the effective planning and coordination of academic activities. The process of curriculum planning at CKCET extends to the finalization of electives, which is done through a systematic and transparent process. Faculty members' preferences and allocations are carefully considered to ensure equitable distribution of courses and optimal utilization of resources. This ensures transparency and accountability in the course assignment process, fostering a conducive learning environment. Additionally, the institution develops class timetables that optimize resource utilization and minimize scheduling conflicts, thereby enhancing efficiency in curriculum delivery.

To facilitate effective teaching and learning, CKCET prepares comprehensive course data sheets and lesson plans for each course. These documents outline the learning objectives, content, assessment criteria, and instructional strategies, providing a roadmap for faculty members to deliver quality education. Moreover, CKCET utilizes Anna University question papers as benchmarks for assessing student performance, ensuring alignment with academic standards. Descriptive Continuous Assessment (DCA) is integral to CKCET's curriculum delivery process. The institution painstakingly develops and schedules internal assessments, which are supplemented by the creation of relevant exam question papers. This ongoing evaluation mechanism enables faculty members to monitor student progress, identify areas for improvement, and provide timely feedback. To support faculty engagement and professional development, CKCET maintains faculty logbooks, wherein faculty members document their teaching activities. This practice fosters a culture of reflection and continuous improvement among faculty members. Moreover, CKCET convenes regular Class Committee Meetings (CCM) to discuss curriculum-related matters, address concerns, and solicit feedback from stakeholders. These meetings serve as platforms for collaboration and dialogue, enabling faculty and students to actively participate in the curriculum planning process.

In conclusion, CK College of Engineering & Technology (CKCET) exemplifies a commitment to

effective curriculum planning and delivery through a well-planned and documented process. By adhering to academic schedules, maintaining comprehensive calendars, finalizing electives transparently, and conducting continuous internal assessments, CKCET ensures alignment with academic standards and promotes excellence in education. Through these initiatives, CKCET remains dedicated to providing a transformative learning experience that empowers students for success in their academic and professional endeavours.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 94

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 65.54

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
1238	845	606	367	428

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:

C.K. College of Engineering & Technology (CKCET) effectively integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the curriculum through the following measures. The curriculum offers an exclusive course on "GE8076 - Professional Ethics in Engineering" in 2017 regulations and "GE6075 - Professional Ethics in Engineering" in 2013 regulations", and nearly 1000 students opted for this subject as an elective in their program of study. It brings the realization of an individual's responsibility and rights in society. All the faculty members are mandated to undergo the course on Universal Human Values (UHV) offered by AICTE to understand harmony and ethical human conduct. Apart from curricular courses, our institution offers meticulously framed Win@Life sessions that instil ethical values and foster social responsibility among students. This enables our students to apply ethics in their profession and also in society.

In alignment with NEP 2020, AICTE endeavours to enhance technical education by mandating programs to incorporate a course on either Professional Ethics and Human Values as an elective. In compliance with this directive, the institution conducts a specialized five-day student induction program for first-year students, meticulously crafted to integrate these value systems into their academic journey. An integral aspect of CKCET and one of its key features is its Win@Life program, which places a strong emphasis on instilling ethical values and fostering social responsibility among students. This initiative is geared towards providing students with the essential tools and mindset required to succeed not only in academics but also in their personal lives. Several hands-on gender sensitivity activities provide students with opportunities to engage in real-life situations, including fieldwork, community outreach, and gender sensitization activities facilitated by the Internal Complaints Committee (ICC).

Each year, CKCET commemorates International Women's Day with a series of engaging and meaningful activities that highlight the importance of gender equality and the empowerment of women. These celebrations may begin with an opening ceremony featuring speeches from prominent female leaders, faculty members, or guest speakers who inspire and motivate students to advocate for gender equality. Throughout the day, there may be panel discussions, workshops, and seminars focused on topics such as women's rights, leadership, career development, and health and wellness.

To raise awareness among students relevant to the environment and sustainability, the university has included a compulsory course on Environmental Science and Engineering in all programs. This will help students gain knowledge on sustaining, improving, and preserving the environment. Regularly, the NSS Unit organizes extension activities like tree plantations and maintaining cleanliness and hygiene in nearby areas and schools.

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

1.3.2

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

Response: 92.41

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

Response: 1156

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 74.55

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
385	331	385	251	236

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

2022-23	2021-22	2020-21	2019-20	2018-19
408	408	408	408	498

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 83.2

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
264	255	270	222	222

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
284	284	284	284	346

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 13.31

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:

C.K. College of Engineering & Technology (CKCET) stands at the forefront of effective implementation of the teaching-learning process. With a commitment to excellence in education, CKCET prioritizes innovative teaching pedagogy and student-centric approaches to enhance the learning experience. The CKCET has prioritized enhancing experiential learning by employing various strategies like open-ended experiments and mini-projects being assigned in practical courses to explore concepts beyond predefined boundaries. Field visits, workshops, and project expos provide real-world exposure, bridging the gap between theory and practice and enabling students to highlight their innovations and collaborate with industry professionals. Value-added courses enrich the curriculum, equipping students with additional skills and knowledge. Finally, educational simulation tools are used to enhance immersive learning experiences.

CKCET was committed to strengthening participative learning through a range of methodologies, like chalk and board discussions to promote active engagement during lectures, Peer learning methodologies foster a collaborative environment and encourage knowledge sharing. Think-pair-share exercises prompted individual reflection, leading to deeper understanding and increased participation. Mind maps served as effective visual tools for organizing complex information, enhancing memory retention, and fostering creative thinking. Model-based teaching concepts make learning more tangible and accessible. Role-plays provided immersive simulations, allowing students to apply theoretical knowledge in practical scenarios. Flipped classrooms facilitated interactive sessions, enabling students to engage deeply with content and seek clarification on challenging topics. Seminar and case study presentations encouraged critical thinking and decision-making skills by analyzing real-world scenarios and enhanced communication skills. One-minute paper feedback offered valuable insights into student comprehension, enabling timely adjustments to teaching strategies.

At CKCET, the enhancement of problem-solving skills is prioritized through Tutorial classes and classroom discussions aiming to promote collaborative problem-solving. Challenging questions in internal assessments encourage critical thinking and the application of knowledge, resulting in heightened cognitive abilities and academic proficiency. Participation in clubs and cell activities such as R&D and EDC cultivates innovation and entrepreneurial spirit, empowering students with practical skills and mindset. The institution organizes hackathons to provide experiential learning opportunities, honing problem-solving abilities and preparing students for real-world challenges with the requisite skills and mindset for success in both academic endeavors and professional pursuits. At CKCET, a variety of ICT tools are employed to enhance the teaching and learning experience. This includes utilizing online platforms like WhatsApp, Google Classroom, and Microsoft Teams for conducting classes and submitting assignments. Furthermore, applications such as Zoom and webinars are utilized for hosting online meetings, guest lectures, seminar presentations, and FDP sessions. These tools not only engage both students and faculty in academic activities but also contribute to building resilience during challenging times like the pandemic.

Additionally, the institution's NPTEL Local Chapter enriched learning by offering e-learning courses and resources. Faculty members were trained to use ICT-enabled tools for teaching, with specific tools mentioned in the lesson plans. These ICT initiatives not only improved teaching effectiveness but also catered to diverse learning styles and facilitated access to educational materials. They empowered both faculty and students to adapt to evolving educational needs and learning experiences.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	99	100	99	102

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: 18.83

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
23	25	19	15	11

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

C.K. College of Engineering & Technology (CKCET), affiliated with Anna University, prioritizes compliance with university regulations for a robust assessment framework and effective grievance redressal, through systematic internal assessments covering theory, laboratories, seminars, internships, and projects, along with an efficient grievance redressal system. CKCET has a centralized examination cell, headed by the Principal as Chief Superintendent and supported by the Overall Examination Cell Coordinator and respective Department Exam Cell Coordinators. The exam cell holds the responsibility to facilitate and conduct both the Descriptive Continuous Assessments (DCA) and university end-of-semester examinations. According to Anna University's regulation, the institute conducts three DCAs which comprise two components for theory courses: DCA (Sec-A) for skill-based assessment and DCA (Sec-B) for written assessment. The total internal assessment marks are calculated with 60% attributed to DCA (Sec-B) and 40% to DCA (Sec-A) and for a laboratory course, 75% of the marks are allocated based on the demonstration of experiments, completion of observations, and records, while the remaining 25% of the marks are derived from model practical examinations. The examination cell of the institute ensures transparency in the conduct of internal examinations through proper planning and execution.

The schedule of DCAs for each academic year is given in the college calendar. Specific dates for each assessment are scheduled in line with the Anna University academic schedule and this detailed schedule is announced to all concerned departments and a copy is displayed on the notice board. The faculty member prepares the question papers as per the pattern prescribed by the affiliating university and forwards the same to the examination cell, duly signed by the respective faculty member, approved by the HODs concerned, and audited by IQAC. Sufficient copies are arranged by the cell before the examination to ensure transparency in the conduct of the internal examinations

After completing each DCA, the results are promptly published and circulated among the students. This

transparent process ensures that students are kept informed of their performance throughout the assessment period. The examination cell has a robust grievance redressal system to address any grievances related to internal assessments. Students are encouraged to submit grievance forms through their respective departments to the designated exam cell. Upon receipt of these forms, the exam cell conducts a thorough review to address the concerns raised by the students, ensuring a fair and timely resolution. The End semester examinations are conducted strictly according to the guidelines provided by the Controller of Examinations, Anna University, Chennai. The Principal of the institution assumes the role of Chief Superintendent, supported by an Overall Exam Cell Coordinator for both theory and Lab-based examinations. Any grievances, such as mismatches in question paper counting, question paper omissions, malpractices, or inclusion of out-of-syllabus questions, are addressed to the affiliating university through the Anna University web portal. Moreover, student attendance and Descriptive Continuous Assessment (DCA) marks are regularly updated on the affiliating university web portal, providing transparency and accessibility for students and faculty members. This systematic approach to examination administration and grievance resolution underscores our commitment to upholding the integrity and fairness of the examination process as prescribed by Anna University.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

C.K. College of Engineering & Technology (CKCET) is deeply committed to upholding the highest standards of academic excellence and transparency. At CKCET, we prioritize delivering an exceptional educational experience that is not only meticulously crafted but also transparently communicated to all stakeholders. Affiliated with the esteemed Anna University Chennai, our institution offers a diverse array of undergraduate (UG) and postgraduate (PG) programs. Each program is intricately designed to meet the evolving demands of various industries while also nurturing the aspirations of our students. To ensure clarity and alignment with our overarching goals, CKCET has stated clear Program Educational Objectives (PEOs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) for every program. Transparency lies at the core of our ethos, and the institution spares no effort in making essential program information readily accessible to all stakeholders. Through a multi-faceted approach, we disseminate details about PEOs, POs, PSOs & COs across various platforms. Our institution's website serves as a primary hub for accessing comprehensive program information, enabling easy navigation for students, faculty members, industry partners, and accrediting bodies alike. This display of information not only empowers students to make well-informed decisions about their educational journey but also fosters a sense of trust and confidence in CKCET among our industry collaborators and accrediting

agencies.

In addition to our online presence, we employ various offline channels to ensure broad dissemination of PEOs, POs, and PSOs. In all Classrooms, the Noticeboard and all prominent places serve as tangible resources, offering detailed insights into the distinct educational experiences available at CKCET. Recognizing the importance of integrating these outcomes into the fabric of our educational approach, we emphasize the articulation and dissemination of Course Outcomes (COs) to our students. Through meticulously crafted course materials and assessment methodologies, we ensure that each student understands the specific learning objectives of every course and comprehends how these objectives contribute to the overarching goals of their respective programs. By adopting an integrated approach to disseminating information about our Program Outcomes (POs) and Course Outcomes (COs) through a myriad of channels, CKCET underscores its unwavering commitment to transparency, accountability, and continuous improvement. Through this concerted effort, we strive to empower our stakeholders with comprehensive insights into our programs and outcomes, thereby facilitating the success and advancement of our students and the broader community they serve.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

C.K. College of Engineering & Technology is committed to providing excellence in education through a meticulous approach to evaluating Program Outcomes (POs) and Course Outcomes (COs), aligned with the guidelines outlined in the AICTE examination reforms. The institution assessment process comprises two fundamental steps: identifying competencies and defining performance indicators (PIs), followed by direct and indirect assessment of COs. In the first step, subject experts meticulously identify the competencies that students must attain, encompassing technical knowledge, problem-solving abilities, communication skills, teamwork, ethical values, and a commitment to lifelong learning. These competencies serve as the foundation for defining specific performance indicators (PIs) that are relative to the subject course outcomes. By defining these PIs, we establish a clear framework for assessing student learning and achievement. In the second step, we employ both direct and indirect assessment methods to evaluate COs. Direct assessment involves a comprehensive evaluation of student performance through Descriptive Continuous Assessment (DCA), assignments, mini-projects/objective tests, and University end-semester examinations. These assessments are meticulously designed to align with the defined PIs and COs, ensuring that they accurately measure student mastery of the course content.

Furthermore, the Institution assessment process includes predefined criteria for assigning attainment values based on students' performance in direct assessments. For instance, if 71% or more of the students score 50% or higher in direct assessments, they secure an attainment value of 3. Similarly, attainment values of 2 and 1 are assigned to students scoring between 61 to 70% and 51 to 60%, respectively. Students who score below 50% are considered to have not attained the desired level of competency, triggering the implementation of remedial measures to support their academic progress. In addition to direct assessment, the institution also incorporates indirect assessment methods, such as surveys and questionnaires, to gather feedback on individual course outcomes. These surveys provide valuable insights into students' perceptions of their learning experiences and the extent to which they believe they have achieved the intended outcomes of the course. For the final calculation of CO attainment, 80% of the direct assessment score is added with 20% of the indirect assessment score, ensuring a comprehensive and balanced evaluation of student achievement. Moving beyond course outcomes, the institution also prioritizes the assessment of Program Outcomes (POs) to ensure that CKCET graduates are well-prepared to meet industry standards and societal needs. Through direct PO attainment and program exit surveys, the institution evaluates the overall effectiveness of the programs.

In conclusion, the rigorous assessment process of the institution is designed to ensure that the educational programs effectively prepare students to excel in their chosen fields, meet industry demands, and contribute meaningfully to society. By adhering to the AICTE examination reforms and continuously refining the assessment techniques, the institution remains committed to delivering education of the highest quality.

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

2.6.3

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

Response: 87.57

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
244	239	257	209	228

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
272	257	257	237	321

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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: 17.23

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
0.225	8.875	0	7.90	0.225

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:

C.K. College of Engineering & Technology (CKCET) has established a dynamic ecosystem focused on fostering innovation and promoting the Indian Knowledge System (IKS), including awareness about Intellectual Property Rights (IPR), to nurture a skilled workforce for knowledge creation and dissemination among students. The CKCET - Institution Innovation Council (IIC) was established in 2019 under the Ministry of Education (MoE) Innovation Council (MIC), Government of India, to instil a culture of innovation, entrepreneurship, IPR, and startups. Workshops on design thinking, IPR, and ideation, along with boot camps on startup modelling and elevator pitching, have been organized by the council. In the academic year 2022-23, CKCET-IIC conducted a total of 60 activities, including 24 IIC activities, 8 MIC activities, 16 self-driven activities, and 12 celebration activities. These efforts have resulted in students generating 64 ideas and developing Proof of Concepts (PoCs). Furthermore, students have showcased their abilities in events such as the Smart India Hackathon organized by the Government of India. The MoE positioned CKCET among the top 125 Higher Educational Institutes in India and

within the top 51 Institutions in the Southern zone region. CKCET emphasizes interdisciplinary research aligned with IKS and is committed to disseminating IKS in further research and societal applications.

The institution houses a dedicated Students Innovation Club (SIC) aimed at transforming students' ideas into projects and preparing them for various competitions. SIC focuses on skill enhancement, providing seed money for the best projects, and recognizing outstanding achievements through cash prizes and certificates. The club has received a grant of Rs. 1,00,000 under the AICTE-SPICES scheme and promoted interest, creativity and ethics among students. Over 2,000 students have participated in technical competitions organized by other institutions/organizations and won over 185 prizes, including prestigious awards like the ISTE Award, Dr. Abdul Kalam Young Achievers Award, etc.,

The Intellectual Property Rights and Product Development Cell (IPR&PDC) was established to protect intellectual property, promote innovation, and support product development. From 2019–23, the institute published 18 patents, of which 2 were granted, and organized technology transfer workshops for school students to create STEM awareness. CKCET has strengthened its innovation ecosystem with the establishment of CK-TBI, supported by the Anna University Incubation Centre (AIC-AU), fostering innovation, incubation, and start-ups. As an outcome, two student teams from CKCET have signed a pre-incubation agreement with Anna Incubator and started their Startup journey. The Entrepreneurship Development Cell organizes events to nurture entrepreneurial skills among students, featuring successful entrepreneurs as speakers. CKCET facilitates students visiting the AIC-AU and IIT Madras Incubation Cell to create awareness about the start-up ecosystem and foster entrepreneurial spirit. The R&D Cell actively engages in research activities and facilitates faculty members to publish more research papers and secure 14 government grants. The institute also received Rs. 8.5 Lakhs from AICTE, under the RPS scheme. Cumulatively, it obtained research project grants of Rs. 17.225 lakhs during 2018–23.

The CKCET has five Centre of Excellence in collaboration with entities that have enhanced students' skills and facilitated innovative projects across various domains. CKCET's commitment to fostering a culture of research and innovation continues to drive industry relevance and academic excellence.

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

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 56

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
20	12	13	8	3

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: 1.93

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
34	45	27	25	209

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

3.3.2

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

Response: 0.57

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
11	11	7	3	68

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

3.4 Extension Activities

3.4.1

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

Response:

CKCET recognized the importance of nurturing social responsibility and holistic development activities for the students at the institute. Their commitment to extension activities within the neighbourhood community has created a positive impact and sensitized students to pressing social issues. Through the units of the National Service Scheme (NSS), Youth Red Cross (YRC) and Unnat Bharat Abhiyan (UBA), the institution organized a wide range of activities wherein the students actively participated in the welfare of society, contributed to the development of their societal skills. A noteworthy example is the Blood Donation Camp in association with Governmental Hospital, Cuddalore, which is organized twice a year in our institution, and around 200 students selflessly donate blood every time to support the people of the Cuddalore district. CKCET has maintained a leading role throughout the pandemic by hosting three COVID-19 vaccination camps on its campus, in partnership with the Primary Health Centre (PHC - Naduveerapattu). These camps provided vaccination for more than 200+ individuals every time, bolstering their immunity against the virus. Furthermore, recognizing the critical importance of safety

measures, essential supplies such as safety kits comprising hand sanitizer, face masks, vegetable wash, electronic gadget spray, and rice bags were distributed to 1500+ households in the village, ensuring essential support for community well-being. Amid the 2018 Kerala floods, the institution offered assistance by supplying essential items like bedspreads, dhotis, and food products to 500 individuals in the Trivandrum district, ensuring the welfare of the community. Every year, the institution expanded its outreach to neighbouring villages, hosting a Swachh Bharat campaign involving approximately 150 students. This initiative, covering villages like Chellangkuppam, Nanamedu, Naduveerpattu, and Theerthanagiri, includes cleanliness activities in the places like streets, temples, libraries, schools, bus stops, etc., Every year, a good number of student volunteers are engaged in a 7-day special camp in a village, actively involved in diverse activities such as health and veterinary camps, cleaning drives, fire safety workshops, plastic awareness rallies, and beyond. These initiatives benefit nearly 200+ residents, promoting their overall well-being. As a Participating Institute (PI) in Unnat Bharat Abhiyan (UBA), CKCET accomplished Village and Household surveys, along with rapport-building activities, across its adopted UBA Villages: Uchimedu, Subaupplavadi, Oteri, Pillali, and Naduveerapattu. In Addition, awareness programs on state and central government schemes were organized for the residents of all UBA villages in 2022, and shared comprehensive information about key schemes and their benefits, eligibility, and application procedures, etc.,

The Har Ghar Tiranga campaign received enthusiastic support from faculty and students, ensuring the flagging of Tiranga in every home in UBA Villages. Additionally, the institute organized a STEM awareness program in government schools at Naduveerapattu and Oteri Villages, enlightening 478 students about emerging technologies and their significance. In summary, our commitment to extension activities not only benefits the neighbourhood community by addressing local needs but also enriches the educational experience of our students, contributing to their holistic development as socially conscious individuals and future leaders.

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

3.4.2

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

Response:

Students and faculty members from CKCET have consistently taken part in numerous extension activities along with various government and government-recognized bodies: Additionally, the institute serves as a hub for organizing government events such as blood donation camp, STEM education, Eye camps, COVID vaccination camp, etc., CKCET's extension activities are anchored in the moral principles upheld by the organization. The idea is to create NSS, UBA and YRC wings with student participation to contribute to the benefit of society.

Recognition for COVID-19 vaccination camp

During the second wave of COVID-19, our college extended support by organizing two vaccination camps for local villagers, school and college students in collaboration with the Primary Health Centre in Naduveerapatu. In appreciation of this assistance, the District Health Officer of Cuddalore expressed gratitude to our principal and presented a certificate as a mark of recognition.

Recognition for Blood Donation Camp

The NSS, YRC and UBA units of C.K. College of Engineering & Technology had jointly organized various Blood Donation Camps on the College Campus in association with the Tamil Nadu AIDS Control Society and Blood Transfusion Council, Chennai. In each blood donation camp, more than 200 donors have donated blood. In appreciation of these extended activities, the Blood Bank Medical Officer of Government Hospital Cuddalore presented certificates as a token of recognition to the institution for the last three years.

Recognition for Eye Camp

The institution routinely organized eye check-up camps in collaboration with the Government Headquarters Hospital, Cuddalore. These camps were conducted at Tsunami Nagar, Theerthanagiri, and Chellangkuppam, benefiting villages in the Cuddalore District. In recognition of this, the District Program Manager of the District Blindness Control Society (DBCS) in Cuddalore, awarded a certificate in recognition of the institution's support for the year 2022 & 2023.

Recognition for Road Safety Analysis

As a curriculum extension activity, four students of the NSS unit and two faculty members of C.K. College of Engineering & Technology participated in a road safety analysis of road hotspots in Cuddalore district organized by the Tamil Nadu Police Department in the year 2022. In acknowledgement of the valuable service provided in road safety analysis, the Superintendent of Police of Cuddalore District presented a certificate of appreciation to the volunteers.

Recognition for STEM education

The NSS, YRC, and UBA units of CKCET organized various STEM education programs for both government and non-government schools. Through this initiative, students gained awareness of emerging technologies. In recognition of this, Atchaiya Mandhir Matriculation Higher Secondary School, B. Mutlur, bestowed upon the institution an Award of Excellence as a token of appreciation in the year 2023.

Recognition for Swatchh Bharath campaign

The NSS, YRC, and UBA units of CKCET collaborated to organize diverse Swachh Bharat campaigns, like street cleaning, temple cleaning, orphanage sanitation, tree plantation drives, and spreading awareness on energy conservation. These campaigns were carried out in villages such as Nanamedu, Tsunami Nagar, Enikaranthottam, Naduverrpattu, Therthanari, and six additional villages. In recognition of this commendable service, the Panchayat President of Nanamedu Village, awarded certificates of recognition to the institute in 2022.

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

3.4.3

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

Response: 61

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
19	13	5	14	10

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

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 23

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

C.K. College of Engineering & Technology is spread over 10.43 acres, encompassing a built-up area measuring 15,465.4 square meters. The institution has adequate infrastructure facilities as per AICTE norms. CKCET is equipped with sufficient ICT-enabled classrooms, tutorial halls, state-of-the-art laboratories, drawing halls, seminar halls, playgrounds, gymnasium, parking areas, etc., The institution has 35 classrooms, 2 seminar halls, 2 drawing halls and 1 conference hall with adequate space to ensure a comfortable learning environment for the students. The institution has facilitated all lecture halls with Wi-Fi-enabled intelligent interactive panels for an effective teaching-learning process. Similarly, seminar halls, conference halls and board rooms are also facilitated/equipped with ICT facilities. The central library of the institution covers an area of 450 square meters with vast collections of 40000 book volumes, 2900 journals, 109 magazines and periodicals. The digital library is powered by Knimbus platform, which enables students and faculty members to refer to 20,00 subscriptions, 70,00 e-books, and 8000 journals. In addition, this platform enables remote access to a wide range of academic papers, research articles and e-books across various disciplines. The institution has 43 well-equipped laboratories spanning various disciplines with the latest types of machinery, equipment, tools, and simulation software as per the guidelines of Anna University. In addition to that, the institution has 5 centres of excellence and an advanced communication systems laboratory funded by AICTE under the MODROBS scheme to support research, consultancy, and placement. The institution has robust computing facilities, comprising high-performance servers, 475 latest desktop computers powered by i5 and i7 processors, and other required peripheral devices. The institution maintains a student-computer ratio of 1:3 and the campus is enabled with a Wi-fi facility with an internet speed of 345 Mbps.

The institute features 30 smart classrooms to integrate all necessary ICT facilities. These smart classrooms are well equipped with Wi-Fi-enabled intelligent interactive panels, audio-visual systems, web cameras, digital content repositories, video conferencing and recording, etc to facilitate lecture capturing systems… The Institute integrates MCB - an exclusive enterprise resource planning software platform for its effective administration, documentation, attendance management, payroll etc...The institute has dedicated 10957 sq.m of playing area to cover the sports activities like Cricket, football, volleyball, badminton, kho-kho, kabbadi, handball, athletics, throwball, ball badminton, table tennis, carom, and chess. A separate gym facility is available for both boys and girls to improve the fitness of the students and faculty members. To improve the mental and physical health of the students and faculty members, the institution gives training to the students by yoga teachers with a sufficient number of yoga mats. The institution provides additional facilities to stakeholders, like RO-purified drinking water,

cafeteria, transport system, separate vehicle parking, Surveillance camera, 24x7 security facility, sewage treatment plant, on-grid solar power generation system, fire safety equipment, rainwater harvesting, biogas plant, elevator and ramp facility for Physically challenged people.

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

4.1.2

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

Response: 32.61

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
542.25	52.56	20.36	125.55	34.04

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

4.2 Library as a Learning Resource

4.2.1

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

faculty and students

Response:

The Central Library of the institution stands at the forefront of digitalization, employing an Integrated Library Management System (ILMS) known as My Class Board (MCB). The acquisition, maintenance, circulation, and OPAC modules are all seamlessly integrated into MCB, offering a comprehensive solution for effective library operations. The "My Class Board ERP Library Module" is designed to digitize and automate library operations, making it easier for librarians to manage book inventories, lending, and returns, as well as for students and teachers to access library resources. The My Class Board revolutionizes the library landscape, offering a digital platform for both students and faculty members. Library user entry and exits are digitized with the integration of the biometric system with the MCB. With the biometric system in place, library users can conveniently access library facilities using their unique biometric identifiers, eliminating the need for traditional library cards or manual check-ins. The digital library of CKCET facilitates offsite learning & research from everywhere, anytime, for all stakeholders with the KNIMBUS mlibrary platform. This KNIMBUS mlibrary platform enables users to access all digital collections with one login. To highlight, around 7884 e-journals & 7694 e-books are made available for ready access for all the users. In addition, open-access e-learning videos are readily available on the mlibrary platform. Through the Knimbus platform, the leading publishers provide free access to e-books and e-journals for library users in off-campus and on-campus modes, such as Tayor & Francis, Science Direct, Springer, World Scientific, JOSTOR, Cambridge University Press, Knimbus Open Journals, and e-Books.

Moreover, the Central Library holds an institutional membership with the Developing Library Network (DELNET), Delhi. The DELNET provides access to a vast repository of digital resources, including e-books, journals, and research databases. Through DELNET, our students and faculty members are accessing a wealth of academic materials to support their research and learning endeavours. The central library has an Online Public Access Catalogue (OPAC) facility, which allows users to search for library materials such as books, journals, and multimedia resources from any internet-enabled device. With OPAC, students and faculty members can conveniently access the library's collection, check availability, and even place holds or renew items online. The Central Library oversees the management of the digital repository, a valuable resource hub for students and faculty alike. Within the repository, students access digitized university question papers and a curated selection of web resource links to enhance their learning experience. The CKCET digital library offers Wi-Fi connectivity and high-end computers, providing students and faculty with seamless access to digital resources. Its digital infrastructure enhances accessibility and supports diverse educational needs within the institution. Faculty members utilize its extensive digital infrastructure and resources to support their research, while students benefit from access to e-journals, e-books, and academic materials for their studies. The Online Public Access Catalogue (OPAC) enables efficient retrieval of materials, while the digital repository provides digitized question papers and curated web links, enhancing learning experiences. Overall, the library plays a crucial role in facilitating research, learning, and academic excellence within the CKCET community.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Computing resources

The institution has excellent IT infrastructure, having 475 computers with LAN connections, among them, 442 are designated for student's use, while the remaining 33 are allocated for teaching and supporting staff members. The campus utilizes a fibre optic network with VLAN connectivity to interconnect all blocks, achieving high-speed internet connectivity (345 Mbps). The computers available have a maximum configuration with a core i7 processor, 32 GB of DDR5 RAM, 512 GB of SSD storage, and 1TB of HDD storage. The highly advanced RACK AV/IBM/Intel servers are available in the server room to offer fast network access within the campus. The campus has a total of four Apple Mac laptops and thirteen Lenovo Tabs.

Internet and Wi-Fi

CKCET has a 24×7 internet facility with a sufficient bandwidth of 345 Mbps. The computers in various blocks are interconnected via fiber-optic cables using distribution switches. The entire campus, including the hostel building, is equipped with Wi-Fi access points that provide connectivity to educational resources via both the Internet and intranet services. All students and faculty members on campus have access to internet services, which offer unlimited data. 400 CCTV cameras are installed on the campus to ensure the safety of the students. The institution offers webcams, Wacom boards, and Microsoft Teams for facilitating online classes. A sufficient number of classrooms and seminar halls are furnished with LCD projectors, Smartboards, and LAN/Wi-Fi connectivity to strengthen the teaching-learning process.

E-Services

An exclusive e-mail ID, i.e., xxx@ckcet.edu.in and yyy@ckcet.edu.in is given to all the students and faculty members, respectively, for official communication. Also, it helps to attend webinars, online courses, online classes and for various purposes as well. Dedicated WhatsApp groups are created for all the students for instant communication and implementation. A video conferencing facility is installed in the conference hall for online academic meetings, governing council meetings and to attend webinars and conferences. Faculty attendance is recorded by face recognition biometric device daily. This attendance

is reflected in the GreytHR tool, which is also used to apply leave and download payslips. Faculty members primarily benefit from getting their salary, details of PF, income tax and status. My Class Board (MCB) is utilized proficiently as a learning management system in connection with the digital library.

Updating the IT facilities

The institute updates its IT facility once a year. The number of computers in the laboratories has been updated from i3 to i7 configuration to accommodate the increased intake of students and to meet the newest technological requirements mandated by regulations. The Institute maintains student-to-computer ratio of 3:1.The number of computers has significantly risen from 400 (2018–2019) to 475 (2022–2023). Hence, the bandwidth was successfully upgraded from 45 to 345 Mbps. Computers and their auxiliary devices are acquired based on the essential software and hardware requirements.

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

4.3.2

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

Response: 2.83

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

Response: 442

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 32.88

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
319.48	180.80	40.0	114.15	126.73

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 77.99

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
968	908	832	692	746

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

   1. *Soft skills*
   2. *Language and communication skills*
   3. *Life skills (Yoga, physical fitness, health and hygiene)*
   4. *ICT/computing skills*

Response: A. All of the above

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

5.1.3

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

Response: 92.59

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
1204	1036	942	761	979

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: 62.11

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
176	172	117	113	153

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
244	239	257	209	228

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

5.2.2

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

Response: 13.45

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
9	11	10	13	17

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

5.3 Student Participation and Activities

5.3.1

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

Response: 41

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	3	4	11	9

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 42

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
69	37	3	41	60

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:

"CKCET ALUMNI ASSOCIATION" (REG.NO. 11/2016) is registered in the Registrar of Societies, Tamil Nadu Registration Department, Under the Tamil Nadu Societies Registration Act, 1975. (Tamil Nadu Act 27 of 1975). CKCET Alumni Association was officially inaugurated on January 25, 2016, and graced by the presence of Shri C. K. Ranganathan, Chairman and Managing Director, CavinKare Pvt Ltd., Since then, fifteen alumni meetings have been successfully organized, witnessing the remarkable participation of our alumni. During these meetings, the alumni generously guided students and played a crucial role in their pursuit of career guidance and employment opportunities. CKCET Alumni Association extended the financial contribution of Rs. 4,00,000 towards the Landscaping and Beautification of the Institution. It also actively engaged in various initiatives to maintain a strong connection with its alumni and contributed to the development of the institute. The details of other alumni support services.

1. Alumni Interaction: CKCET Alumni actively engaged and shared their expertise with the students through forums such as Alumni talks, alumni guest lectures, panel discussions, etc. Their insights, experiences, and industry updates offered valuable guidance and mentorship to students.

2. Career Guidance: CKCET Alumni shared information with faculty members and the placement officer regarding available job openings and industrial skill-relevant needs. Additionally, they provided invaluable assistance and guidance to the students so they could excel in interviews. Through sharing their own experiences, they inspired and supported students in their career advancement across different fields.

3. Campus Placement Supports: Alumni came back to the campus as representatives of their companies, aiding in campus placements and promoting the institute to their employers.

4. Summer Internship Opportunities: Alumni provided internship opportunities in various companies, enabling students to gain practical experience as part of their curriculum.

5. Entrepreneurship Awareness: Successful alumni entrepreneurs generously shared their personal journeys and expertise, serving as a source of inspiration and guidance for students who are keen on exploring entrepreneurship.

6. Alumni Meet: This event provides alumni with an opportunity to reconnect with their alma mater and

old friends. It serves as an excellent platform for networking and exchanging insights on new trends and current developments in the corporate sphere. Such interactions are invaluable for academicians as they help shape the aspirations of our students.

7. Promoting Institute Events: Alumni actively engage in a variety of events held at CKCET. One notable event is the Top 50 Alumni Meet. Our alumni play a significant role in the planning, organization, and branding of 'CKCET Alumni Association' demonstrating their commitment to the institute's success.

8. Institute Social Responsibility: Our alumni, in collaboration with CKCET, actively participate in organizing social initiatives aimed at benefiting society. This includes donating various needs such as books, blankets, chairs, mats, storage containers, stationery, etc. to contribute to the welfare of the community.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

C.K. College of Engineering & Technology (CKCET), institutional governance and leadership are meticulously aligned with the institution's vision and mission, permeating various institutional practices. This alignment is the cornerstone of CKCET's commitment to providing a dynamic and enriching learning environment that prepares students for the challenges of the modern world. The essence of CKCET's institutional governance and leadership stems from the establishment of a Governing Council Committee, comprising stakeholders, institution representatives, and management. This committee serves as the guiding force behind the institution's short-term and long-term perspective plans, fostering sustained institutional growth. By engaging all stakeholders in strategic discussions, CKCET ensures that its governance structures and leadership practices remain firmly rooted in its overarching vision and mission. A key focus area for CKCET is the implementation of the National Education Policy (NEP) through sustained institutional growth. Through periodic reviews of all departments and rigorous accountability mechanisms, CKCET strives to align its practices with NEP recommendations, thereby enhancing the quality of education and fostering innovation.

Decentralization is a cornerstone of CKCET's institutional governance approach, evident through the establishment of various cells and clubs such as the Counseling Cell, Programme Assessment Committee, College Governing Council, Grievance Redressal Cell, Internal Compliance Committee, Anti-Ragging Committee, IQAC, Exam Cell, Training and Placement Cell, Co-curricular and Extra-curricular Clubs, Innovative Project Cell, Budget Review Committee, R&D Cell, and Women Empowerment Cell. Each of these entities operates autonomously, with Heads of Departments and Coordinators empowered to make decisions regarding the growth and development of their respective departments, cells, and clubs. This decentralized structure fosters agility and responsiveness, allowing for tailored approaches to meet the unique needs and objectives of each entity within CKCET. Moreover, CKCET places a strong emphasis on integrating social and emotional learning (SEL) as a fundamental aspect of education. The "Win @ Life" program exemplifies this commitment by providing students with a structured framework to develop essential social and emotional skills. Rooted in core values such as Respect, Innovation, Thinking Big, Emotional Intelligence, Ethical Behavior, and Excellence, this program equips students with the necessary tools to navigate personal and professional challenges successfully.

Through the Win@Life program, CKCET creates a supportive environment that nurtures emotional intelligence and interpersonal skills, ensuring that students are well-prepared for holistic growth and success in all facets of life. By embedding SEL into its educational practices, CKCET reaffirms its dedication to fostering well-rounded individuals who are equipped to thrive in today's rapidly evolving world. In essence, CKCET's institutional governance and leadership exemplify a holistic approach that

prioritizes alignment with the institution's vision and mission, NEP implementation, sustained growth, decentralization, and the integration of social and emotional learning. Through these concerted efforts, CKCET remains steadfast in its commitment to providing quality education and preparing students for the challenges and opportunities of the future

The student management committee (SMC) is an integral part of the smooth functioning of CKCET, fostering student leadership, engagement, and well-being. They contribute significantly to the overall college experience and help shape future leaders and responsible citizens.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

C.K. College of Engineering & Technology (CKCET) commitment to holistic development and effective governance is exemplified through the establishment of key bodies such as the Governing Council, Planning & Monitoring Committee, Internal Quality Assurance Cell and Finance Committee. These bodies play pivotal roles in strategic planning, setting policies, financial management and ensuring the implementation of key initiatives to drive the institution's growth and development. The Institutional perspective plan is being effectively deployed, leading to the efficient and effective functioning of our institutional bodies. This is evident from various aspects including policies, administrative setup, appointment procedures, service rules, and more. Additionally, the Academic Council, chaired by the Principal and consisting of Heads of Departments, senior faculty members, experts from premier institutions, industry representatives, and university nominees, oversees academic policies and procedures to support the institute's strategic objectives.

Training and Placement Cell propels students towards career success by facilitating skill development and industry connections. The R&D Cell drives research initiatives, promoting inquiry and innovation across disciplines. The IIC, SIC, EDC and IPR & Product Development Cell fosters innovation and entrepreneurial spirit among students. In addition, the Co-curricular and Extra-curricular clubs nurture talent and holistic development outside academics. The Counseling Cell offers support and guidance to

students, fostering mental well-being and personal growth. The Institute's Grievance Redressal Cell ensures prompt resolution of student concerns, promoting a harmonious campus environment. The Internal Compliance Committee upholds institutional standards and compliance with regulatory requirements. Additionally, the Anti-Ragging Committee and Women Empowerment Cell strive to create a safe and inclusive campus for all.

The Institute policies are crafted with a keen understanding of all stakeholders' evolving needs, ensuring alignment with college goals and objectives as outlined in the perspective plan. These policies are regularly reviewed and updated to reflect changing dynamics and emerging trends in the education landscape. Effective deployment of the institutional perspective plan is facilitated by a robust reporting structure, wherein all Heads of Departments and coordinators of cells report directly to the Principal, ensuring transparency, accountability, and timely decision-making, thereby enhancing operational efficiency and institutional effectiveness. CKCET's administrative structure is streamlined, fostering smooth coordination and communication among departments. This framework supports the effective implementation of initiatives, optimizing resource utilization and task execution in line with the perspective plan. Appointments prioritize merit, expertise, and alignment with institutional values, strengthening CKCET's workforce and enhancing innovation and excellence. Service rules and procedures ensure transparency, fairness, and accountability, fostering trust among stakeholders. We proactively monitor and evaluate policies, administrative setup, appointments, and procedures for continuous improvement. Stakeholder feedback, internal reviews, and benchmarking against best practices drive refinement and enhancement efforts.

In conclusion, CKCET's institutional perspective plan is effectively implemented, evident through robust policies, streamlined administrative procedures, and transparent appointments. The efficient functioning of key bodies like the Governing Council and Academic Council reflects the commitment to excellence and innovation. Through continuous improvement, we aim to achieve strategic objectives and foster sustainable growth in academia.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

C.K. College of Engineering & Technology (CKCET) exemplifies a dedicated commitment to the holistic development and empowerment of its faculty and staff members. The institution's multifaceted approach is centred around a robust Performance Appraisal System, effective welfare measures, and avenues for career development and progression.

Performance Appraisal System:

The Performance Appraisal System at CKCET serves as a comprehensive framework for recognizing and rewarding exceptional performance. It considers various aspects such as Teaching Performance, Research and Development, Publications, Academic Leadership, and Service to the Institution. This system not only sets clear benchmarks but also ensures support for individuals seeking improvement, aligning with the institution's overarching goals. Regular reviews enhance its effectiveness and relevance.

Welfare Measures:

At CK College of Engineering & Technology (CKCET), a range of welfare measures are in place to cultivate a supportive work environment. These measures include competitive salaries, comprehensive health insurance coverage to the employee and the family members, provident fund contributions, and ESIC coverage for non-teaching staff members. Additionally, gratuity benefits, bonus schemes for employees, and provisions for medical leave and maternity leave contribute to employee well-being. CKCET extends a fifty percent fee concession for the children of employees, acknowledging the importance of supporting their educational needs.

The college also offers a daycare facility for the children of employees, recognizing the need for work-life balance among its staff. In line with promoting employee well-being, CKCET mandates compulsory yoga sessions for faculty members, recognizing the benefits of physical and mental well-being. The institution provides financial support for faculty development programs, conferences, and other professional development opportunities, ensuring continuous learning and growth opportunities for its staff. During challenging times, such as the COVID-19 pandemic, the CKCET demonstrated its commitment to employee welfare by providing a hundred percent salary for both teaching and non-teaching staff members for the entire pandemic period. This compassionate approach reflects CKCET's dedication to supporting its employees during times of adversity, further solidifying its reputation as an employer that prioritizes the welfare and well-being of its staff members.

Career Development/Progression:

The institution's commitment to career development and progression extends beyond salary increments and promotions. CKCET provides avenues for growth through research grants, funding opportunities, and travel grants for conference participation. The CKCET also offers financial assistance to faculty members who need support for paying their Ph.D. fees to the university. Employee Assistance Programs address personal and professional challenges, ensuring a holistic approach to career development. CKCET's commitment to faculty and staff empowerment is evident through its comprehensive and inclusive strategies. By prioritizing performance appraisal, welfare measures, and career development, CKCET creates an environment where individuals can thrive both professionally and personally. The institution's additional benefits further contribute to a positive and enriching atmosphere, making CKCET a truly empowering and fulfilling place to work.

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

6.3.2

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

Response: 58.5

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
63	60	55	53	58

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

6.3.3

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

Response: 66.18

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
78	84	79	84	86

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
22	22	25	26	32

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

C.K. College of Engineering & Technology (CKCET), recognizes the critical importance of effective financial management to support institutional goals and objectives. To achieve this, the Institution has established a dedicated finance committee tasked with overseeing financial matters and ensuring the optimal utilization of resources and funds from various sources, including government and non-government organizations. The finance committee plays a pivotal role in guiding financial planning, reviewing proposed budgets, and recommending budget allocations that align with our strategic priorities. Through a collaborative process involving department heads and functional heads across the institution, we collect financial requirements and revenues from tuition fees, grants, donations, and other sources. The budget preparation process of the institution involves a thorough review of projected expenses, encompassing salaries, staff benefits, augmentation of infrastructure facilities, maintenance & repair, utilities, library resources, purchase of new laboratory equipment, lab equipment services, organizing seminars, workshops, and value-added courses, etc.

This comprehensive approach ensures that our budget reflects our institutional needs while maintaining fiscal responsibility. Once the preliminary budget proposal is formulated, it undergoes rigorous evaluation by the Head of the Institution and the finance committee. This evaluation considers factors such as financial feasibility, regulatory compliance, and alignment with institutional goals. Adjustments are made as necessary to ensure that the final budget reflects our priorities and objectives. Upon approval by the Governing Council, the annual budget serves as a guiding framework for financial management throughout the fiscal year. Financial managers and heads of the institution execute spending plans following allocated amounts and timelines, closely monitoring expenses and making adjustments as needed to stay within approved limits. Through strategic planning and collaborative efforts with

stakeholders, the institute ensures that funds are allocated efficiently to enhance educational programs, infrastructure, and student support services.

As part of the institution's commitment to transparency and accountability, CKCET organizes regular financial audits to ensure compliance with accounting standards, regulatory requirements, and institutional policies. The internal audit team, overseen by the finance committee, reviews the financial records and processes. The internal audit committee also verifies the utilisation and grants received from AICTE, TNSCST and other non-government organisations and submits the report to the Principal. Additionally, the institution engages reputable Chartered Accountants to perform external audits, providing independent verification of our financial practices. At the end of each fiscal year, we reconcile financial records and complete year-end closing procedures to ensure accuracy and integrity in our financial reporting.

In summary, CKCET is dedicated to effective financial management, resource utilization, and accountability. Through our robust financial planning processes, diligent budget oversight, and comprehensive audit practices, we strive to uphold the highest standards of fiscal responsibility and support the long-term success of our institution.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Internal Quality Assurance Cell (IQAC) at C.K. College of Engineering & Technology (CKCET) plays a pivotal role in ensuring the institution's commitment to quality enhancement and continuous improvement. Established in alignment with the guidelines provided by the National Assessment and Accreditation Council (NAAC), the IQAC at CKCET functions as a proactive body, steering the institution towards excellence across various domains. Strategic planning lies at the core of the IQAC's operations, where institutional goals are meticulously aligned with NAAC guidelines to ensure a targeted approach to continuous enhancement. Through systematic analysis and planning, the IQAC identifies key areas of improvement in the institution and deploys mechanisms to improvise the same.

Regular Academic and Administrative Audits (AAA) conducted by the IQAC serve as comprehensive evaluations of academic and administrative processes, closely adhering to NAAC guidelines. These

audits serve as invaluable tools for identifying strengths and weaknesses within the institution, providing insights for implementing measures aimed at enhancing overall efficiency and effectiveness. Moreover, the IQAC has been pivotal in establishing robust feedback mechanisms that actively engage stakeholders, including students, faculty members, alumni, and employers. By soliciting feedback from diverse perspectives, the IQAC facilitates an iterative process of continuous improvement. This feedback loop ensures that the voices and concerns of all stakeholders are heard and addressed, fostering a culture of transparency and accountability.

Recognizing the indispensable role of faculty members and non-teaching staff members in driving academic excellence, the IQAC organizes workshops, seminars, Faculty Development Programs (FDPs), conferences, and training sessions to support their professional growth. These initiatives aim to equip faculty members with the latest pedagogical tools, research methodologies, and industry-relevant skills, thereby enhancing their expertise and effectiveness in the classroom. Furthermore, the IQAC actively promotes and supports research and innovation endeavours within CKCET, fostering an environment conducive to scholarly pursuits and creative exploration. By nurturing a culture of innovation, the IQAC contributes to the institution's intellectual vibrancy and academic distinction.

Importantly, the IQAC ensures the timely submission of the Annual Quality Assurance Report (AQAR) as per NAAC requirements. The AQAR submission provides a comprehensive overview of the institution's quality assurance initiatives, serving as a testament to CKCET's commitment to transparency, accountability, and continuous improvement. The IQAC's strategic planning, rigorous audits, inclusive feedback mechanisms, support for faculty development, research promotion, and AQAR submission collectively contribute to the institutionalization of a quality-driven culture at CKCET. Through its proactive efforts, the IQAC enables CKCET to achieve its vision of academic excellence and continual improvement.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

C.K. College of Engineering & Technology (CKCET) conducts gender audits to enhance a systematic process of assessing and evaluating the institution's policies, practices, and culture to identify and address gender disparities and promote gender equality. This proactive measure underscores CKCET's commitment to fostering an inclusive and equitable environment for all members of its community. In curricular activities, CKCET ensures gender equity by offering equal opportunities for participation and engagement across all academic disciplines. The institution actively works to eliminate gender bias in the curriculum, ensuring that all students have access to the same educational resources and opportunities, regardless of their gender. Courses such as Women and Gender Studies, Human Values, and Ethics are integrated into the curriculum to raise awareness about gender-related issues and promote inclusivity among students and faculty members. Through these courses, students gain the knowledge and perspectives necessary to challenge stereotypes and advocate for gender equality.

In addition to curricular activities, CKCET places a strong emphasis on promoting gender equity in co-curricular activities. The institution encourages the participation of students from all genders in extracurricular events such as seminars, workshops, cultural activities and sports competitions. CKCET ensures that these activities are inclusive and welcoming to all students, providing opportunities for personal growth and development outside the classroom. Furthermore, CKCET provides various facilities for women on campus to ensure their safety, comfort, and well-being. Designated common rooms with attached washrooms are available in each block, furnished with basic amenities to provide a private and comfortable space for female students. These common rooms also feature napkin vending machines and incinerators, catering to the specific needs of women. Additionally, CKCET has a specialized daycare centre operational to provide care for the children of faculty members, supporting work-life balance for female staff. Complimentary transportation services are also provided to female staff and faculty members, ensuring their convenience and safety while commuting to and from campus.

CKCET has established a Women Development Cell within the institution to address the unique needs and concerns of women. This proactive cell organizes a variety of women-centric activities and awareness programs regularly, including health camps, cultural activities, sensitization programs, and celebrations. These initiatives create a supportive environment where women students and faculty members can actively participate and benefit in terms of health and protection. CKCET prioritizes campus safety through a comprehensive 450 CCTV surveillance systems installed in common areas, classrooms, laboratories, the Women's Hostel, and College buses and a designated facility with security personnel to address any security issues swiftly. Female students are offered self-defence coaching to empower them and ensure their safety. Additionally, a robust grievance redressal mechanism is in place

to address any gender-related issues raised by students or staff members, fostering a culture of accountability and fairness.

In summary, CKCET is committed to promoting gender equity and sensitization in both curricular and co-curricular activities, as well as providing comprehensive facilities for women on campus. Through these initiatives, CKCET strives to create an inclusive and supportive environment where all individuals, regardless of gender, can thrive and succeed.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

1. **Green audit / Environment audit**

> 2. **Energy audit**
> 3. **Clean and green campus initiatives**
> 4. **Beyond the campus environmental promotion activities**

Response: A. All of the above

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

7.1.4

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

Response:

C.K. College of Engineering and Technology (CKCET) is dedicated to fostering an inclusive environment that embraces and celebrates diversity in all its forms, including cultural, regional, linguistic, communal, and socioeconomic differences. To promote awareness and understanding of constitutional obligations, duties, and responsibilities, the institution initiates various programs aimed at sensitizing individuals to these important aspects. A cornerstone of our commitment to inclusivity is the establishment of a specific institutional policy that unequivocally condemns discrimination based on communal, linguistic, or socioeconomic backgrounds. Many workshops, sensitization/awareness programs through competent authorities such as police/revenue personnel, and knowledge-sharing events through the internal team are organized by our institution to enhance cultural competency and promote a harmonious atmosphere within the institution.

Recognizing the significance of education for rural youth and underrepresented groups, our institution provides scholarships to support these students in their academic pursuits. Furthermore, cultural awareness is actively promoted through intra-college events that celebrate major religious festivals. Students and faculty members are encouraged to participate in these multicultural and multireligious celebrations, fostering a deeper understanding and appreciation of diverse cultures.

In collaboration with the union government, our institution actively engages students in nationwide initiatives such as the Swachh Bharat Mission and Jal Shakti Abhiyan. Summer camps, rallies, awareness programs, and similar activities are organized to encourage student participation in these important campaigns, reinforcing a sense of social responsibility and communal harmony.

To extend our impact beyond the campus, students are encouraged to enrol in the National Service Scheme (NSS), which organizes various socially relevant activities. Notable initiatives include tree plantation drives, COVID relief camps, flood (or) disaster relief efforts, traffic awareness weeks, mass cleaning drives, vigilance awareness programs, and active involvement in local body elections. The NSS volunteers exemplify their commitment to social responsibility by actively participating in these community-oriented endeavours. In addition to social initiatives, our institution prioritizes the well-being of the community through regular health check-up camps and blood donation drives. The campus also observes major commemorative days, such as Science Day, Ozone Day, Plastic Awareness Day, National Youth Day, International Yoga Day, and World Environment Day. Emphasizing civic responsibility, our institution organizes National Voters Day annually, urging students to understand their role as responsible citizens. Furthermore, collaborations with external organizations are actively pursued to promote diversity and enhance social outreach.

In summary, our institution stands as a beacon of inclusivity, actively working to create a welcoming and understanding community that values and respects the rich tapestry of diversity present among its students and faculty members. Through a combination of policies, programs, and collaborative efforts, we strive to make a positive impact on both i.e., our campus and society.

File Description	Document
Upload Additional information	[View Document](#)
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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 1:

Title of the Practice: STUDENTS INNOVATION CLUB (SIC)

Objectives of the Practice:

- The objective is to facilitate students to think creatively and to come up with innovative ideas, as well as to convert the same into projects using the latest technological developments.

- To foster an innovation ecosystem across the institution and to encourage students to work on interdisciplinary projects and engage in competitions.
- To encourage the students to participate in Hackathon, Coding/project contests, Business Case Competitions, conferences, etc.,

The Context: Mr. C.K. Ranganathan, Chairman, encourages students to be job providers rather than job seekers, fostering a culture of innovation and entrepreneurship. The Students Innovation Club (SIC) serves as a platform for students to address societal needs, emphasizing upskilling for emerging technologies. It bridges academia and industry, promoting collaboration and practical experience. Participation in external competitions enhances problem-solving skills and offers diverse perspectives.

The Practice:

Identification of Student Interests: The club identifies student interests in innovation, entrepreneurship, and multidisciplinary domains.

Formation of Teams: Students are grouped into diverse teams based on their interests, such as IoT, Electric Vehicle, Robotics, etc., fostering collaboration across disciplines.

Industry-Academia Collaboration: Through workshops, seminars, and industry visits, the club facilitates collaboration, providing insights into industry requirements and networking opportunities.

Skills Assessment and Development: Personalized upskilling plans are developed based on skill assessments. The club received funding from AICTE, promoting innovation and ethics. It encourages participation in workshops and start-up awareness visits.

Project Identification and Planning: Internal hackathons and codeathons help students solve real-world problems. Innovative project ideas are funded and mentored for meticulous planning.

Building Proto Models: Guidance from faculty and industry experts aids proto-model development. Seed money and fab lab facilities support students, enabling them to present to review committees for startup funding.

Participation in External Competitions: Financial support and guidance are provided for external competitions, broadening perspectives and testing skills.

Sustainable Growth and Impact: Continuous evolution, alumni engagement, and strategic partnerships ensure long-term impact and a culture of innovation beyond the institution.

Evidence of Success:

The CKCET Student Innovation Club has fostered remarkable success, evident in nationwide paper and project presentations. Club members excel in competitions like Smart India Hackathon and Toycathon, earning recognition from esteemed organizations. Faculty-mentored projects secured grants from TNSCST, with 14 approvals totalling Rs.1,05,000. Over five years, 2597 students participated in diverse events, amassing 350 prizes, showcasing their skill development and the club's impact. This consistent success highlights the club's role in nurturing future technology and entrepreneurship leaders.

Problems Encountered and Resources Required:

Building up the confidence level of the students and preparing them as competent enough to face the national level challenges at par with students at top NIRF ranking Institutions. Limited access to networking opportunities and resources poses hurdles in fostering industry-SIC collaboration.

BEST PRACTICE 2:

Title of the Practice: INVEST IN YOURSELF (IIY) – Empowering students' & faculty members knowledge and skills through online courses.

Objectives of the Practice:

- To create a lifelong learning platform for Faculty members and students through IIY.
- To acquire knowledge of emerging technologies and create an ecosystem for innovation, research, product development, and start-ups.
- To support individuals in developing professional and employability skills.

The Context

In the 21st century, the demand for skillsets encompassing critical thinking, creativity, and adaptability underscores the necessity for continuous learning initiatives like IIY. Despite curriculum modifications, a significant gap exists between academic knowledge and rapidly evolving industry trends. IIY serves as a dynamic platform aimed at fostering lifelong learning and skill development. With objectives centred on acquiring knowledge in emerging technologies, enhancing personal growth, and cultivating employability skills, IIY seeks to create a vibrant ecosystem for innovation, research, product development, and start-ups within our institution.

The Practice:

To ensure active participation, students and faculty members are encouraged to pursue a minimum of 2 online courses per academic year through various learning platforms. IIY promotes conducive learning engagement for students and faculty members, Faculty members can choose courses based on their domain areas, research interests, and emerging technologies.

The institute facilitates IIY implementation by appointing exclusive IIY faculty coordinators in every department. Every semester, students and faculty members are made aware of online courses offered through various platforms and are supported in enrolling. The institute also has its local chapter of the National Programme on Technology Enhanced Learning (NPTEL), actively involved in facilitating students and faculty members to achieve their IIY goals.

A structured course plan is created for students to acquire knowledge and skills in a phased manner. The institute integrates IIY periods into the regular academic timetable, facilitating course pursuit and completion alongside regular assignments. Additionally, a mentor-mentee concept is implemented, providing students with faculty advice throughout the course.

Progress of IIY courses is monitored using a specific tracker sheet, collecting course information, weekly progress, assessment performance, and final certification of all enrolled candidates.

Evidence of Success:

The success of IIY at CKCET is evidenced by multifaceted achievements across various domains, reflecting the program's profound impact on student and faculty development, innovation, and institutional growth. Student projects and tech articles, recognized at prestigious forums and competitions, highlight the practical application of knowledge gained through IIY courses. Improved placement statistics and enhanced admission rates further validate IIY's positive impact on employability and institutional reputation. The inception of start-ups and product developments stemming from IIY initiatives underscores the entrepreneurial spirit instilled within the student community. Certifications obtained by students and faculty members through IIY courses serve as tangible evidence of skill acquisition and competency in emerging technologies and industry-relevant domains. These certifications enhance individual profiles and contribute to the overall academic excellence and reputation of the institution. In essence, IIY's achievements underscore its pivotal role in shaping a culture of excellence, innovation, and continuous learning within CKCET, positioning it as a beacon of academic distinction and leadership in the Indian higher education landscape.

Problems Encountered and Resources Required:

- Though 95% of our students are enrolled and pursuing online courses, the student's final certification count is not satisfactory due to the student's financial constraints.
- As one hour per week is allotted for the IIY course, there is limited interaction between mentor and mentee.

For effective learning in the online platform, it requires individual computers with internet facilities

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

In today's dynamic and competitive landscape, academic excellence alone doesn't guarantee success. Employers increasingly seek individuals with the right attitude, equipped with essential skills and habits to thrive in diverse environments. Recognizing this paradigm shift, C.K. College of Engineering and Technology (CKCET) has pioneered a transformative program called WIN@LIFE. This program is designed to enrich students' attitudes through the cultivation of key habits aligned with the institution's

core values: Respect, Innovation, Think Big, Ethical Behavior, Emotional Intelligence, and Excellence. The essence of the WIN@LIFE program lies in its structured approach towards instilling positive habits that shape students' attitudes. Delivered through 30-minute classes held four days a week, for the entirety of all four years of study, each session is meticulously planned to maximize engagement and learning outcomes.

Let's delve deeper into the components and objectives of the program: Every session begins with a 5-minute comprehensive introduction, setting the tone for the day's topic and objectives. This initial phase serves to familiarize students with the theme and rationale behind cultivating specific habits. Through interactive presentations and discussions, students gain insights into the relevance of attitude in personal and professional success.

Relationship of Habit and Attitude:

The core of the WIN@LIFE program lies in elucidating the intricate relationship between habits and attitudes. Students are guided to understand how their daily actions and routines shape their mindset and outlook towards life. By identifying and fostering positive habits aligned with the institution's core values, students embark on a journey towards self-improvement and holistic development.

Impacts of Attitude:

In this segment, students delve into the profound impacts of attitude on various facets of life. Through case studies, real-life examples, and experiential learning exercises, students explore how attitude influences their relationships, decision-making processes, and overall well-being. By comprehending the far-reaching consequences of attitude, students are empowered to consciously cultivate a positive mindset conducive to personal growth and success.

Student Interaction:

Central to the WIN@LIFE program is the active involvement of students through discussions, group activities, and peer-to-peer learning. These interactive sessions provide a platform for students to share insights, perspectives, and challenges related to attitude development. By fostering a collaborative and supportive learning environment, the program nurtures empathy, communication skills, and teamwork among students.

Impact and Outcomes:

The holistic approach of the WIN@LIFE program transcends mere academic learning, fostering the development of well-rounded individuals equipped with essential life skills. By internalizing the institution's core values and embodying positive habits, students emerge as socially responsible leaders capable of making a meaningful impact in their communities and beyond. The program equips students with crucial attributes such as empathy, time management, integrity, and resilience, essential for navigating the complexities of the modern world.

- **Social Responsibility**:
    - Through initiatives embedded within the program, students are encouraged to actively engage in community service, volunteering, and advocacy efforts. By fostering a sense of social responsibility and civic duty, the program instills in students a broader perspective

and a commitment to effecting positive change in society.

- **Leadership with Empathy**:
  - The WIN@LIFE program emphasizes the importance of leadership grounded in empathy and compassion. Through experiential learning activities and leadership development workshops, students hone their interpersonal skills, conflict resolution abilities, and emotional intelligence. By cultivating empathy, students emerge as inclusive leaders capable of inspiring and empowering others.
- **Time Management and Integrity**:
  - Recognizing the significance of time management and integrity in personal and professional success, the program offers practical strategies and tools to enhance these essential skills. Through workshops, seminars, and hands-on exercises, students learn to prioritize tasks, manage their time effectively, and uphold ethical principles in all endeavours.

In conclusion, the WIN@LIFE program at CKCET represents a paradigm shift in higher education, focusing not only on academic excellence but also on the holistic development of students' attitudes and life skills. By integrating core values, positive habits, and experiential learning, the program empowers students to become ethical, empathetic, and socially responsible leaders poised to thrive in a rapidly evolving world. Through its innovative approach and unwavering commitment to student success, the program sets a benchmark for excellence in education and personal development.

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

5. CONCLUSION

Additional Information :

Our Institution was awarded a star rating by the Ministry of Human Resource and Development for establishing the Institution Innovation Council (IIC), Ministry of Education, and Govt. of India for promoting the culture of innovation, entrepreneurship, start-ups and IPR on campus during the IIC calendar year.

- 2019-20 - Five star rating ;
- 2020-21 - Four star rating ;
- 2021-22 – 3.5 star rating
- 2022-23 - 3.5-star rating.

The Institute has Active NPTEL Local Chapter

The institution achieved the 54th position in academic performance during the Anna University November/December 2022 examination.

Ranked as "Band Promising Institute" in ATAL Ranking of Institutions on Innovation Achievements (ARIIA), an initiative of Ministry of Education (MoE)

CKCET has been granted approval from Ministry of Micro, Small and Medium Enterprises, Government of India under the MSME Innovation Scheme to act as a hub for innovation activities facilitating and guiding development of ideas into viable business proposition that can benefit society directly.

Two student projects have been effectively incubated by Anna Incubator, Anna University, Chennai.

The Institute is designated as a Skill Hub under PMKVY, offering students NSDC approved skill courses facilitated by the Ministry of Skill Development & Entrepreneurship.

Concluding Remarks :

C.K. College of Engineering & Technology (CKCET) stands as a beacon of academic excellence and holistic development, marked by its unwavering commitment to student welfare, innovation, and sustainability. Over the past five years, CKCET has witnessed remarkable growth across various facets, reflecting its dedication to providing outstanding education and fostering a conducive learning environment.

Through proactive measures such as scholarships, career guidance, and capacity development programs, CKCET has empowered students from diverse backgrounds, ensuring their academic success and professional growth. The institution's emphasis on innovative learning, research, and innovation has enabled students to excel in both academia and entrepreneurship.

CKCET's governance and leadership embody transparency, efficiency, and inclusivity, fostering a culture of continuous improvement and accountability. From robust academic planning to comprehensive student support services, CKCET prioritizes stakeholder engagement and feedback, ensuring that every aspect of its operations is aligned with its vision of excellence.

Moreover, CKCET's commitment to gender equity, environmental sustainability, and community engagement underscores its role as a responsible institution dedicated to societal welfare. By championing initiatives such as the Student Innovation Club and the "Invest in Yourself" program, CKCET nurtures a culture of innovation and lifelong learning, preparing students to navigate the complexities of the modern world with confidence and competence.

CKCET's accolades, including star ratings from the Ministry of HRD and recognition in ARIIA, highlight its commitment to innovation and entrepreneurship. With an active NPTEL Local Chapter and exceptional academic performance, CKCET maintains its status as a premier educational institution.

Endorsed by the Ministry of MSME, CKCET serves as a hub for fostering innovation, as reflected in its successful student project incubation with Anna Incubator. In summary, CKCET's journey of achievement underscores its dedication to academic excellence, innovation, and societal impact, shaping the future of engineering education.

In essence, CKCET's unwavering dedication to student welfare, innovation, and sustainability has propelled it to the forefront of academic excellence. Through proactive measures and robust governance, CKCET ensures holistic development and prepares students for success in academia and entrepreneurship. Embracing transparency, inclusivity, and community engagement, CKCET fosters a culture of continuous improvement and societal impact. With prestigious accolades and a commitment to innovation, CKCET remains a beacon of excellence, shaping the future of engineering education with distinction