SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

CHRIST THE KING ENGINEERING COLLEGE

CHRIST THE KING ENGINEERING COLLEGE, CECILIA GARDENS, CHIKKARAMPALAYAM VILLAGE, KARAMADAI, COIMBATORE 641104

www.ckec.ac.in

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Christ the King Engineering College was established in the year 2010 by Rev. Fr. Dr. J. E. Arulraj, MMI, and is managed by the Sisters of DMI with 5 UG programme. The institution expanded its offerings with the addition of two new undergraduate programme. The institution is approved by the All India Council for Technical Education (AICTE) and affiliated with Anna University, Chennai. DMI is renowned for its long-standing tradition of providing quality education and rendering social service without discrimination. Our college is located in the western part of Coimbatore at Karamadai, 5 km from Mettupalayam and 30 km from Coimbatore Junction.

The campus lies in the area of 11.2 acres with more than 27000 sq. m as the build-up area plot with lush green landscaped lawns that enhance the College atmosphere to an educational paradise. The built-in area encompasses infrastructure across four buildings: St. Cecelia block (Administrative Block, St. Xavier Block (Academic Block-1) Alphorns Block (Academic Block-2), Mother Virgins block with auditorium and workstation. The college academic section extends with more than 28 classrooms, digital library, computer centre, Centre of Excellence, Incubation Centre, Mother Virgin Block (1000 seater Auditorium), Seminar halls, and an Indoor stadium and St.Sebastine block (Boys Hostel-1) , St. Joseph block(Boys Hostel-2) and St. Mary block (Girls Hostel). The institute practices a well-structured system of mentoring to provide proper guidance to the students in not only choosing the right career path but also to help them to become confident and emotionally secure individuals. The College is committed to making students conscious of their social responsibility through outreach programmes organized by NSS, NCC awaiting to raise, YRC etc. to enhance students' social awareness and sensitivity towards the upliftment of the underprivileged sections of the society. The Institute has received four funded projects, including one from the Department of Science and Technology. With a competent teaching fraternity, quality students, and proactive management, Christ the King Engineering College has carved a niche for itself in the field of technical education.

Vision

To be an institute of excellence in Technical Education and training individuals focusing on the needs of the Nation and Society in tune with Technological Developments.

Mission

- Our Mission is to produce Disciplined and Quality Technocrats through Academic Programme of noted excellence to serve the Society.
- Creating a nurturing, holistic environment of Engineering education to facilitate every student realize their full potential.
- Strive to make the students strong in basic concepts armed with appropriate skills to enhance one's ability to apply the knowledge and provide solutions to real time issues.
- Maintain an ambiance that facilitates the students to strengthen their ethical value systems.
- Actively promote R&D and Institute- Industry Interaction.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Highly experienced and committed faculty & staff members.
- Competent young and dynamic faculty with good retention rates.
- Transparent governance and decentralized authority.
- In-house Management Software System for efficient academic and administrative processes.
- Curriculum enhancement through Value Added Courses and additional teaching content.
- State-of-the-art infrastructure conducive to academic and extracurricular activities.
- Management's constant encouragement and support.
- Opportunities for holistic student development through sports and clubs.
- Faculty's increasing interest in research and publication.
- Regular research orientations and workshops.
- Excellent placement records and alumni involvement.
- Effective training programs for better placements.

Institutional Weakness

- The student body predominantly hails from rural areas, indicating the need to enhance holistic personality development initiatives.
- There is a pressing need for heightened focus on securing funded projects and consultancy endeavors.
- Limited industry-sponsored or supported laboratories restrict practical learning opportunities.
- Students, particularly those from rural backgrounds, may lack entrepreneurial acumen.
- The geographical location poses challenges that need to be addressed.
- Limited academic freedom may hinder innovation and creativity.
- Mass recruitment by IT companies results in reduced core placements.
- As a self-financing college, faculty members face challenges in obtaining funds from government agencies.

Institutional Opportunity

- Achieving Autonomous Status through attaining A Grade in NAAC.
- Offering new demand-driven UG programs in emerging areas.
- Strengthening collaboration with industry in research, consultancy, training, projects & internships.
- Emerging as a role model in engineering education by adopting best pedagogic practices.
- Exploring commercialization opportunities for research outcomes.
- Providing training in new technology areas to enhance employability.
- Initiating research and consultancy projects.
- Generating revenue through resource sharing.
- Implementing faculty and student exchange programs with foreign organizations.
- Augmenting internal revenue generation through certification courses and corporate training.
- Pursuing degree awarding institution status as per the NEP 2020.
- Fostering entrepreneurship initiatives to create better entrepreneurs in core sectors.

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Institutional Challenge

- Ongoing faculty skill enhancement is essential due to rapidly evolving technology and the emergence of new specializations.
- Balancing industrial requirements while adhering to affiliating university norms is crucial.
- Addressing the declining appeal for engineering education is a challenge.
- Attracting high-achieving students is a priority.
- Increasing the number of quality publications with a good index and impact is a goal.
- Enhancing the number of patents and translating technology into products is an objective..

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Christ the King Engineering College imparts Outcome-Based Education (OBE) focusing on student performance through outcomes to achieve its Vision and Mission. These outcomes include knowledge, skills, and attitudes. AICTE-approved and affiliated with Anna University, Chennai, the college adheres strictly to the university curriculum, utilizing a credit-based system for UG programs for effective curricular planning and implementation.

Subject allocation considers staff experience, willingness, and competency, with timetables managed by a committee. Academic monitoring involves multimedia tools in smart classrooms, NPTEL video lectures, and continuous internal assessments per university norms. Student performance is assessed through internal examinations and assignments, with results analyzed in meetings.

Senior faculty members serve on the Department Advisory Committee and Board of Studies in various colleges. Some faculty participate in designing value-added courses and the affiliated university's assessment process. Bridging academic-industry gaps is prioritized through guest lectures, industrial visits, and value-added courses to meet Industry 5.0 expectations. Curriculum enrichment includes skill-oriented programs, seminars, workshops, internships, and field projects.

The curriculum integrates environmental sustainability, Sustainable Development Goals, and professional ethics. The institute promotes gender equality and ethical values through various activities. Placement training, including soft skills and aptitude, is integrated into regular classes.

Co-curricular activities and commemorative day celebrations, like International Women's Day and International Yoga Day, enrich students' experiences. Each semester, 35% of courses include experiential learning (problem-based/project-based/problem-solving) through project work, fieldwork, or internships, ensuring 100% student involvement.

Institutional quality is assessed through stakeholder feedback, with structured curriculum feedback analyzed and actions shared on the institute's website.

Teaching-learning and Evaluation

Admission to our college's undergraduate programs is through the Single Window Admission System managed by the Directorate of Technical Education, Tamil Nadu Engineering Admissions (TNEA), overseen by the State Government of Tamil Nadu, ensuring inclusion and adherence to social reservations.

We assess students' learning levels to identify advanced and slow learners, implementing appropriate measures. Advanced learners receive training sessions, guidance for competitive exams, and research publication opportunities. Development programs cover human rights, gender equity, life skills, leadership, yoga, sports, communication, and soft skills.

For slow learners, we offer academic mentoring, remedial classes, and individualized support. Our student-centric teaching-learning process follows university guidelines, enhanced by faculty training and technology. Experiential and participative learning are emphasized, with innovative teaching methods and ICT tools enhancing student engagement.

Student academic welfare is a priority, facilitated through a mentor-mentee system where each teacher mentors a group of twenty students, monitoring progress throughout their course. Students are encouraged to participate in co-curricular activities through Departmental Technical Associations.

Our qualified and experienced faculty members continuously improve their qualifications and engage in research activities. We emphasize evaluation process reforms, with centralized examinations and evaluation systems ensuring transparency and adherence to the academic calendar.

Our college follows Outcome Based Education to develop the requisite knowledge and skills. Course Outcomes (COs) are defined for all subjects, mapped with Program Outcomes (POs) and Program Specific Outcomes (PSOs), and communicated to stakeholders via the website, notice boards, question banks, brochures, and lab manuals. CO attainment is assessed using direct and indirect tools, with question bank preparation, lab manuals, and internal assessment question papers following Bloom's Taxonomy. Attainment levels of COs, POs, and PSOs are calculated, and corrective measures are implemented if targets are not satisfactorily met.

The teaching-learning process is monitored by the Principal, IQAC coordinator, Head of Department, Class Committee, and Faculty Advisor, ensuring continuous improvement and quality assurance.

Research, Innovations and Extension

The Institute is committed to providing resources and encouraging active research by faculty and students, recognizing achievements in research. Faculty and students receive support to pursue research in their fields of interest, with students encouraged to undertake research projects under faculty supervision. Faculty regularly submit research proposals to government and non-government agencies, resulting in sanctioned grants.

The Institute conducts workshops and seminars on Intellectual Property Rights (IPR) and innovative Industry-Academia practices. Faculty are incentivized for receiving recognition and awards, and are motivated to attend conferences, publish articles, and pursue funded research. This has led to numerous publications in conference proceedings and journals. The Institute actively promotes community engagement through the National Service Scheme, addressing issues like Swachh Bharat, gender disparities, blood donation, environmental awareness, and tree planting in collaboration with government and non-government units.

The Institute has published 6 SCI papers, 22 Scopus indexed journal articles, and 4 book chapters, with 4

patents applied for, published, or granted. Faculty have attended 134 workshops, 65 seminars/webinars, and 250 faculty development programs (FDPs). The Institute completed 1 funded project and supervised 11 Ph.D. completions, with 14 faculty members currently pursuing their Ph.Ds. There are 3 recognized supervisors and 9 programs related to IPR conducted.

An Entrepreneurship Development Cell fosters an entrepreneurial ecosystem, offering incubation support to students and alumni for startup ventures. An Industry Institute Interaction Cell bridges the gap between industry and academia. The Institution's Industry Institute Partnership Cell (IIPC) has signed 16 MoUs, fostering collaboration with industries, academic institutions, and professional bodies, greatly benefiting academic and research endeavors.

Infrastructure and Learning Resources

Infrastructure and Learning Resources

Christ the King Engineering College in Karamadai, Coimbatore, boasts comprehensive infrastructure across four buildings: Administrative Block, Alphonsa Block, and St. Xavier Block. The college provides 28 classrooms, each equipped with proper ventilation and most featuring LCD projectors. It offers various facilities including laboratories, workshops, smart classrooms, a digital library, computer center, Centre of Excellence, Incubation Cell, Auditorium, Seminar halls, and an Indoor stadium. The institution prioritizes technological advancements to enhance education quality, ensuring a conducive environment for future engineers. Faculty areas, administrative offices, and HoD rooms are well-equipped for seamless operations. The campus features air-conditioned ICT-enabled seminar halls, boardrooms, and an auditorium for academic and extracurricular events. Facilities for outdoor and indoor games, cultural events, and health activities promote holistic student development. The Auditorium accommodates 1000 people, facilitating various co-curricular and extra-curricular activities. The college boasts robust IT infrastructure with 428 computer systems, high-speed internet, and LAN/Wi-Fi connectivity. A language lab enhances communication skills, and e-content development enriches learning experiences. The central library caters to diverse academic disciplines with an extensive collection of books, journals, and digital resources. Facilities like NDL/DELNET and Auto Lib OPAC-KOHA ensure efficient access to library resources. Uninterrupted power supply is ensured through the Electricity Board and diesel generators, with regular maintenance. CCTV surveillance enhances campus security, and safety measures including fire extinguishers are implemented in laboratories. The college maintains a well-defined protocol for maintenance across physical, academic, and support facilities, ensuring a safe learning environment.

Student Support and Progression

Student Support and Progression

The institution is dedicated to comprehensive student support, facilitating academic growth and holistic development. Various initiatives ensure meaningful learning experiences and opportunities for progression. Facilities include scholarships, capability enhancement, vocational education, and training. Students receive training for placements and higher education.

Significant Achievements in the Last Five Years:

- The college had 729 UG students during the 2022-2023 academic year.
- Student progression is rising across all streams.
- Students have lab access during night hours to develop their skills.
- 76% of students benefited from government and non-government scholarships.
- Over 60% of students received guidance for competitive exams and career counseling.
- 07 awards in sports and cultural activities.
- 154 sports and cultural activities organized by the institution.
- Provisions for physically disabled students.
- Student-centric activities have increased campus placements and entrepreneurship.
- An average of 82 % of students placed.
- Alumni actively involved in placement activities.
- Online student feedback obtained for institutional development.
- Group insurance implemented for students and faculty members.
- Establishment of professional chapters.
- Robust mechanism for identifying extension activities.
- Student progress communicated to parents.
- Coaching for competitive exams.
- Publication of the college newsletter.
- Student representation in the Department Advisory Board and other committees.
- 70% of students avail hostel facilities.
- Modern gym facilities for students.
- Wi-Fi in academic areas.
- Library access from 8:30 am to 8:00 pm.

These efforts ensure dynamic support for students, preparing them for professional and personal success.

Governance, Leadership and Management

The Principal serves as the chief executive of Christ The King Engineering College, overseeing both academic and administrative affairs. Assisting the Principal are the Director, IQAC, Controller of Examinations, and Deans from each faculty. The Governing Council and the Academic Council hold the highest authority, with the Principal serving as chairman of both. During periodic meetings, council members contribute perspectives and recommendations to ensure the College's smooth operation. The Boards of Studies, Directors' Council, and Faculty also play crucial roles in making academic decisions within their domains. Decisions are first ratified by the Academic Council and then by the Governing Council, ensuring a democratic process aligned with the College's statutory provisions.The administrative structure is well-coordinated, with functions decentralized to key personnel such as the Chairman, administrator, and Superintendents. The examination department, led by the Controller of Examinations, is supported by a dedicated team. Overall, administrative operations fall under the Principal's jurisdiction, who oversees both academic and administrative activities.A participatory management culture permeates every level, using top-down and bottom-up approaches to implement policies effectively. Departments solicit input from faculty members for curriculum development, teaching methodologies, evaluation processes, and general administration. Student representatives contribute to departmental society management. Faculty-level decision-making involves representatives from different departments and external members, with faculty overseeing auxiliary units like libraries and laboratories actively participating in administration and decision-making.

The institution boasts an Internal Quality Assurance Cell (IQAC) that proactively evaluates current practices

and suggests improvements in teaching and research quality. Compliant with NAAC guidelines, the IQAC, chaired by the Principal, focuses on fostering conscious, consistent, and catalytic improvement within the institution. It operates as a voluntary system, encouraging faculty members to pursue quality enhancement through suitable intervention strategies. The IQAC promotes periodic interactions among department heads and faculty to facilitate internal quality assessments and implement necessary improvements.

The institute is committed to maintaining high standards of governance and administration, ensuring a collaborative and inclusive environment that promotes academic excellence and institutional growth. By fostering a culture of continuous improvement and participatory management, the college aims to provide a holistic and enriching educational experience for all its stakeholders.

Institutional Values and Best Practices

Christ the King Engineering College prioritizes gender equity by fostering a supportive environment for female students. Faculty encourage co-education, leadership roles, and gender balance in team projects. They provide open and closed sessions with appropriate gender faculty for counseling and support. Targeted talks and support groups further promote gender equality, ensuring female students feel empowered and safe. The college also provides amenities like a Common Room and Women Empowerment Cell for relaxation and support. In environmental consciousness, the college implements waste management, energy conservation, water conservation, and green resource creation practices. Environmental education programs are integrated into the curriculum, fostering awareness. Collaborations with local organizations benefit the community through initiatives like tree plantation and renovating government offices. Social inclusivity is ensured through committees addressing disciplinary issues, anti-ragging, internal complaints, and support for students with disabilities. Diversity scholarships promote access to education for underprivileged students. Professional ethics are upheld through clear codes of conduct, training programs, and reporting mechanisms for ethical violations. Innovative teaching methods and fee concession initiatives demonstrate a commitment to excellence and accessibility. Moving forward, the college remains dedicated to promoting social responsibility, ethical practices, and inclusivity.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CHRIST THE KING ENGINEERING COLLEGE
Address	Christ The King Engineering College, Cecilia Gardens, Chikkarampalayam Village, Karamadai, Coimbatore
City	Coimbatore
State	Tamil Nadu
Pin	641104
Website	www.ckec.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Jeyakumar M	04254-292470	9150076729	-	principal@ckec.ac.in
IQAC / CIQA coordinator	Muthukrishnan M	-	9994761716	-	mmkrishna@ckec.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Tamil Nadu	Anna University	[View Document](#)

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	[View Document](#)	02-06-2023	12	

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	Christ The King Engineering College, Cecilia Gardens, Chikkarampalayam Village, Karamadai, Coimbatore	Rural	11	25248

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	7
UG	BE,Computer Science And Engineering,Computer Science and Engineering	48	HSC	English	60	60
UG	BE,Electrical And Electronics Engineering,Electrical and Electronics Engineering	48	HSC	English	30	17
UG	BE,Electronics And Communication Engineering,Electronics and Communication Engineering	48	HSC	English	60	51
UG	BE,Mechanical Engineering,Mechanical Engineering	48	HSC	English	60	19
UG	BTech,Artificial Intelligence And Data Science,Artificial Intelligence and Data Science	48	HSC	English	60	60
UG	BTech,Infor	48	HSC	English	60	60

mation Tech nology,Infor mation Technology								

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Soci ety or Other Authorized Bodies	5				10				51			
Recruited	3	2	0	5	7	3	0	10	28	23	0	51
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				15
Recruited	10	5	0	15
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	5	2	0	7
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	2	0	7	3	0	0	0	0	15
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	0	0	0	0	0	26	22	0	48
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	179	2	0	0	181
	Female	102	0	0	0	102
	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	53	24	16	48
	Female	23	12	18	30
	Others	0	0	0	0
ST	Male	2	1	0	3
	Female	1	0	0	1
	Others	0	0	0	0
OBC	Male	95	57	63	102
	Female	62	13	26	32
	Others	0	0	0	0
General	Male	4	7	7	17
	Female	4	2	1	4
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		244	116	131	237

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	At Christ the King Engineering College (CKEC), the implementation of initiatives aligned with the National Education Policy (NEP) 2020 reflects a dedicated embrace of interdisciplinary and

multidisciplinary approaches within engineering education. NEP 2020 advocates a transformative shift towards holistic learning, integrating technical expertise with diverse disciplines to prepare students for success in a rapidly evolving global landscape. CKEC has swiftly adapted its curriculum to embody NEP 2020's multidisciplinary framework, incorporating humanities, social sciences, and liberal arts alongside core engineering courses. This choice-based curriculum empowers students to customize their learning experience, cultivating essential skills such as critical thinking, communication, and an understanding of societal and ethical implications—essential attributes for future engineering professionals. Innovative pedagogical practices at CKEC foster interdisciplinary collaboration among students and faculty. Project-based learning, interdisciplinary research projects, and collaborative workshops across departments promote the cross-pollination of ideas and knowledge exchange. Such initiatives not only enhance academic rigor but also nurture creativity and innovation among students, preparing them for real-world challenges. Aligned with NEP 2020's focus on industry relevance, CKEC has strengthened its industry-academia partnerships to ensure curriculum revisions meet current industry needs. Internships, industrial visits, and guest lectures by industry experts enrich the educational experience, providing practical insights and real-world exposure that complement classroom learning. CKEC's commitment to fostering interdisciplinary excellence is further exemplified through its Centers of Excellence (CoEs), which serve as hubs for interdisciplinary research and innovation. These centers facilitate collaborations between academia, industry, and government agencies, enabling students and faculty to undertake cutting-edge research projects that address complex societal challenges. This initiative supports NEP 2020's vision of cultivating a culture of innovation and entrepreneurship within educational institutions. By integrating diverse disciplines, fostering industry partnerships, and promoting innovation, CKEC not only complies with NEP 2020 but also pioneers practices that enhance the quality and relevance of engineering education. This proactive approach equips graduates with the skills and mindset needed

	to navigate and lead in the dynamic fields of engineering and technology. CKEC's proactive implementation of NEP 2020's interdisciplinary and multidisciplinary principles underscores its commitment to preparing future-ready engineers. By preparing students to address the complexities of a globalized world through integrated learning and industry collaboration, CKEC ensures its graduates are well-prepared to drive technological advancements and contribute meaningfully to global innovation ecosystems.
2. Academic bank of credits (ABC):	The Academic Bank of Credits (ABC) ID is an impressive initiative that can transform the higher education landscape in India. Students can utilise an ABC ID to optimise the value of their academic records, delve into many learning options, and customise their educational journey according to their interests and objectives. The ABC ID serves as a very effective tool in equipping students with the necessary expertise to excel as professionals and thrive in a future that values a wide range of abilities. Academic Bank of Credits (ABC) was founded along with the footsteps of the National Academic Depository (NAD), in the sense that NAD (Institute NAD ID : NAD094394) is the backbone of ABC, where students' academic records are held and academic awards are saved (i.e. academic award storehouse). Even though ABC allows students to register or begin credit transfer, the ultimate results of credit redemption and certificate issuing, in addition to the collection of award records, are managed by academic institutions through the NAD Platform. Steps for Implementation at CKEC I. Digital Infrastructure Development ABC Portal Integration: CKEC will integrate the ABC portal into its existing digital infrastructure. This will involve setting up a robust IT system that can communicate seamlessly with the national ABC portal. II. Database Management: Establish a comprehensive database to manage student credits, ensuring secure and efficient data handling. III. Curriculum Design and Flexibility Modular Courses: CKEC will design modular courses that can be independently credited. This modular approach allows students to accumulate credits over time, fitting their learning into their personal schedules. IV. Credit Transfer Policies: The institute will have to develop clear policies for credit

	transfer, including criteria for accepting credits from other institutions and vice versa. This will ensure transparency and fairness in the process. V. Faculty and Administrative Training Workshops and Training: Regular workshops and training sessions be conducted for faculty and administrative staff to familiarize them with the ABC system. This will include technical training and understanding the academic and administrative implications of the ABC. VI. Student Awareness and Guidance Implement orientation programs to educate students about the ABC, including how to accumulate and transfer credits. VII. Collaboration with Other Institutions VIII. Partnerships and MOUs: Form partnerships with other institutions to facilitate smooth credit transfer. Memoranda of Understanding (MOUs) with partner institutions will outline the terms and conditions for credit transfer. IX. Consortia Participation: Participate in educational consortia that support the ABC system, promoting collaboration and shared best practices among institutions. X. Monitoring and Evaluation Regular Audits: Conduct regular audits of the ABC implementation process to ensure compliance and efficiency. This includes reviewing credit transfers and addressing any discrepancies. XI. Feedback Mechanism: Implement a robust feedback mechanism for students and faculty to provide input on the ABC system's functionality and effectiveness.
3. Skill development:	At Christ the King Engineering College, a holistic approach is implemented to ensure comprehensive skill development, preparing students for successful careers in engineering and beyond. By engaging faculty, students, administrative staff, employers, and alumni, the college conducts workshops and seminars to impart a thorough understanding of Outcome-Based Education (OBE) principles. This framework aligns with the college's vision and mission, emphasizing clearly defined Program Outcomes (POs), Course Outcomes (COs), and learning objectives. The curriculum integrates these outcomes through meticulous curriculum mapping and gap analysis, ensuring each course contributes to desired competencies. Innovative teaching methodologies like group discussions, case studies, lab experiments, and problem-based learning foster active engagement and practical experiences. E-learning tools,

simulations, and modern technology cater to diverse learning styles, enriching the educational journey. Practical training is emphasized with state-of-the-art laboratories and regular workshops on skills like coding, circuit design, and robotics. Mandatory internships and industrial visits bridge the gap between theoretical knowledge and practical application. Soft skills development is promoted through workshops in communication, leadership, teamwork, and project management. Extracurricular activities, such as hackathons and innovation challenges, foster creativity and problem-solving abilities. The institute supports student innovation and entrepreneurship through initiatives like the Tamil Nadu State Council for Science and Technology (TNSCST) funding proposals and active participation in the Institution Innovation Council (IIC) activities. Students can also enroll in NPTEL online certification courses and other professional programs in collaboration with industry leaders, enhancing their knowledge and employability. To broaden professional horizons, the institute organizes and encourages attendance at seminars, workshops, and paper presentations in national and international conferences. Guest lectures by industry experts provide insights into current practices and trends. Robust industry partnerships, including Memorandums of Understanding (MoUs) with leading companies, offer ample opportunities for internships, projects, and placements. Regular industrial visits provide firsthand exposure to industrial processes. Entrepreneurship is fostered through the Entrepreneurship Development Cell (EDC), which conducts awareness programs and supports student startups via dedicated incubation centers and centers of excellence. These centers offer essential resources, mentorship, and networking opportunities, nurturing innovative ideas into viable businesses. Christ the King Engineering College's commitment to comprehensive skill development through rigorous academics, practical training, industry exposure, extracurricular activities, and continuous learning ensures that students excel academically and emerge as well-rounded professionals. This approach prepares graduates to meet the evolving demands of the engineering industry and contribute meaningfully to society.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Our university curriculum offers credit-bearing courses such as Environmental Science, Environmental Sustainability, Universal Human Values, and Tamil courses like Heritage of Tamil and Tamil and Technology. These courses signify the triumph of holistic development and the tradition of the ancient Indian language, Tamil. Additionally, courses like Wellness for Students and Understanding Harmony are offered to instill Indian culture in our students. CKEC provides students with a great opportunity to showcase their talents in dance, music, art, and mime. Various cultural events are organized by the Fine Arts group to ensure students can relax, enjoy time with their peers, and manage their leisure time effectively. Tamil Mandram provides moral support and self-assurance to MCET faculty and students by encouraging the use of their mother tongue, Tamil (an ancient language existing since the origin of communication). Multiple activities are planned to help them remember their cultural identity. Women's Day is an important occasion marked by traditional activities such as inspirational talks, mehndi, fireless cooking, day trips for rejuvenation, and rangoli. In an effort to uphold national integrity and raise understanding of India's regional and national languages and related cultures, CKEC recognizes all religious holidays with equal significance. National memorial days such as Constitution Day and International Yoga Day are observed, with students taking pledges, oaths, and demonstrating asanas. On several occasions, students are addressed in their mother tongue during celebrations such as Teachers' Day, Republic Day, and Independence Day to evoke genuine emotional connections. CKEC Sinthanai Mandram conducts weekly events to inculcate cultural thoughts. The college also has a 1500-seat Centenary Center Auditorium, where cultural events are organized.
5. Focus on Outcome based education (OBE):	At Christ the King Engineering College, the institute has successfully implemented Outcome-Based Education (OBE) through a comprehensive and systematic approach. Engaging a broad range of stakeholders, including faculty, students, administrative staff, employers, and alumni, the institute conducted workshops and seminars to ensure a deep understanding of OBE principles and benefits. The OBE framework aligns seamlessly with the

college's vision and mission, with clearly defined Program Outcomes (POs), Course Outcomes (COs), and specific learning objectives that guide educational activities. The curriculum has been meticulously designed to reflect these outcomes, with thorough curriculum mapping and gap analysis to ensure that each course and activity contributes to the desired competencies. Interactive teaching methods, such as group discussions, case studies, lab work, and problem-based learning, have been integrated to foster active learning. Additionally, the use of e-learning tools and simulations supports diverse learning styles, enhancing the overall educational experience. Faculty development has been a cornerstone of the implementation strategy. Regular training programs equip educators with the latest OBE concepts, assessment techniques, and innovative teaching strategies, while peer learning sessions facilitate the sharing of best practices. The institute's assessment and evaluation processes include continuous formative assessments through quizzes, assignments, and lab reports, as well as summative assessments like final exams and projects. Clear rubrics ensure consistency and fairness in grading, and benchmarking against industry standards and peer institutions helps maintain high-quality education. Feedback mechanisms play a crucial role in the OBE system. The institute gathers regular feedback from students via surveys and focus groups, supplemented by anonymous feedback options, ensuring that any issues can be addressed promptly. Regular review meetings allow analysis of assessment data and student feedback, leading to actionable plans for continuous improvement. The institute's infrastructure and resources are robust, with well-equipped classrooms, laboratories, and libraries that support learning outcomes. Technological tools and platforms are readily available to both students and faculty, enhancing the learning process. Support services, including academic advising, counseling, and career services, are in place to assist students in achieving their educational and career goals. Comprehensive documentation and record-keeping practices ensure that the institute maintains detailed records of curriculum plans, assessment results, and continuous improvement efforts. Regular reports are prepared to demonstrate the effectiveness of the OBE system to

	both internal and external stakeholders. Compliance with accreditation standards is meticulously maintained, and the institute is well-prepared for accreditation visits, showcasing the effectiveness and impact of OBE implementation. Through these concerted efforts, Christ the King Engineering College ensures that students achieve the desired learning outcomes and are well-prepared for their future careers in engineering.
6. Distance education/online education:	Christ the King Engineering College (CKEC), Coimbatore-641104, is a self-financing institution affiliated with Anna University, Chennai. The institute offers seven undergraduate programs in Engineering and Technology that align with current industry trends. CKEC operates in a single general shift, from 9:00 AM to 4:30 PM, catering to both students and faculty members. While the college does not support distance or online education for its technical programs, it fosters a culture of self-learning through online courses. CKEC actively encourages and motivates its students and faculty members to enroll in Massive Open Online Courses (MOOCs) offered by platforms such as NPTEL and SWAYAM. These online courses can provide credit equivalence for students, allowing them to substitute regular courses with these MOOCs. Additionally, faculty members are recognized for their participation in these courses as part of their performance appraisal system.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Christ the King Engineering College
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?	Dr.M. Jeyakumar, Principal, Head of the Institution Mr.K.Karthik AP/S&H, ELC Nodal Officer Adam Benny, III CSE, Student Coordinator Kamesh M, III MECH, Student Coordinator Rishvan A, II AIDS, Student Coordinator Yeshwini T, II CSE, Student Coordinator
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral	1.Report of Voters awareness rally by ELC/NSS-CKEC on 20-01-2020 2.Report of Voters awareness rally by ELC/NSS-CKEC on 09-11-2022 3.Report of

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.	oneday wall magazine poster making event about importance of vote by ELC/NSS-CKEC on 27-09-2023 4.Report of Voters ID camp by ELC/NSS-CKEC on 24-11-2023 5.Report of Voters awareness rally by ELC/NSS-CKEC on 03-04-2024
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.	Voter Awareness Activities by ELC/NSS-CKEC The Electoral Literacy Club (ELC) and the National Service Scheme (NSS) of Christ the King Engineering College (CKEC) have been promoting voter awareness through various events. Here is a summary of key activities: Voters Awareness Rally - 20th January 2020 On 20th January 2020, ELC and NSS organized a voter awareness rally in Karamadai. The rally included 105 NSS volunteers and ELC student coordinators led by Mr. C. Prabhu, Assistant Professor, Department of Mechanical Engineering, CKEC. The event saw participation from the Deputy Tahsildar of Mettupalayam, Revenue Inspector of Karamadai, and the Village Administrator Officer of Chikkarampalayam Panchayat. After a welcome speech by Dr. M. Jeyakumar, Principal of CKEC, the rally was presided over by Rev. Father John Britto, Administrator of the college. The Deputy Tahsildar of Mettupalayam flagged off the rally, aiming for 100% voting participation among youth. Students carried placards and banners with messages encouraging voter participation. Voters Awareness Rally - 9th November 2022 This event, organized by 197 NSS volunteers and ELC student coordinators, was led by Mr. K. Karthik and Mr. S. Gopinath, Assistant Professor, Department of EEE, CKEC. The Deputy Tahsildar of Mettupalayam, Revenue Inspector of Karamadai, and Village Administrator Officer of Chikkarampalayam Panchayat were present. Wall Magazine Poster Making Event - 27th September 2023 On 27th September 2023, ELC and NSS organized a wall magazine poster-making event focused on the importance of voting. Held at CKEC, the event included 25 NSS volunteers and ELC student coordinators led by Mr. K. Karthik and Mr. S. Gopinath. The event concluded successfully with 25 students participating. The event, widely publicized by NSS volunteers, ended with three students winning prizes for their outstanding posters. Voters

ID Camp - 24th November 2023 A Voters ID Camp was held on 24th November 2023 at CKEC. The camp featured 107 NSS volunteers and ELC student coordinators, led by Mr. K. Karthik and Mr. S. Gopinath. Key participants included the Revenue Inspector of Karamadai, Village Administrator Officer of Chikkarampalayam Panchayat, and staff members of the Village Administrator Office. The camp aimed to raise awareness and facilitate the issuance of voter IDs. A total of 107 students attended and benefitted from the camp, carrying banners with messages promoting voter participation. Voters Awareness Rally - 3rd April 2024 The most recent rally was conducted on 3rd April 2024 in Karamadai. It involved 205 NSS volunteers and ELC student coordinators led by Mr. K. Karthik and Mr. S. Gopinath. The event included participation from the Revenue Inspector of Karamadai, Village Administrator Officer of Chikkarampalayam Panchayat, and staff members of the Tahsildar office. The event aimed to achieve full youth participation in voting, with students carrying placards and banners to encourage voter turnout. The continuous efforts of ELC and NSS at CKEC reflect a strong commitment to promoting voter awareness and participation among students and the community. Through rallies, camps, and creative events, they have successfully engaged students and local officials, highlighting the importance of voting in a democratic society.

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.	Report of Voters ID camp by ELC/NSS-CKEC on 24-11-2023 The Electoral Literacy Club in hands with National Service Scheme of Christ the King engineering College (ELC/NSS-CKEC) organized awareness camp for voters in CKEC on 24th Nov 2023. The voter's awareness camp was conducted in CKEC and its organizing team included 107 NSS volunteers and ELC students coordinators led by Mr. K. Karthik, ELC Coordinators and Mr. S. Gopinath (Assistant Professor, Dept. of EEE), CKEC. Also Revenue Inspector of Karamadai and Village Administrator Officer of Chikkarampalayam Panchayat and staff members of Village Administrator Office participated in the camp. The teams arrived to the location at 10.30 am and the camp was inaugurated with a welcome speech by Dr.M.Jeyakumar, Principal of CKEC and Presiding over the event by Rev.Father S.Xavier Manoj,

	Administrator of the college. Many students participated in the camp, thanks to wide publicity by NSS volunteers. In total, 107 students attended the camp and benefitted. They held banners with awareness messages and advocacy of voter participation.

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
729	661	621	623	548

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: 188

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
54	59	71	90	128

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
273.24	161.73	112.64	192.87	227.63

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:

Curriculum delivery is a strategy for a curriculum to help students reach their learning goals. The processes involved in curriculum delivery are teaching, learning support, advice, guidance, interaction, mentorship, participative and collaborative learning. Reasoning skills, feedback, testing, and freedom of assessment and counseling are also diverse curriculum delivery processes. At Christ the King Engineering College (CKEC) affiliated with Anna University, Chennai., the curriculum is developed by Anna University, Tamil Nadu. Our teachers are actively engaged in curriculum design through the members of the academic council, members of syllabus committees, and participation in syllabus revision workshops. The college implements the university-based curriculum for student learning through its policy and procedures designed accordingly. The college has various academic committees, including the Internal Quality Assurance Cell (IQAC), and Department Advisory Board (DAB) to ensure effective curriculum planning and delivery. With a set of academic committees to ensure smooth operation, this institution draws up and records its daily routine through careful procedure. Based on the Academic Schedule of the affiliating university, course assignments are made based on teachers' skill matrix, performance and experience.

The College commits to:

a) The curriculum is delivered using a learner-centric method of teaching, learning, and assessment (TLA). It offers assistance and direction for moving toward employment and higher education.

b) Providing TLA support which extends equality of opportunity to all.

c) Assure empowerment to the learners appropriately, and so they meet the curriculum with standards and quality

Tutor ward meetings, class committees, and mid- and end-of-semester meetings are just a few of the techniques used to monitor course delivery and syllabus compliance. Active learning and problem-solving are facilitated by tutorial sessions and stakeholder input on curriculum elements is gathered. Regular Audits of academic programs and administrative processes are used to ensure quality.

The Internal Quality Assurance Cell (IQAC) creates the academic calendar, which incorporates the procedure of Continuous Internal Assessment (CIA). Extracurricular and curricular events plans are included in the academic calendar, which is based on the working/teaching schedule as the university is driven along with Curriculum fulfillment. At semester beginning, all faculties (Class advisors) are informed to prepare the departments' academic calendar. The dates of internal exams, seating

assignments, hall monitors, and squad duty rosters are all scheduled on the academic working calendar. Meetings for reviewing results are held with the Principal, Academic Director(AD), HoD, and faculty. Employing the AD, the HoD delivers a report to the Principal at the end of the semester, verifying that activities were conducted according to the timetable.

The curriculum delivery can happen when the teachers ensure compliance with TLP. The College encourages the teachers to: • Improve teaching skills • Make lectures interactive and student-centric • Use technology in instructional transactions • Promote group work • Arranging co-curricular activities • Improve assessment methods •

The Institution supports faculties in the following ways: Enhancing their pedagogical abilities; Incorporating technology into lectures to make them more engaging for students; Encouraging group projects among students; Planning extracurricular activities; Enhancing assessment techniques; and making students aware of the importance of feedback

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

1.2 Academic Flexibility

1.2.1

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

Response: 41

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: 74.45

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
585	550	390	531	313

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:

Christ the king engineering college (CKEC) intends to address the interconnected issues related to professional ethics, gender equity, human values, environmental protection and environmental sustainability by including the relevant courses in its curriculum. In addition to these courses, various activities are conducted through the cells periodically.

Gender Equity:

CKEC is imparting quality education to shape global leaders has firm belief in gender equity which is indispensable to ensure sustainable development of a country. Institute has initiated promising measures to sensitize and promote gender equity through curricular and co-curricular activities. To promote gender equity among the students, institute supports flexible seating arrangements in the class rooms, equal representation of both genders in the leadership positions of class and college level committees, curricular and co- curricular activities. The institute makes concerted efforts to create a congenial

environment free from gender discrimination through mutual respect. International women's day is celebrated in our institution which insists motivation and gender equity and rights. The students are taught how to treat others with respect and dignity, especially those who are not the same gender. Social responsibility and gender sensitization are emphasized by the Women Empowerment Cell (WEC). The regulation and curriculum include a course titled Introduction to Women and Gender Studies (MX3081) to aid students in gaining a deeper understanding of gender-related issues. Distinct and interactive programs are organized by inviting accomplished women to share their insights on topics including professional development, health, and work-life balance. Each year, Women's day celebration honours the women who have achieved greatness in variety of areas.

Environment and Sustainability:

Students are sensitized to ecological and environmental issues connected with land, air, and water, with awareness on sustainable development. Environmental Science and Engineering is a mandatory course for all B.E/B.Tech students for all disciplines. In addition, courses on Environmental Science and Sustainability, Environmental Quality Monitoring and Analysis, Environmental Policy, and Sustainable Agriculture and Environmental Management are offered as part of the curriculum. These courses raise awareness about the efficient use of natural resources for a sustainable environment. Other activities, such as tree planting, watering trees, plastic free awareness rally and rain water awareness rally are also conducted.

Human Values and Professional Ethics:

The institute conducts various activities related to human values and professional ethics through National Service Scheme (NSS) and Youth Red Cross (YRC). The curriculum also includes courses on Professional Ethics in Engineering, Human Values and Ethics to aid students in gaining a deeper understanding of human values and ethics in professional careers. Blood donation camps, road safety awareness rally, corona virus awareness program vaccination camp, dengue awareness rally, clean India camp, visits to orphanages, a helmet awareness rally, national unity day rally, polio awareness rally, private placement camp, youth awakening day rally, tobacco awareness programme, voters awareness rally, drug awareness rally, volunteer service at temple and road safety awareness activities are some of the events organized by the NSS cell of the institution.

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: 62.28

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

Response: 454

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: 62.2

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
244	126	129	227	207

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

2022-23	2021-22	2020-21	2019-20	2018-19
300	240	300	300	360

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: 68.12

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
168	104	116	169	148

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
207	166	207	207	248

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: 13.5

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:

Christ the King Engineering College provides blended teaching and learning methodologies. Through interactive student participation, teaching and learning are made more entertaining and successful. Due to its limited involvement in curriculum design and development, the Institute uses a variety of student-centric approaches, including the experiential, participatory and problem-solving processes that are listed below, to fill in any gaps in the curriculum.

Experiential Learning:

Experiential learning is learning by doing. This teaching strategy enables the students to engage in practical learning to comprehend concepts more effectively than through purely academic means.

• Through in-plant training and internships, students gain knowledge of how technology is used in practise and experience real-world issues.

• For the students' benefit and to help them comprehend ideas better, industrial tours are planned half yearly – Course wise to promote higher order thinking not but not the least as industry 4.0 ready engineer.

• Students are encouraged to complete their final year project assignments and micro projects based on real-world issues.

• Practical laboratory sessions that are required as part of the curriculum give students the opportunity to learn via experience.

Participative Learning :

Student centric participative learning methods include endowment lectures, seminars, and guest lectures on the newest technology where professionals from the industry and alumni share their experiences with the students.

• Our institution has a number of professional societies, including IEI, ISTE, EDC, CSI, ICT, IIC, department associations, etc., to encourage student participation in a variety of activities.

• The students take part in paper presentations, coding competitions, project expos, workshops, and other activities to hone their communication and presenting abilities.

• Value-added classes and online learning give students a platform to study cutting-edge technology.

Problem Solving Methods

Through the use of concepts and principles, problem-based learning (PBL) encourage the students to consider the facts and potential fixes for issues they encounter on a daily basis.

• To address issues connected to analytical courses and technologically newer courses in the curriculum, tutorial hours are scheduled and followed with more attention with two instructors for the ease of student comfort.

• Case studies are encouraged, and students will be encouraged to use the various approaches/techniques to resolve these issues.

• By enrolling in online NPTEL Certificate courses in addition to their usual coursework, students are encouraged to learn and engage with IIT instructors.

Information and Communications Technology (ICT):

Every department is equipped with ICT enabled classrooms, contains an LCD projector, a system with internet connectivity, and a whiteboard. The impact of information and communications technology (ICT) on student learning is contingent upon the digital literacy of teachers and their ability to effectively incorporate it into the academic curriculum.

• Students with consistent exposure to ICT have enhanced their proficiency in presentation skills, listening, competency based answering capability, innovative capacities, and overall exposure.

• Students have the facility to view NPTEL video lectures and high standard sites, virtual labs, educational websites offline at the institute's computer lab facilities.

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
54	59	71	90	128

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: 4.48

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
6	6	2	2	2

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Anna University's academic schedule outlines the timeline for both internal and external examinations, internal assessments, and the process for uploading final internal assessment marks on the university's web portal. Using this schedule, the affiliated institute creates its academic calendar, including schedules for internal examinations (CIE-1 and CIE-2) in line with university guidelines. This calendar is distributed and displayed on notice boards at the start of each semester for faculty and student reference. In accordance with the institute's academic calendar, the examination cell provides guidelines for preparing question papers and distributes detailed date sheets to ensure the smooth conduct of examinations. Faculty members prepare two sets of structured question papers for each course, adhering to the Revised Bloom's Taxonomy (Remember, Understand, Apply, Analyze, Evaluate, and Create) and aligning them with the course outcomes (COs). These papers are approved by the Program Evaluation and Review Committee (PERC) and Heads of Departments (HODs) before being submitted to the examination cell. The institute has examination cells at both the department and institute levels to conduct and address examination-related issues.

Internal Assessment

- **Schedule**: Conducted as per Anna University's schedule.
- **Coverage**: Each test covers one and a half units of the syllabus.
- **Marks**: Each test is out of a maximum of 50 marks.
- **Duration**: Each test lasts for one and a half hours.
- **Question Paper**: Set by the course instructor, based on various Bloom's Taxonomy Levels (BTLs) and mapped to the COs.
- **Responsibility**: Program Coordinator and Test Coordinator oversee the conduct of the tests.
- **Quality Check**: Internal Question Paper Auditing Committee ensures the quality of question papers, adherence to BTL levels, and CO compliance.

Common Student Grievances:

- Dissatisfaction with the evaluation of descriptive answers.
- Discrepancies in the totalling of marks.

University End Semester Examinations

There are three levels of grievance redressal:

1. **Course Instructor Level**:
   - Complaints regarding continuous assessment must be made within two working days.
   - Decisions are made within the following two working days.
2. **Department Committee Level**:
   - Consists of the Head of the Department, Module Coordinators, and the concerned course instructor.
   - Complaints must be addressed within two working days of the announcement of results, with decisions made within the next two working days.
3. **Institute Committee Level**:
   - Constituted by the Principal as needed.
   - Complaints must be filed within five working days after the announcement of results, with decisions made within the following five working days.

If a grievance is found valid, the course coordinator is notified, and the mark distribution is adjusted accordingly. Students who miss an exam due to legitimate reasons (medical issues, unavoidable circumstances, sports on-duty, etc.) can retake the exam on a different day with a new question paper.

Grievances Addressed During Internal Assessments:

- On-duty for sports, conferences, symposiums, workshops.
- Medical issues like hospitalization, accidents, communicable diseases.
- Missed/improvement tests are conducted for students who fail or are absent due to genuine reasons.

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:

Our Institution is follows the syllabus and academic regulations prescribed by the affiliating university Anna University, Tamilnadu. The university prepares the objectives and learning outcomes for all the courses and publishes it in the syllabus book and uploads it in the university website. It is reachable to all the stake holders.

Program Outcomes (POs): Program Outcomes are overarching statements that describe what students are expected to know and be able to do by the time they graduate from a particular academic program. These outcomes are often broad and are meant to capture the overall skills, knowledge, and abilities that students should have acquired during the course of their program. POs are typically aligned with the institution's mission and the specific goals of the academic program.

Course Outcomes (COs): Course Outcomes are specific statements that describe the knowledge,skills and abilities that students are expected to acquire by the end of a particular course. Unlike Program Outcomes, Course Outcomes are more granular and focus on the content and objectives of individual courses within a program.

Program Specific Outcomes (PSOs): Program Specific Outcomes (PSOs) are a set of statements that further specify the skills and knowledge that students are expected to gain from a specific Academic program. While Program Outcomes (POs) are broad and apply to the overall program, Program Specific Outcomes are more focused on the specialized aspects of a particular branch or specialization within that

program.

As the Institution follows OBE - Outcome-Based Education, each program's learning objectives for each course are spelled out in detail. The institution's common areas are used to disseminate the vision and mission, while in the departments the program outcomes will be disseminated. The Program Outcomes, Program Specific Outcomes and Course Outcomes for all the programs and the mechanism of communication are explained here. Faculty are trained to prepare curriculum in line with the characteristics of OBE. In the training, the faculty are oriented to focus on the students' attainment in higher order learning to develop various skills, especially their cognitive thinking. The OBE module consists of Topics (five-units), Hours needed to handle those Units, Books for Study and Reference, Teaching Methods, Course Outcomes, and Mapping of COs with PSOs and POs. Attainment of COs and POs are measured at different stages of the programme: the Course Outcomes are assessed at the completion of each course and the Programme Outcomes are measured at the time of completion of the programme

The dissemination of Program Outcomes (POs), Program Specific Outcomes (PSOs), Course Outcomes (COs), Vision, Mission, and Program Educational Objectives (PEOs) among internal stakeholders is systematically structured to ensure transparency and effective communication. For Governing Body members, these elements are accessible through

- College website: In the department page of www.ckec.ac.in
- Learning Management System
- Prominently displayed on department notice boards and laboratories
- Lab manuals
- Disseminated in Placement trainings
- Disseminated during student seminars and orientation program
- departmental newsletters
- Log books
- Course plans
- Internal assessment question papers,
- Assignments,
- Survey forms for information

This comprehensive dissemination strategy fosters a transparent and communicative learning environment, enabling all stakeholders to remain informed about the educational objectives and outcomes through various channels..

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:

Christ the King Engineering College values the assessment of teaching and learning activities which is validated through distinct mechanisms. It follows two different strategies to validate Outcome Based Education through direct and indirect methods. In the first stage, Course Outcomes (COs) are mapped with the respective Programme Outcomes (POs) and Programme Specific Outcomes (PSOs). The mean value of mapping indicates how COs are related with POs and PSOs. In the second stage, the Course Outcomes with Programme Outcomes and Programme Specific Outcomes are validated through examination system. The course outcomes reflect different cognitive levels of each course. It is done on the basis of Revised Bloom's Taxonomy. The students' ability to remember and understand are tested through two mark questions, Short Answer Questions, whereas their ability to apply, analyse, evaluate and create are assessed through Essay Type Questions, Assignments, Practical Examinations, Internship and Project Works.

Attainment of Course Outcomes (COs) are narrower statements that describe what students are expected to know, and be able to do at the end of each course. The target level for the CO attainment is set based on the average performance of students in the given course in previous terms, difficulty level of the subject, etc. Thus Set Attainment level (Target) is fixed for each course Course Outcome is evaluated based on the performance of students in internal assessments and in university examination of a course m Outcomes (POs) and Program Specific Outcomes (PSOs) are achieved through the curriculum. Course Outcomes (COs) are defined for each course and mapped to POs and PSOs. CO attainment is based on student performance levels in a course. The target level for CO attainment is set based on average student performance in previous terms, subject difficulty, etc.

CO attainment is evaluated through internal assessments (40%) and university examinations (60%). Attainment levels are categorized as:

- Level 1: 60% of students meet the target
- Level 2: 70% of students meet the target
- Level 3: 80% of students meet the target

Direct CO attainment is determined from Continuous Internal Evaluation (CIE) and Semester End Examination (SEE) performances. For Tier 2 institutes, since question-wise marks are not available, the average marks in SEE are used for all COs. For laboratory courses, CO attainment is based on performance, viva-voce, record work, and model practical examination with a 40:60 weightage for internal and university assessments. For project work, CO attainment is based on performance in three reviews and project viva voce.

Assessment tools for PO calculation include:

1. Calculating the course to PO index as an average index value of all the COs assigned to respective POs.
2. Computing PO attainment as the product of the collective percentage of all COs attainment and the course CO index.
3. Overall PO attainment is computed as the average of respective PO attainment of all courses, with 80% weightage for direct attainment and 20% for indirect assessment through surveys and

activities.

If the final CO attainment meets the target, the COs are considered attained. If not, continuous improvement actions are suggested by the faculty.

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: 82.68

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
168	144	109	86	85

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
190	172	111	94	149

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: 82.55

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
0.2184	0	82.33347	0	0

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Intellectual Property Rights (IPR) cell at Christ the King Engineering College (CKEC) is dedicated to promoting awareness and understanding of intellectual property, with a particular focus on copyrights and patents. To kick start its activities, CKEC launched its IPR cell with an inaugural online webinar titled "IPR, Start up and Innovations" on 18th September 2021 led by Dr. Kandha Babu, Director, Centre of Intellectual Property Rights (CIPR) at Anna University. The IPR cell at CKEC is committed to fostering a culture of innovation and creativity among both faculty and students. Through various initiatives and programs, it encourages them to explore opportunities for patenting their inventions and publishing copyrighted works. This proactive approach aims not only protect intellectual property but also to inspire and empower individuals to contribute to the advancement of knowledge and technology. Furthermore, the IPR cell serves as a resource hub, providing guidance and support to individuals interested in navigating the complexities of intellectual property rights. By facilitating workshops, seminars, and consultations, it equips the CKEC community with the knowledge and tools

necessary to safeguard their intellectual creations and maximise their potential impact.

CKEC, in collaboration with AICTE, established its Institution's Innovation Council (IIC) in 2021 to cultivate a culture of innovation and entrepreneurship. Throughout the year, IIC engages a broad range of faculty, students, and staff by organising activities focused on crucial skills like ideation, problem-solving, proof-of-concept development, design thinking, intellectual property rights, and project management. These activities are meticulously planned and executed in four quarterly cycles. To ensure the continued effectiveness of this program, CKEC benefits from the guidance of a well-established Mentor-Mentee scheme by AICTE. Through this scheme, CKEC is fortunate to have the KPR Institute of Engineering and Technology as its mentor. A designated KPR representative participates in at least three quarterly progress meetings per mentee, offering invaluable guidance and support in planning, action plan creation, and improvement of Innovation & Entrepreneurship (I&E) activities for CKEC.

CKEC also established an Entrepreneurship Development Cell (EDC) to foster an entrepreneurial spirit among its students. EDC organises workshops, seminars, and guest lectures featuring successful entrepreneurs or industry experts. These sessions are provided students with valuable insights into the entrepreneurial journey, covering topics like opportunity identification, business model development. To encourage students to put their ideas into action, EDC conducts business plan competitions and elevator pitch contests. These events provide a platform for students to refine their entrepreneurial pitches, compete for seed funding or prizes, and gain valuable feedback from judges and industry professionals. EDC organises hackathons, intense design thinking events where students collaborate to develop solutions to specific challenges within a set timeframe.

CKEC is going to set up a center for advanced technological resources for its students. This initiative includes a drone club technology center, a robotics club, a center of excellence for Augmented Reality/Virtual Reality (AR/VR), and an incubation center. These facilities aim to provide students with the opportunity to learn, experiment, and develop their skills in cutting-edge technologies that are transforming various industries.

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: 46

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
16	12	2	9	7

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	0	1	0

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

3.3.2

04-07-2024 09:58:30

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: 0.11

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
12	7	2	0	0

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

Christ the King Engineering College (CKEC) encourages students to involve themselves in social services to facilitate their holistic development. Through exposure to various extension activities, students are prepared for societal and humanitarian challenges. Our Institute works with the neighbouring community, carrying out a range of extension programs to address the needs of the neighbourhood under the National Service Scheme (NSS), Youth Red Cross (YRC), and other initiatives. Participating in such activities broadens students' knowledge, leadership qualities, skill levels, and self-confidence.

National Service Scheme (NSS)

The NSS unit, with a faculty coordinator and student volunteers, is active in our Institute. The broad objectives of the NSS Unit include the following:

- To identify the problems and needs of society.
- To practice National integration and social harmony.
- To acquire leadership qualities and democratic attitudes.
- To utilize their knowledge in finding practical solutions to individual and community problems.
- To develop capacity to meet emergencies and natural disasters.

The NSS unit has carried out numerous activities including:

- Our NSS team has taken up many tree plantation drives in the past three years.
- Campaigns on "No to Plastic" have been executed by students with the support of staff in the adopted villages.
- An in-house Traffic Awareness Program has been conducted to create awareness of the importance of following traffic rules.
- Medical and eye camps were conducted inside the campus to ensure the health and wellness of staff members and students of the Institute.
- Yoga and Meditation sessions organized in the campus helped to enlighten and empower student minds and shape their overall personality.
- A medical camp was conducted in nearby villages as an extension activity.

Youth Red Cross (YRC)

Established in 2015, Christ the King Engineering College's Youth Red Cross (YRC) unit is a vibrant student organization working to improve the lives of others. Officially registered under the Indian Red Cross Society, Tamil Nadu Branch, the YRC actively promotes humanitarian values through a diverse range of initiatives.

Blood Donation Camps

Partnering with government blood banks, the YRC conducts blood donation drives, fostering a spirit of community service and ensuring a critical life-saving resource is readily available.

Disaster Preparedness Workshop

Recognizing the importance of preparedness, the YRC equips students and the community with valuable skills through disaster preparedness workshops. These workshops cover topics like first aid, evacuation procedures, and disaster mitigation strategies.

First Aid Training

The YRC equips individuals with the knowledge and skills to act decisively in emergencies through comprehensive first-aid training sessions. These sessions cover lifesaving techniques like cardiopulmonary resuscitation (CPR) and provide guidance on how to manage situations like epileptic seizures until medical help arrives.

Environmental protection activities

The YRC teaches its members how to turn leftover food scraps and yard waste into organic compost. They do this through workshops where members learn about different composting methods like bokashi,

hot composting, and worm composting.

Neighborhood Community Benefited

Social Awareness Programmes have been conducted for the welfare of the neighbourhood community.

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:

Christ the King Engineering College has consistently demonstrated a strong commitment to community service and societal development through various extension activities. This dedication has been recognized through numerous awards and certificates of appreciation from government bodies and recognized organizations. These accolades highlight the impact and reach of the initiatives undertaken by the institute fostering a sense of pride and motivation among its students and staff.

In the academic year 2022-2023, several prestigious certificates of appreciation were received by College. The Maariamman Selva Vinayagar Temple awarded a Certificate of Appreciation in 2023 for active participation in their temple function. This recognition underscores the commitment of the institute to preserving cultural heritage and supporting local religious events. Similarly, the Kunnathoor Murugan Temple recognized efforts with a Certificate of Appreciation in the same year for contributions to their temple functions. These awards reflect the college's active engagement with the local community and support for cultural and religious activities.

Environmental sustainability initiatives undertaken by the institute have also been noteworthy. In 2023, a Certificate of Appreciation was received from the Block Development Officer (BDO) of Coonoor for delivering anaerobic compost to their office. This initiative not only promoted sustainable waste management practices but also emphasized the commitment to supporting local government efforts in environmental conservation.

In the preceding academic year, 2021-2022, significant contributions were also made by the institute. The Kurunthamalai Temple awarded a Certificate of Appreciation for involvement in counting the temple Hundiyal amount. This activity required meticulous effort and demonstrated the commitment to supporting the administrative functions of local religious institutions.

Dedication to health and wellbeing was recognized by the Tamil Nadu State AIDS Control Society and the Tamil Nadu State Blood Transfusion Council. In 2022, these organizations awarded the institute, a

Certificate of Appreciation for organizing a blood donation camp. This recognition highlights ongoing efforts to promote public health and encourage voluntary blood donation among students and staff.

Additionally, training on anaerobic composting for Scheduled Caste individuals in Coonoor was conducted by the institute and recognized with a Certificate of Appreciation from the Tamil Nadu Urban Livelihood Mission (TNULM) in 2022. This initiative aimed to empower marginalized communities by providing them with valuable skills in sustainable waste management, thereby enhancing their livelihood opportunities.

Commitment to environmental conservation was further acknowledged by Bhumi, a recognized organization, which awarded a Certificate of Appreciation in 2022 for waste management initiatives. This recognition reinforces the dedication of College to promoting sustainable practices and environmental stewardship within the community.

These awards and recognitions are a testament to the unwavering commitment of College to community service, environmental sustainability, and public health. They highlight the diverse range of extension activities and the significant impact they have on the community. College remains dedicated to fostering a culture of social responsibility, encouraging students and staff to actively participate in initiatives that contribute positively to society.

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: 50

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	8	3	12	8

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: 24

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:

The Christ the King Engineering College campus extends over an area of 11.07 acres of which the built area 27568.41 Sq.m. To mention the most significant features of the built up area, there are classrooms with adequate ventilation, several labs(with operating machineries and systems based on the course expertise), workshops, Smart classrooms, Equipped computer centre, a centre of excellence, an incubator cell, an innovation cell, Drone development cell auditoriums with amortized indoor stadium, seminar halls, and Conference cell. CKEC – the model institution aims to offer every cutting-edge technological development currently available to enable the delivery of high-quality education. Every facility required to create a favourable atmosphere for training future technocrats and engineers is in place and being used on cutting edge technology.

Almost all the classrooms are equipped with an LCD Projector. With the required digital and audio-visual equipment - seminar halls, auditoriums, and meeting rooms have been made accessible to ensure that students also hear from tech experts. They make it possible for conferences, symposia, and seminars to run smoothly at both the departmental and college levels. The 1500-seat auditorium serves as a suitable space for college events, such as co-curricular and extracurricular activities.

The Laboratories available in the institution possess all equipment mandated by the Authority for Technical Education and the affiliating University and regular maintenance as per norms laid down by competent authorities, tech experts on par with industry 4.0 curriculum. Our college established Centre of Excellence, Innovation cell, incubation centres to enhance the learning experience of the students and prepare them for the industry needs and various revolutions of the worlds with the partnerships of reputable industrial and corporate companies. These centres, apart from catching technocrats and engineers with the potential to invent or innovate, promote the possibilities of campus placement and entrepreneurship capabilities of our students.

The fully Computerised Language Laboratory is good facility for students to improve the fluency of the students on their communication, This language lab is a skillset improvement unit of the institution to express their views promptly when required, particularly spoken skills and for those who are already good at it, communication practices will be given for all the students.

All the computers are in the institution is LAN Connected even more the row of systems are connected to workgroup and most of the systems have internet connection as well. In addition, Wi-Fi connection has

been provided where necessary. All in Together, the departmental libraries in all academic departments and the college's automated central library offer a vast and diverse variety of books, technical publications, and national and international academic journals. The NDL/DELNET access available for educators and students. Students and staff can read digital journals and publications of various engineering fields by using the computers in the college library that are equipped with internet access, even a reprography facility is available for the ease of copies.

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: 5.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.42	13.31	14.85	10.42	2.72

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 Integrated Library Management Software automates the Institution Library with the following specifications.

SOFTWARE DETAILS:

Name of ILMS Software   : KOHA

Name of Automation (Fully or Partially)   : Fully

Version   : 19.5

Year of Automation   : 2022

 The Library of the institution stands at the forefront of digitalization, employing an Integrated Library Management System (ILMS) known as KOHA. The acquisition, maintenance, circulation, and OPAC modules are all seamlessly integrated into KOHA, offering a comprehensive solution for effective library operations. The 'KOHA 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 Professors to access library resources. The KOHA 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 barcode system with the KOHA. With the barcode system in place, library users can conveniently access library facilities using their unique barcode identifiers, eliminating the need for traditional library cards or manual check-ins. The Library area having the Capacity of 368 Sq.m., The Seating Capacity of Library Reading Hall is 60. The Library holds an institutional membership with the Developing Library Network (DELNET), Delhi. The DELNET provides access to a vast repository of digital resources, including ebooks, 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 library has an Online Public Access Catalogue (OPAC) facility, which allows users to search for library books. With OPAC, students and faculty members can conveniently access the library's collection, check availability, and even place holds or renew items online. The 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 CKEC 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 CKEC community. The strict instruction is given that during the Library hours the students should maintain

silence. The Library has under CCTV Surveillance Cameras in the following areas, in the entrance, reading room, as well as interior part of the Library. The Students Projects are available for reference purpose.

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:

Christ the King Engineering College campus extends over an area of 11.07 acres, with a built-up area of 27,568.41 sq.m. Significant features of this area include classrooms with adequate ventilation, several labs (with operating machinery and systems based on course expertise), workshops, smart classrooms, a fully equipped computer center, a center of excellence, an incubator cell, an innovation cell, a drone development cell, auditoriums with an indoor stadium with amortized seating, seminar halls, and a conference cell. CKEC, the model institution, aims to offer every cutting-edge technological development currently available to deliver high-quality education. Every facility required to create a favorable atmosphere for training future technocrats and engineers is in place and utilizes cutting-edge technology.

Almost all classrooms are equipped with an LCD projector. With the required digital and audio-visual equipment, seminar halls, auditoriums, and meeting rooms have been made accessible to ensure that students also hear from tech experts. These facilities enable conferences, symposia, and seminars to run smoothly at both the departmental and college levels. The 1,500-seat auditorium serves as a suitable space for college events, such as co-curricular and extracurricular activities.

The laboratories available in the institution possess all equipment mandated by the Authority for Technical Education and the affiliating university and are regularly maintained as per norms laid down by competent authorities. Tech experts on par with the Industry 4.0 curriculum support these facilities. Our college has established a Centre of Excellence, Innovation Cell, and incubation centers to enhance the learning experience of the students and prepare them for industry needs and various global revolutions through partnerships with reputable industrial and corporate companies. These centers, apart from identifying technocrats and engineers with the potential to invent or innovate, promote campus placement possibilities and the entrepreneurship capabilities of our students. The fully computerized

language laboratory is an excellent facility for students to enhance their communication fluency. This language lab is a skillset improvement unit of the institution, helping students express their views promptly when required, particularly their spoken skills.

All the computers in the institution are LAN-connected, with rows of systems connected to workgroups, and most systems have internet access as well. Additionally, Wi-Fi connections have been provided where necessary. Together, the departmental libraries in all academic departments and the college's automated central library offer a vast and diverse variety of books, technical publications, and national and international academic journals. NDL/DELNET access is available for educators and students. Students and staff can read digital journals and publications in various engineering fields using the computers in the college library equipped with internet access, and reprography facilities are available for easy copying.

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

4.3.2

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

Response: 3.27

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

Response: 223

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: 32.41

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
111.08	54.74	24.24	54.51	69.24

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: 78.63

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
608	540	493	496	365

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: 66.66

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
568	475	380	342	356

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: 85.98

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
133	131	97	65	83

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
168	144	109	86	85

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: 2.41

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

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

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

5.3 Student Participation and Activities

5.3.1

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

Response: 2

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
2	0	0	0	0

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

5.3.2

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

Response: 33.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	32	0	54	52

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:

CKEC Alumni association, those vibrant communities of former students, hold a special place within the educational landscape. They foster a lifelong connection between graduates and their alma mater, enriching both individuals and the institution itself. But what exactly is an alumni association, and why do they matter?

At their core, alumni associations are groups of graduates who come together to maintain a connection with their educational institution. This connection can manifest in various ways, from attending social events and networking opportunities to mentoring current students and financially supporting the institution's growth. Alumni associations provide a platform for graduates to:

- **Reconnect and reminisce:** Alumni gatherings offer a chance to rekindle old friendships, share memories, and celebrate shared experiences. These events can be particularly valuable for graduates from different eras, fostering a sense of belonging and continuity within the institution's history.
- **Network and build professional connections:** Alumni associations connect graduates across industries and career stages. This creates a powerful network for professional development, job hunting, and mentorship opportunities. Senior alumni can offer guidance and support to younger graduates entering the workforce, while younger alumni can bring fresh perspectives and ideas to the table.
- **Give back and shape the future:** Alumni associations play a crucial role in fundraising and advocacy for their alma mater. Donations from alumni support scholarships, faculty development, infrastructure improvements, and other initiatives that enhance the educational experience for future generations. Alumni can also lend their expertise by serving on advisory boards or participating in curriculum discussions, shaping the direction of the institution.
- **Stay informed and engaged:** Alumni associations keep graduates updated on the latest happenings at their alma mater. Newsletters, social media channels, and alumni events provide information about academic advancements, and campus news. This continued engagement helps graduates maintain a sense of pride and connection to their educational roots.

The benefits of alumni associations extend beyond individual graduates. Educational institutions thrive on the support of their alumni communities. A strong alumni network can:

- **Enhance the institution's reputation:** A vibrant and active alumni association showcases the

success of an institution's graduates. This positive image can attract prospective students, faculty, and donors, further strengthening the institution's position within the academic landscape.

- **Provide valuable resources:** Alumni can be a source of knowledge, expertise, and mentorship for current students. They can offer career advice, participate in guest lectures, or even volunteer as mentors for student organizations.
- **Fuel innovation and advancement:** Alumni donations can be a significant source of funding for scholarships, research projects, and infrastructure upgrades. This financial support allows the institution to invest in cutting-edge resources, attract top talent, and offer innovative programs for future generations.

In conclusion, CKEC alumni associations are more than just social clubs. They are vital bridges that connect graduates to their alma mater, fostering a sense of community and purpose. As institutions evolve and adapt to a changing world, strong alumni associations will remain a cornerstone of educational excellence, ensuring that the legacy of learning and connection endures for generations to come.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision

To be an institute of excellence in Technical Education and training individuals focusing on the needs of the Nation and Society in tune with Technological Developments.

Mission

Our Mission is to produce Disciplined and Quality Technocrats through Academic Programme of noted excellence to serve the Society.

Transformation of the Mission

At our Institute, we prioritise transparency, participatory leadership, and decentralisation of authority across different levels. As a result, our Vision and Mission reflects the valuable input from stakeholders. The institute mission is crafted with the aim of fostering excellence in the teaching-learning process, utilising cutting-edge resources. This approach empowers our faculty to cultivate knowledge and skills, enabling them to impart the best training practices to students, equipping them to meet the demands of the current industrial landscape. Additionally, our mission aims to inspire students towards research endeavours with practical applications in real-time scenarios.

The governance structure of our institution is characterised by inclusivity and active participation of stakeholders, particularly teachers, in decision-making processes. The Governing Council, led by the chairman of the Institution, includes representatives from the DMI Trust, industry and academic experts, a nominee from Anna University, and faculty members, with the Principal serving as the Member-Secretary. This council plays a pivotal role in shaping the institution's Vision, Mission, and Perspective Plan. Meeting annually, it assesses progress, offers guidance, and discusses strategies to uphold educational standards and foster further development. Emphasizing a participatory management culture, the council oversees strategic, functional, and operational aspects. It approves academic and administrative matters, such as budget and other issues. allocation, recruitment, procurement, admissions, promotions, conferences, workshops, and placements, in consultation with the Principal, Heads of Departments (HoDs), and faculty members, administrative and academic affairs.

As such, all academic and administrative affairs are decentralised and decisions are taken independently based on the discussions taken in Class Committee Meetings, Department Meetings, HoDs and faculties meeting with the Principal. Students and faculty members associate with Principal for

executing different academic, administrative, co-curricular and extracurricular activities and thus all the positive and productive academic and administrative decisions approved by the Governing Council are achieved successfully which is the sheer reflection of effective leadership in tune with the vision and mission of the Institution.

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:

Christ the King Engineering College, a Christian minority institution of higher technical education, was founded by Rev. Fr. J.E. Arulraj and established in 2010. Managed by the Sisters of DMI (Daughters of Mary Immaculate), its mission is to provide quality technical education to the student community.

The overall functioning of the college is overseen by the governing council, led by the Founder/Chairman. Regular meetings of the governing council are held at the institute, during which recommendations and suggestions are discussed and approved. The governing council and trust establish, amend, and approve directive principles and policies as needed, and regularly review the college's operations. Feedback collected from all stakeholders is utilized to add value, bridge gaps in the Anna University curriculum, and devise course and lesson plans.

The Principal of the college, assisted by various Heads of Departments, implements the policies set by the governing body. HoDs are granted autonomy in managing their academic responsibilities.

Furthermore, the institution has instituted committees and cells at both institutional and departmental levels to enhance operational effectiveness. These bodies have well-defined objectives and functions that align with stakeholder interests. They support management across all levels and play a crucial role in fostering students' development as responsible citizens, while remaining committed to the institution's vision and mission. Various committees, including the grievance redressal committee, anti-ragging committee, internal complaint committee, placement cell, alumni association, and examination committee, have been established to ensure the seamless functioning of the institution.

Appointment, service rules and Procedures

The institute follows a well-established set of rules, policies, recruitment procedures, and promotional policies and regulations, all within the framework of AICTE, the State Government, and Anna University, and these are approved by the institute's Governing Council.

The institution employs a well-defined procedure to select qualified and competent individuals:

·   Vacancies are advertised in prominent national newspapers and on the college website.

·   Screened candidates are invited for an interview.

·   The Staff Selection Committee includes the Principal and two internal subject experts (the HoD from the same department and the HoD of the core department).

·   Candidates are required to showcase their teaching skills by delivering a brief lecture before the selection committee.

·   Candidates are evaluated based on their teaching abilities, research orientation, and other relevant skills.

·   The Principal issues the appointment letter upon selection.

·   Appointments are ratified by the management committee during its regular meetings.

·   Service rules, recruitment procedures, and promotion policies adhere to the norms set by AICTE and Anna University.

Implementation of institutional strategic, perspective, and development plans is vital to the institution's operations. These plans serve as blueprints for growth and progress, ensuring adaptability and responsiveness to changing environments. The institution consistently reviews these plans to ensure the attainment of goals and the upkeep of high-quality academic programs and services.

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:

The institution adheres to the guidelines set by the University Grants Commission (UGC) and the All India Council for Technical Education (AICTE) when it comes to the recruitment and appointment of teaching and academic staff. Regular annual appraisals are conducted to not only assess staff performance but also to identify areas for growth and development, both for individual staff members and the institution as a whole. The institution prioritizes the well-being of its teaching and non-teaching staff, providing comprehensive welfare measures that benefit all employees. This commitment to staff welfare is reflected in their productivity and dedication to the institution's growth and success.

The foremost concern of our college is staff welfare. The existing welfare schemes are listed below.

?   Medical Leave

?   Maternity leave for eligible staff members

?   Employees' provident fund as per PF rules

?   Yoga classes and sports facilities

?   Free health check-up camps

? Free transport

? Reimbursement of claim for attending a workshop, conference, FDP, etc. Canteen facilities Internet and free Wi-Fi facilities

? The institute organises tours and sports activities for the staff. Summer and winter vacations for faculty members

? Faculty development programmes (FDP) for faculty members

? There are skill development courses available for both teaching and non-teaching staff.

? The availability of the Women's Empowerment Cell solves and counsels the issues of female staff members.

? On Duty for Higher Education and Training

Teaching Staff and Non-Teaching Annual self-assessment is based on the Performance-

The institution's teaching staff undergoes an annual self-assessment process, which is based on the Performance-Based Appraisal System (PBAS). This system involves a declaration of self-assessment, where each faculty member evaluates their own performance. The assessment is comprehensive, covering various aspects such as teaching, learning, and evaluation, as well as co-curricular, extension, and professional development activities, research publications, and academic contributions.

The faculty members complete the PBAS proforma, which is then verified by the Head of the Department and the Principal. The assessment is quantified, with marks or weightages assigned to each aspect. The Principal also submits an annual confidential report.

Based on the scores obtained, faculty members who are due for promotions, incentives, or increments are recommended accordingly. This rigorous and transparent evaluation process ensures that staff members are recognized and rewarded for their hard work and contributions to the institution.

The institution's non-teaching staff also undergoes an annual evaluation process, which includes both confidential reports and self-appraisals. The evaluation parameters for non-teaching staff include character and habits, departmental abilities, work ethic, discipline, reliability, interpersonal relationships, documentation and filing skills, and technical abilities.

The Head of the Department assigns an overall grade based on the cumulative assessment of these parameters. The Principal's confidential report is also taken into consideration when making decisions regarding promotions, incentives, and increments.

This evaluation system has been instrumental in identifying the strengths and weaknesses of the employees, which in turn has helped to motivate them to improve their performance. The annual confidential report and performance appraisal system have been effective in ensuring that the non-teaching staff members are recognized and rewarded for their contributions to the institution

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: 52.74

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
43	46	27	33	63

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: 62.37

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
43	47	61	60	79

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	12	14	14

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:

As a self-financing institution affiliated with Anna University, CKEC has established a structured and systematic approach to securing funds and resources. A collaborative effort involving the financial committee of DMI Trust, the Principal, Department Heads, and the institute's accounts department ensures that resources are mobilized and utilized efficiently. This process is governed by clear guidelines

and rules, ensuring transparency and accountability in the allocation and management of funds and resources.

The finance committee is responsible for ensuring the optimal use of funds for both recurring and non-recurring expenses. The purchase committee solicits quotes from various vendors, which are then reviewed by the finance and purchase committee. This committee ensures that all expenditures are in line with the approved budget. If there are any proposed additional expenses, the management will be consulted for further guidance and action. This process ensures that all financial decisions are made with careful consideration and in the best interest of the institution.

The college has a well-defined Resource Mobilization Policy and Procedure in place. At the start of each financial year, the Principal and Department Heads collaborate to prepare a comprehensive institutional budget, which encompasses both recurring and non-recurring expenses. The governing council thoroughly reviews and approves the budget to ensure its viability. The accounts department and purchase department closely monitor all income and expenditure, ensuring transparency and accountability.

The college strives to achieve optimal utilization of resources through various initiatives. To foster academic excellence, the institution encourages and supports faculty members in pursuing higher studies and participating in academic activities such as paper presentations, conferences, and research projects, providing them with travel and sponsorship grants. Additionally, the college's infrastructure is leveraged as an examination centre for government and university examinations, maximizing its utility. The library extends its hours of operation to provide students and faculty with additional time for research and study. Furthermore, the college ensures financial transparency and compliance through a robust auditing mechanism, which includes both internal and external audits.

The college has a well-established Mechanism of Internal and External Audit to ensure transparency and accountability in its financial transactions. At the beginning of each financial year, Department Heads submit their departmental activity budgets to the Principal, outlining all projected expenses, including:

- Recurring expenses, such as salaries, utilities, maintenance costs, stationery, and consumables
- Non-recurring expenses, including lab equipment purchases, furniture, and development expenses
- The department heads also submit detailed budget proposals for equipment, software, maintenance, spare parts, and other expenses to the Principal for review.

The Principal consolidates the budget proposals from all departments, sports and cultural departments, and program coordinators, and submits the comprehensive budget to the governing council for approval. All purchases require Management approval. Furthermore, the college maintains a rigorous documentation system, where all bills and receipts are submitted to the Accounts department, with a copy retained in the respective department, ensuring a transparent and auditable trail of financial transactions.

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 Institute has always had the vision that organic growth is possible when all stakeholders grow together. Also, to comply with the National Assessment and Accreditation Council (NAAC) requirements, our institution's Internal Quality Assurance Cell (IQAC) was constituted on 02-07-2018. The IQAC Committee meets bi-annually to discuss, review and suggest the best practices for the institution. The following are the major functions of IQAC to institutionalise initiatives that will assure quality in various aspects of the institution.

The IQAC is constituted to monitor the internal quality aspects pertaining to academic, curricular and co-curricular activities for the welfare of the students within the existing academic and administrative systems

1.Documentation of various programmes and activities of the college in order to prepare various reports that are required for ranking, accreditation processes and for submission to various higher educational institutions.

2.Academic Calendar An institution level academic calendar is prepared in line with Anna University. Based on this, the department academic calendar is prepared keeping the following key parameters as inputs. a)Time Plan for Curriculum delivery b) Continuous Assessment and Evaluation c) Enrichment Programs d) Guest lectures, workshops, seminars and Conferences.

3.IQAC suggests innovative pedagogical methodologies like PowerPoint Presentations, Projects, Field Trips, Role Plays, Workshops, videos etc. in addition to the completion of curriculum through Assignments, Class Tests, Tutorials etc.

4.Academic audits are conducted to ensure effective functioning of the academic system Periodic Tutor-ward meetings, Class Committee meetings and End Semester review meetings are held to assess students' academic progress. Also academic audits evaluate the performance based on results, research projects, effective curriculum implementation and use of ICT-related pedagogical methodologies. Based on the audit, the IQAC gives constructive feedback to the Departments suggesting measures for internal quality enhancement. It makes recommendations for the Departments to do self-evaluation and to set higher goals to meet new challenges.

5.Collecting feedback from stakeholders like students, parents, staff and alumni to facilitate teaching-learning reforms. This helps in obtaining an unbiased and honest opinion about the institutional performance especially in academics. Student feedback of teachers is conducted regularly. A careful analysis of the feedback received is done and communicated to the teachers to enable them to enhance their teaching skills and their relationship with the students. Organising inter and intra-institutional workshops, faculty development programs, orientations, seminars and conferences on quality related themes and promotion of quality culture.

6.Regular feedback is obtained from stakeholders for the following: Curriculum delivery Enrichment programs University question papers, Invited talks, Seminars, Workshops and Conferences

7.At the end of the academic year, departments are asked to present their activities and the evaluation of the faculty to the Higher officials of the Christ the King Group of Institutions through 'BenchMark Review Meeting'. It facilitates the monitoring of the activities of the department as per the benchmark set by them.

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:

The past three decades have seen a surge in global recognition of the need to empower women. This movement extends beyond basic rights, encompassing access to education, healthcare, and proper nutrition. It also strives to create a fairer landscape in social, political, and economic spheres. Influential reports like the World Development Report and the Human Development Report offer valuable insights on these issues, while national planning documents provide further context. However, a deeper understanding of gender equality requires examining educational institutions, especially universities and colleges.

The Gender Audit aims to evaluate the institution's gender balance and compliance with university policies and UGC norms. This audit examines the impact of current and proposed policies on gender equality. The college is committed to the holistic development of all students, ensuring gender equity through various facilities and special attention for female students. The audit serves as a tool for analyzing and evaluating the institution's policies and programs, assessing how gender perspectives are integrated into all activities. Its primary goal is to ensure that gender policies are properly implemented and adhered to within the college. From its inception, the college has established a Women Empowerment Cell (WEC) to promote gender equity among students and raise awareness about its importance in society. The WEC encourages students to fulfil their social responsibilities and empowers them through various programs designed to enhance the strength and capabilities of female students. Both male and female students are included in these initiatives. Additionally, the Women Development Cell (WDC) provides a platform for addressing complaints, swiftly resolving grievances, and sensitizing female students on gender issues. All grievances are handled confidentially by a sexual harassment redressal committee.

The WDC conducted a Gender Audit as part of the assessment and accreditation process for Higher Educational Institutions, as recommended by the UGC. The audit team surveyed students and reviewed the college's operating environment to ensure compliance and promote gender equity. The Gender Audit aims to evaluate the institution's gender balance and compliance with university policies and UGC norms. This audit examines the impact of current and proposed policies on gender equality. The college is committed to the holistic development of all students, ensuring gender equity through various facilities and special attention for female students. The audit serves as a tool for analyzing and evaluating the institution's policies and programs, assessing how gender perspectives are integrated into all activities. Its primary goal is to ensure that gender policies are properly implemented and adhered to within the college.

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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]()
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:

Creating an inclusive environment that promotes tolerance and harmony across cultural, regional, linguistic, and socioeconomic lines is integral to our institution's mission. We are committed to ensuring that every student and employee feels respected, valued, and included. Here's how we are making these efforts:

Cultural Inclusivity and Harmony

CKEC actively celebrates the diversity of cultures present on campus. We organize cultural festivals, international days, and intercultural dialogues that allow students and staff from different backgrounds to share their heritage and learn from one another. These events foster mutual respect and understanding, breaking down cultural barriers and encouraging unity. We also offer a range of cultural clubs and societies that promote the appreciation of various traditions, languages, and arts, allowing for a vibrant cultural exchange.

Regional and Linguistic Inclusivity

Recognizing the linguistic diversity of our community, we provide resources and support for students and staff who speak different languages. Language learning programs, translation services, and multilingual support staff are available to ensure effective communication and integration. Additionally, regional inclusivity is promoted through orientation programs and workshops that educate the campus community about the diverse regional backgrounds of our members. This helps in reducing regional biases and fostering an environment of mutual respect.

Communal and Socio-economic Inclusivity

Our institution is committed to supporting students and staff from various socio economic backgrounds. Financial aid programs, scholarships, and bursaries are offered to ensure that economic challenges do not hinder access to education. We also have support systems like food banks, affordable housing options, and free or subsidized healthcare services to assist those in need. Additionally, initiatives like community service projects and volunteer programs encourage students to engage with and support underprivileged communities, promoting empathy and social responsibility.

Sensitization to Constitutional Obligations

We prioritize the sensitization of students and employees to their constitutional obligations, emphasizing values, rights, duties, and responsibilities as citizens.

Promoting Values of Tolerance and Respect:

To cultivate an environment of tolerance and respect, we conduct regular workshops and training sessions on diversity, equity, and inclusion. These sessions address issues such as unconscious bias, cultural sensitivity, and anti-discrimination policies.

Inclusive Policy Making and Representation

We ensure that our policies and practices reflect our commitment to inclusivity. Inclusive policy-making involves the active participation of diverse groups in decision-making processes. Committees and councils that include representatives from different cultural, regional, and socioeconomic backgrounds help in shaping policies that are fair and inclusive.

In conclusion, our institutional efforts are multifaceted and ongoing, aimed at creating an inclusive environment that respects and celebrates diversity. By promoting cultural understanding, regional and linguistic inclusivity, communal and socioeconomic support, and sensitizing our community to constitutional values, we strive to build a harmonious and tolerant campus where everyone can thrive.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE - 1

Community Engagement and Social Responsibility Initiatives

Objectives of the Practice

1. Instil Social Responsibility Cultivate a sense of social responsibility and empathy among students.

2. Promote Community Health Enhance the health and well-being of the local community through various health initiatives.

3. Encourage Environmental Stewardship Foster environmental awareness and sustainable practices.

4. Improve Safety and Civic Awareness Educate students and the community on safety measures and civic duties.

CKEC aims to produce socially responsible graduates who are aware of the pressing issues in their communities. By engaging in various community service and awareness activities, we seek to bridge the gap between academic learning and real-world social challenges. These activities not only benefit the community but also enrich students' educational experiences, making them more socially aware and responsible citizens.

The Practice

Awareness Campaigns and Volunteer Initiatives

Conducted rallies on crucial issues such as dengue awareness, plastic pollution, helmet safety, and voter awareness.

Organized volunteer programs where students actively participated in community services.

Health and Wellness Camps

• Regularly organized blood donation drives in collaboration with local blood banks.

• Conducted eye check-up camps and general health screenings for the community, promoting preventive healthcare.

Environmental Conservation Efforts

  • Carried out tree plantation drives, encouraging students and community members to plant and

nurture trees.
- Engaged in forest restoration projects, helping to rehabilitate and preserve local ecosystems.

Safety Training and Civic Engagement

- Provided fire extinguisher training to ensure that students and staff are prepared for emergencies.
- Ran helmet awareness campaigns to promote road safety and reduce accidents among students and the local population.

- Support for Vulnerable Communities

- Organized service activities in orphanages, offering companionship, educational support, and resources to children.
- Conducted various activities to support and uplift the residents of orphanage homes.

Evidence of Success

- Enhanced Student Engagement Increased student participation in community service and awareness activities.
- Positive Health Outcomes Positive feedback from community members on health camps and screenings, leading to improved health awareness and early detection of health issues.
- Environmental Impact Noticeable increase in green cover due to tree plantation drives and successful rehabilitation of forest areas.
- Social Awareness Greater awareness and proactive behaviour concerning dengue prevention, road safety, and civic responsibilities among students and community members.
- Recognition and Awards Received accolades and recognition from local authorities and NGOs for contributions to community welfare.

Problems Encountered and Resources Required

• Challenges Coordinating large-scale events, ensuring consistent student participation, and managing the financial aspects of these initiatives.

• Resources Required Funding for various activities, partnerships with local health and environmental organizations, training materials for safety programs, and logistical support for organizing events.

Future Plans

• Sustainability Develop a sustainable model to ensure the continuity and growth of these initiatives.

• Collaboration Strengthen partnerships with government bodies, health organizations, and NGOs to expand the reach and impact of the initiatives.

Expansion Broaden the scope of community engagement activities to involve a larger portion of the community and address more diverse issues.

• Monitoring and Evaluation Establish a robust system for monitoring and evaluating the impact of these activities, ensuring continuous improvement and effectiveness.

Conclusion

Through our comprehensive community engagement and social responsibility initiatives, we are not only contribute to the betterment of society but also enrich our students' educational experiences. These efforts promote institutional values, thereby preparing our students to be socially responsible and environmentally conscious citizens.

BEST PRACTICE - 2

Wall of Love - Transforming Generosity into Sustainability

Objectives of the Practice:

1. Encourage students, staff, and community members to participate in acts of giving.

2. Reduce waste by promoting the reuse of items, aligning with the concept of "someone's trash is another's treasure."

3. Provide essential items to those in need within the community, fostering social equity and support.

The "Wall of Love" is to address the dual challenge of waste reduction and supporting the underprivileged. The idea is to create a space where people can leave items they no longer need, which can then be picked up by those who can use them. This aligns with the principle of sustainability and social responsibility, key values promoted by our institution.

The Practice:

Wall of Love:

  Location: An area under Auditorium is assigned and items can be dropped off and picked up.

  Categories: Sections for clothing, books, toys, household items, and non-perishable food.

  Maintenance: Regular monitoring and organizing to ensure the area remain tidy and items are in good condition.

  Accessibility: Ensuring the Wall of Love is accessible to students, staff, and community members in need.

  Anonymity: Providing a discreet way for individuals to take items without stigma.

 Volunteer Programs: Involving students in organizing and managing the Wall of Love, fostering a sense of responsibility and community service.

High Participation: Increased involvement from students, staff, and community members in both donating and picking up items.

Reduction in Waste:

Noticeable reduction in waste on campus due to the effective reuse of items.

Community Support:

Positive random oral feedback from beneficiaries who have accessed the Wall of Love for essential items.

Future Plans:

Expansion: Expand the Wall of Love to more locations within the campus and possibly to other community centres.

Educational Programs: Introduce workshops on sustainable living and the importance of giving.

Collaborations: Partnering with local NGOs and community groups to extend the reach and impact of the initiative

Conclusion:

The "Wall of Love" initiative not only supports the needy but also promotes sustainability by encouraging the reuse of items. This practice cultivates a culture of generosity and responsibility among students and staff, aligning with the institution's commitment to social responsibility and environmental sustainability. By transforming generosity into a tangible practice, the Wall of Love stands as a testament to the institution's dedication to creating a positive impact on both the campus and the broader community.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Empowering Futures through Affordable Excellence

Christ the King Engineering College (CKEC) is an institution that embodies the principle of providing opportunities for all, dismantling financial barriers to quality engineering education, and standing as a

beacon of hope and opportunity. At CKEC, the mission is clear: to champion accessibility, invest in potential, maintain excellence, and build a brighter tomorrow, thereby serving as a catalyst for social change and nurturing the next generation of engineers and innovators.

At the heart of CKEC's distinctiveness is its unwavering commitment to making quality education accessible to all. The college recognizes the transformative power of education, particularly for first-generation graduates and students from rural backgrounds. By setting remarkably low fees, CKEC opens doors for talented individuals who might otherwise be unable to afford higher education. This commitment to affordability is not just a financial consideration; it is a profound belief in the potential of every student, regardless of their socioeconomic background. This dedication to accessibility is a cornerstone of CKEC's philosophy, ensuring that financial constraints do not hinder the dreams and aspirations of deserving students.

The focus on affordability goes hand in hand with a deep investment in the potential of each student. By alleviating financial burdens, CKEC allows students to concentrate fully on their academic pursuits, thereby unleashing their full potential. This approach fosters a diverse and vibrant student body, enriching the learning experience for everyone. Students from various backgrounds bring unique perspectives and ideas, creating a dynamic and inclusive academic environment. This diversity is a strength, contributing to a richer educational experience that prepares students for the globalized world.

Despite its commitment to affordability, CKEC does not compromise on quality. The college maintains rigorous academic standards, providing students with a strong foundation in engineering principles. The commitment to excellence is evident in every aspect of the institution. Well-equipped laboratories offer students hands-on experience with cutting-edge technology, ensuring they are well-prepared for the challenges of the engineering field. The faculty comprises experienced professionals who are not only experts in their fields but also dedicated mentors committed to the success of their students. These educators bring a wealth of knowledge and industry experience to the classroom, bridging the gap between theoretical learning and practical application.

CKEC's strong industry connections further enhance the quality of education. Partnerships with leading engineering firms and organizations provide students with invaluable opportunities for internships, practical training, and real-world exposure. These connections ensure that CKEC graduates are not just academically proficient but also job-ready, equipped with the skills and experiences needed to excel in their careers. The emphasis on practical, hands-on learning, coupled with strong industry ties, prepares students to hit the ground running upon graduation.

Graduates of CKEC are not just prepared for jobs; they are equipped to make a real difference in the world. The college's holistic approach to education empowers students to become the architects of a brighter future for themselves, their communities, and the nation. The skills and knowledge gained at CKEC enable graduates to tackle complex engineering challenges, drive innovation, and contribute to societal progress. This emphasis on producing well-rounded, socially conscious engineers underscores the college's role as more than just an educational institution. It is a place where future leaders are molded, equipped with the technical expertise and ethical grounding to address the pressing issues of our time.

CKEC's impact extends beyond its immediate student body. By making quality engineering education accessible, the college plays a crucial role in promoting social mobility and economic development. Graduates often return to their communities, armed with the skills and knowledge to drive positive

change. Whether it's through innovative engineering solutions, entrepreneurial ventures, or community projects, CKEC alumni are making significant contributions to societal advancement. This ripple effect highlights the broader societal benefits of the college's commitment to affordable excellence.

CKCE's is not just an engineering college; it is a catalyst for social change. By investing in the potential of every student, regardless of their background, CKEC is nurturing the next generation of engineers and innovators who will shape a more equitable and prosperous world. The institution's dedication to affordability, quality, and social impact sets it apart as a beacon of opportunity and excellence in engineering education.

CKEC's approach is holistic, encompassing not only academic excellence but also the personal and professional development of its students. The college provides a supportive environment where students are encouraged to grow, explore, and innovate. Through various extracurricular activities, leadership programs, and community engagement initiatives, students develop critical soft skills such as teamwork, communication, and problem-solving. These experiences are integral to their growth as professionals and responsible citizens.

The institution's commitment to inclusivity and social responsibility is also reflected in its efforts to raise awareness about constitutional values, rights, duties, and responsibilities. Through educational programs and initiatives, CKEC ensures that students are not only skilled engineers but also informed and responsible citizens. This focus on civic education prepares students to contribute positively to society, fostering a sense of duty and ethical responsibility.

In conclusion, CKEC's stands out as an institution dedicated to empowering futures through affordable excellence. Its commitment to accessibility, investment in potential, maintenance of high academic standards, and focus on social impact create a distinctive educational experience. CKEC is more than an educational institution; it is a transformative force, shaping the lives of its students and contributing to a more equitable and prosperous society. By championing the potential of every student, CKEC is building a brighter future, one engineer at a time.

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

5. CONCLUSION

Additional Information :

Christ The King Engineering College continually enhances its educational offerings and infrastructure to meet the evolving needs of students and society, fostering innovation, critical thinking, and ethical values.

Research and Innovation: We emphasize research and innovation, encouraging faculty and students to undertake research projects, publish in reputed journals, and present at conferences. Our research centers and labs are equipped with advanced technology.

Upcoming Initiatives:

Drone Club and Technology Center: A platform for students to explore drone technology, offering resources and training for building, programming, and piloting drones.

Robotics Lab: Equipped with the latest tools, this lab will foster learning and research in robotics, preparing students for careers in automation and advanced manufacturing.

Center of Excellence for AR/VR/AI: Focusing on Augmented Reality, Virtual Reality, and Artificial Intelligence, this center will provide specialized training, research opportunities, and industry collaborations.

Incubation Center: Supporting entrepreneurial initiatives by providing resources, mentorship, and funding opportunities for startups.

Industry Collaboration: We maintain strong industry partnerships to ensure our curriculum remains relevant. These include internship programs, guest lectures, and joint research projects. Our placement cell secures job opportunities for graduates in leading companies.

Community Engagement: We are committed to social responsibility, organizing outreach programs like technical workshops, health camps, and educational initiatives for underprivileged communities. Our NSS and NCC units actively participate in community service.

Student Support Services: We offer counseling, career guidance, health and wellness programs, and financial aid. A grievance redressal mechanism addresses student concerns promptly.

Environmental Sustainability: We promote environmental sustainability through practices like rainwater harvesting, waste management, and renewable energy use. Our campus is eco-friendly, with ample green spaces.

Alumni Network: Our alumni network provides guest lectures, mentorship, and industry insights for current students.

Future Plans: We aim to expand academic offerings, enhance research capabilities, and strengthen industry and international collaborations, ensuring continuous improvement and excellence.

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Concluding Remarks :

In conclusion, Christ The King Engineering College is dedicated to providing a comprehensive and inclusive educational environment that supports both academic and personal growth for all students.

We have established a robust system to assess students' learning levels, identifying both advanced and slow learners. Advanced learners benefit from targeted training sessions, competitive exam guidance, and research publication opportunities, along with development programs in human rights, gender equity, life skills, leadership, yoga, sports, communication, and soft skills. Slow learners receive academic mentoring, remedial classes, and individualized support.

Our teaching-learning process is student-centric, adhering to university guidelines and enhanced through faculty training and technology integration. We emphasize experiential and participative learning, using innovative teaching methods and ICT tools to boost student engagement and outcomes.

The academic welfare of our students is a priority, supported by a mentor-mentee system where each teacher mentors a group of twenty students, monitoring their progress. We encourage participation in co-curricular activities through Departmental Technical Associations, fostering a well-rounded educational experience.

Christ The King Engineering College boasts state-of-the-art infrastructure, including modern classrooms, well-equipped laboratories, and extensive library resources. Our campus features sports facilities, hostels, and recreational areas to support students' overall well-being.

Our faculty members are highly qualified and experienced, continuously enhancing their qualifications and engaging in research activities. We emphasize evaluation process reforms with centralized examinations and evaluation systems that ensure transparency and adherence to the academic calendar.

Our college follows Outcome Based Education to develop the necessary knowledge and skills in our students. Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) are defined, communicated, and assessed using direct and indirect tools. We calculate attainment levels and implement corrective measures when targets are not met.

The teaching-learning process is monitored by the Principal, IQAC coordinator, Head of Department, Class Committee, and Faculty Advisor, ensuring continuous improvement and quality assurance. Our unwavering commitment to excellence ensures that our students are well-equipped for future success.

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