SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

CHHATRAPATI SHIVAJI INSTITUTE OF TECHNOLOGY

SHIVAJI NAGAR BALOD ROAD KOLIHAPURI POST- PISEGAON
491001
http://csitdurg.in

SSR SUBMITTED DATE: 18-05-2024

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 1999 with engineering as its flagship program, Chhattrapati Shivaji Institute of Technology, Durg- commonly known as CSIT, has come a long way in its journey since its inception. It has registered its repute in Central India due to its dedication towards quality engineering education. CSIT is an AICTE recognized and ISO 9001 – 2015 certified institute. It is affiliated to Chhattisgarh Swami Vivekanand Technical University, Bhilai.

CSIT is located on Durg-Balod, State Highway at Shivaji Nagar in the village Kolihapuri. Though set in a rural area of Durg district it is just 4 Kms away from the city of Durg and about 6 Kms from the steel city Bhilai. Its proximity to Durg-Bhilai and rural Settings as well provides a unique environment for education. The twin city of Durg-Bhilai enjoys the status of Education-hub of Chhattisgarh.' Secondly Bhilai is famous for its mega steel plant- Bhilai Steel Plant. Thus, CSIT enjoys unique status in terms of location. Its proximity to rural as well as urban, mega industries in Bhilai, nearness to education-hum and closeness commercial city contributes well diversified knowledge and skills through quality academic and co-curricular activities.

To meet the academic and co-curricular requirements the CSIT has sufficient infrastructure and open space. The campus is spread over about 29.2 acres that contains spacious classrooms, offices, canteen, mess, Central Library, Multipurpose halls, separate hostels for boys and girls, playgrounds and other amenities.

The CSIT fervently facilitates its students fraternity in academic and other aspects. While the college feels pride to have a strong pool of dedicated and well qualified faculty members, it equally extols to extend financial helps to the students from economically challenged sections from the society through its scholarship programme. It cares not only for academic performance of the student-fraternity but also for their personality development and skill enhancement through a variety of programmes and events.

Vision

To nurture world-class intellectual growth by imparting high quality futuristic technical education to emerge as one of the best technical institutes to serve the mankind.

Mission

- **To create inspiring environment that will be most suited for research, creativity and innovation.**

- **Providing quality technical education at par with global standards.**

- **To accomplish National Center of Excellence in collaboration with industry.**

- **To establish international alliances and collaborations with foreign universities to achieve global excellence.**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Ideal location of the Institute that provides academically stimulating environment in addition to the well connectivity with urban and rural areas of the district. Clean and Green campus is often appreciated by the visitors.

- Well-equipped world-class infrastructure with lush green wifi enabled campus that bears best facilities and amenities for curricular and co-curricular requirements.

- MOUs with Industries and national institution for curriculum enrichment, FDPs, Guest Lectures, Recruitment Training Programs.

- Focused on the outcome-based teaching methods so as to cater to the emrging demands of the industry and entrepreneurship.

- Various student centered activities and events that aim to inculcate managerial skills and develop personality traits.

- Involvement of Minor Projects, Major Projects, field visits, SDPs, industrial tours and educational visits in curriculum.

- Co-Ed college that provides equal opportunity to all the students. Women cell titles as SWAR works for not only for equality sensitization but also for providing a safe environment for female staff and students.

- Vibrant NSS Unit that has a record of social extension activities in the city of Durg-Bhilai and nearby villages. The NSS Unit aims to promote sense of social-welfare, societal bonding social-responsibility in the student fraternity. The Unit has been incessantly being rewarded for its works.

- In-campus post-office, Bank, Music room, Gym, Open theater, Health centre, ATM and separate Boys and Girls Hostel.

- Optimum utilization of online platforms such as Zoom, Webex, Google Meet, and Google Classroom to innovate and adapt to new ways of participation. Quality e-resources generation to augment the learning process.

Institutional Weakness

- Government grants are intricate to be fetched.

- Being an affiliated institution to Chhattisgarh Swami Vivekananda University, Bhilai, the institution does not hold any autonomy in academic flexibility.

- **Most of the students coming from poor socio-economic backgrounds, who can't afford much.**

Institutional Opportunity

- **Scope for enhancing research and consultancy projects sponsored by local industries and funding agencies.**

- **Increase employability in local industries.**

- **Strong contacts with alumni through association that can levy a chance to the students for peer interactions, mentoring and motivation.**

- **Increasing efforts of the Govt. of India in improving the quality of higher education should help the institute in enhancement.**

- **Getting accredited by the bodies that could help in R&D activities.**

Institutional Challenge

- **Tough competition from other technical Institutions and Universities.**

- **Limited chances of fund enhancement because of the purely self financed college.**

- **Chhattisgarh being a tribal belt, the society is not vey motivated intrinsically for technical education.**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Chhatrapati Shivaji Institute of Technology strongly believes that curricular aspects are pivotal in shaping the future of the students. The college, being affiliated to Chhattisgarh Swami Vivekanand Technical University-Bhilai, follows the academic structure and curricula of the parent University. The college has a set methodology of curriculum planning and implementation that collocates with its vision and mission. CSIT has well structured action plans for effective implementation of the curriculum. The CSIT is bound to follow the prescribed curriculum of the CSVTU, yet it organizes academic lectures, workshops, trainings to keep the students abreast with the latest technical trends and emerging technologies.

The academic calendar is formulated in close consideration with the Deans, HoDs and Administrative authorities. It is presented in the IQAC Meeting for the final approval of the Director and the members.

- The respective departments prepare their timetables for lectures and get them approved by the

authorities before displaying them for execution.

- The Director and the respective HoDs work in tandem to see that the academic calendar and the time-table are strictly adhered to.
- The teachers make lesson plans for the subjects they teach and produce it before the HoDs.
- Unit tests, Class tests and Assignments are regular features of the assessment procedure of the students. For weak and below average students extra classes are conducted before and after the college hours.
- The teachers provide question-bank to the students after completing a unit. The students solve the questions and discuss the challenging ones with the respective professors/ peers. Question-bank helps the students in academic contexts.
- Two class Tests are organized for each subject in a semester. The Question Papers are set as per the university pattern. The class-tests are managed centrally. The results of the class tests are displayed and are also shared with the concerned stakeholders.
- The extracurricular activities like- Industrial visits, workshops, training, Guest Lectures, Project Competition, Seminars, Conferences, Placement Training and Students Association activities are organized.
- The IQAC monitors and assists the faculty members for effective curriculum delivery.

Teaching-learning and Evaluation

The teaching-learning system at the Chhatrapati Shivajji Institute of Technology focuses on developing skills, academic excellence and all round development of its students. Being an affiliated college of the CSVTU, the CSIT has to follow the syllabus and evaluation pattern of the parent University. However, the Institute enjoys the liberty to plan and implement strategies for creating a conducive environment for learning and evaluation.

- At the very first day of each semester the HoDs, Senior Professors and the peers address about the courses/subjects, their requisites and importance to make the students aware about the academic responsibilities.
- Students are made aware of their programme based POs, PSOs, PEOs.
- After the completion of a unit the teachers revise the unit and the students are supplied with Question-Bank.
- Two class tests are organized in a semester
- The institute systematically checks the attainment of outcomes and reviews the Teaching- Learning process.
- NPTEL local chapter where students & faculty take course programmes from NPTEL course basket.
- The institute organized Add-on programmes on the various topics to address the gaps in the syllabi.

Research, Innovations and Extension

The CSIT has been encouraging faculty members and students to take-up research and innovation practices. It has formulated Research & Development Cell that is looked after by Dean, R&D. The Cell ensures smooth and efficient coordination of research and development activities in the Institute. It also organizes seminars, FDPs and workshops on research-writings, patent writing and Research Methodology.

The Institute is registered with the Institutional Innovation Council (IIC) under the Ministry of Education's Innovation Cell (MIC). In the past five years, the IIC chapter of the institute was awarded for its events.

The EDC (Entrepreneurship Development Cell) works to enhance entrepreneurship acumen. It organizes workshops and talks to encourage students to work for startups, self-employment and enterprise.

Seminars and workshops on Intellectual Property Rights (IPR) and entrepreneurship are organized for the students. Financial assistance is provided to attend conferences, e-resources, computer facilities, Wi-Fi etc.

The Research and Development cell facilitates participation and paper contribution by teachers at various national and international conferences, seminars, workshops and faculty development programmes, to represent their findings and observation. Faculty members have been undertaking consultancy works at local industries.

The college has signed MoUs with organizations to support exposure, training and academic enhancement of the student and the Institute .

Substantial grants were fetched by the Institute from Chhattisgarh Swami Vivekananda Technical University under TEQIP for executing various research projects.

Infrastructure and Learning Resources

The Management of Institution is committed in enhancing and maintaining the infrastructure and other facilities. The college campus area is spread over 29.2 acres full of greenery. A dedicated team of employees maintains the greenery using the treated water that is supplied from STP. The college has sufficient classrooms and laboratories as per the prescribed norms of AICTE. Seminar Halls are equipped with ICT facilities.

The campus is internet/ Wi-Fi enabled through High speed Internet connection. The labs are well connected to internet through LAN. The IT infrastructure is maintained by a dedicated team of IT experts.

 The Digital Library is equipped with Digital Systems and are connected to internet and LAN to access the e-resources. Faculty and students can access the library facilities beyond the office working hours.

To maintain the continuity in power supply, the Institute has installed Diesel generators of respectively 125 KVA and 250 KVA. In addition, Institute has two solar power generation plants.

The gardens and green spots contain different seating spaces which are also used by the students for studies and interaction. The management provides adequate budget for maintenance of the campus and facilities.

Student Support and Progression

CSIT is committed for the all round development of its students. It takes utmost care of its student's fraternity in all the aspects through a variety of initiatives like skill development initiatives, curricular activities, co-curricular activities, extra-curricular activities, recruitment training programmes, Soft skills Training and placement related activity and alumni cell activity.

The campus has Bank, ATM, Post-Office, Gymnasium, Music-room, canteen, library facility and sports conveniences on-campus to facilitate the students.

The library has reprographic facility for academic purposes.

Governance, Leadership and Management

CSIT has an effective and transparent governing system which collocates with the vision, mission and objectives of the Institution.

The organization structure of the institution is clearly decentralized and well defined. The Governing Body conducts periodical meetings for planning and review the progress. The Management takes care of the financial needs and infrastructural development.

The functions, roles and responsibilities are well defined for every office bearer. With service rules and procedures in place the CSIT has well defined functional prospects . Institution has well defined procedures for recruitment and promotion too.

The institute has implemented e-governance facilities in library, finance and administration. Most of the tasks of the Department of Technical Education and the CSVTu are done through their portals. During the lockdown period the CSIT had utilized e-facilities for conductiong classes and organizing webinars and conference.

Various institutional bodies/ cells/ committees are working effectively.

Regular meetings are called for the discussions, minutes of meetings are recorded and action taken reports are sorted.

Institutional Values and Best Practices

CSIT is committed to maintain ethics, human values, culture of innovation, creativity and hard work. The main focus is on all round development of the students in an ecofriendly campus. The academic strategies and events are planned to address to the Vision and Mission of institute. Some significant measures in energy conservation, waste management, rain water harvesting and tapping unconventional energy sources.

Apart from academics, the Institute organizes curricular and co-curricular activities for the overall development of the student fraternity. Women empowerment programme, anti-ragging awareness session, Orientation Programmes, counseling sessions for students, Health & Hygine sessions and social awareness programs are regularly organized for staff and students.

Students Association and cultural clubs organize tech-fests, sports and cultural events are conducted to enhance their all-round development, enhance managerial skills, logical thinking, team building skills and leadership skills and societal skills. The Institute provides a very supportive eco-system for entrepreneurship skills development and R&D for teaching as well as student fraternity.

The Institute has been well acknowledged by different agencies for its social and outreach activities. It has been organizing various programmes in Durg-Bhilai city for traffics-rules awareness, Yoga, hygiene, computer literacy and plantation. The NSS Unit has adopted a village for its social upliftment.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CHHATRAPATI SHIVAJI INSTITUTE OF TECHNOLOGY
Address	Shivaji Nagar Balod road Kolihapuri Post- Pisegaon
City	DURG
State	Chhattisgarh
Pin	491001
Website	http://csitdurg.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Santosh Kumar Sharma	0788-2625299	9826937473	0788-2625299	registrar@csitdurg.in
IQAC / CIQA coordinator	Chandra Shekhar Sharma	0788-2992451	8966000051	0788-2992451	iqac@csitdurg.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

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

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	[View Document](#)	15-05-2023	24	

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	Shivaji Nagar Balod road Kolihapuri Post- Pisegaon	Rural	29.2	36872.73

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Ug Artificial Intelligence And Data Science,ARTIFICIAL INTELLIGENCE AND DATA SCIENCE	48	H S C and JEE PET Qualified	English	60	7
UG	BTech,Ug Civil Engineering,CIVIL ENGINEERING	48	H S C and JEE PET Qualified	English	45	2
UG	BTech,Ug Computer Science And Engineering,COMPUTER SCIENCE AND ENGINEERING	48	H S C and JEE PET Qualified	English	90	38
UG	BTech,Ug Electrical And Electronics Engineering,ELECTRICAL AND ELECTRONICS ENGINEERING	48	H S C and JEE PET Qualified	English	30	4
UG	BTech,Ug Information Technology,INFORMATION TECHNOLOGY	48	H S C and JEE PET Qualified	English	45	1
UG	BTech,Ug	48	H S C and	English	60	0

	Mechanical Engineering, MECHANICAL ENGINEERING		JEE PET Qualified			
UG	BTech,Ug Mechatronics, MECHATRONICS	48	H S C and JEE PET Qualified	English	30	0

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	4				5				28			
Recruited	4	0	0	4	5	0	0	5	28	0	0	28
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				20
Recruited	14	6	0	20
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				16
Recruited	14	2	0	16
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.	4	1	0	0	0	0	0	0	0	5
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

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

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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	243	9	0	0	252
	Female	70	0	0	0	70
	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	1	2	6	4
	Female	1	0	1	1
	Others	0	0	0	0
ST	Male	1	1	1	4
	Female	0	0	0	3
	Others	0	0	0	0
OBC	Male	30	25	68	58
	Female	9	7	22	15
	Others	0	0	0	0
General	Male	6	27	40	36
	Female	6	4	4	15
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		54	66	142	136

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The NEP 2020 embodies provisions for develop multiple capacities in the intellectual, aesthetic, social, physical, emotional, and moral domains. NEP 2020 appears to be a significant milestone in higher education. After the announcement of NEP, The CSIT motivated its teaching fraternity to attend various online programmes on NEP so as to get an overview of the Policy. The members of the faculties attended the sessions organized by different colleges, University and the AICTE. As the CSIT is affiliated to Chhattisgarh Swami Vivekananda Technical University, it shall implement the NEP as and when it is enforced by the Government of the CG and the CSVTU. The college has been encouraging

	Multidisciplinary/ Interdisciplinary activities since its inception which are also helpful in creating a very vibrant multidisciplinary environment in teaching as well as research.
2. Academic bank of credits (ABC):	As per the Notification from AICTE and the University, every student should have "Academic Bank Account" at the National Academic Depository. This account has a record of academic credits earned by the Student from course(s) of study. Academic Bank of Credits is essentially a credit-based, and highly flexible, student centric facility. The CSVTU is supposed to implement ABC from the current session so that the student fraternity will avail the benefits of credit transfer. All the students of the CSIT have an ABC account. The details of which are communicated to the University.
3. Skill development:	The Institute focuses on providing skills to the students. Various programmes and sessions are organized for providing technical skills to the students. The students of the Department of computer Science, Artificial Intelligence, Information Technology attend to the various Guest lectures and Training coding and new age computer programming skills. The students of Mechanical. Electrical and Electronics and Civil Engineering are taking to concerned industries and are attached to workshops to acquire skills pertaining to the different technical areas. In addition to this, the university and the college has a clear academic policy for enhancement of skills through project work, vocational training, industrial visits and internships. Every student of VIII semester has to undergo a rigorous real-time project work. In the VII Semester students undergo a Minor Technical Project. The project works help the students in acquiring skills. Apart from this, the Institute facilitates the students for Industrial Visits, which help them in learning professionalism and exposure to the application of theoretical knowledge.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): One of the important objectives of NEP is to draw "from our past and integrating the Indian Knowledge Systems" so that our ancient systems of knowledge is transmitted to the young generation to help them know Indian perspectives. This shall enable them to understand the values, culture and

	achievement of past centuries. As per the guide lines of the AICTE, the Institute has introduced a mandatory classes on 'Indian Constitution and Traditional Knowledge' for all the UG students. To augment the lectures and learning in the class room, text books concerning Indian Constitution and Cultural heritage of India have been purchased.
5. Focus on Outcome based education (OBE):	The teaching-learning practices at the Institute are based on Outcome Based Education (OBE) for the past one decade. It follows student centric approach and outcome oriented teaching learning process. Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) are well communicated to the students. Programme Outcomes (POs) represent the graduate attributes as formulated by National Board of Accreditation. Programme Specific Outcomes (PSOs) are specifically defined outcomes of the programme which the graduates have to acquire by the end of the programme. Each class displays the Programme Outcomes (POs) for the students to remain focused on the outcome of the syllabus learnt. The faculty members keep Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) in their course files.
6. Distance education/online education:	CSIT encourages our students and faculty to register and write examinations under SWAYAM-NPTEL. The college ahas registered NPTEL local Chapter who is lead by a Coordinator. The Institute was rewarded for by NPTEL it record number of students and their performance. The teachers and the students who perform excellently are honored by the college too. The faculty members and the concerned HoDs guide the students to take-up courses that may facilitate either their course learning or may help them to built their career.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and	Yes

whether the ELCs are functional? Whether the ELCs are representative in character?	
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Institute had established an Electoral Literacy Club in 2018. is a dynamic initiative aimed at fostering awareness and understanding of the electoral process among students. Established with the vision of promoting active citizenship and democratic participation, the ELC serves as a platform for students to engage in discussions, rallies, and outreach activities related to elections and governance. The Club organizes different activities related to Adult Franchise and Voter awareness Programmes. The club activities are looked after by a team of students who work under the guidance of a Faculty Coordinator. The activities are two fold. First is the category of the activities that focuses on the awareness of the students towards democratic duties and voting. The other category of the activities aim at the sensitization of adult franchise in the society. Some of the prominent activities organized in the past by the Club are- Rangoli Competition, Speeches, Bike Rally, Human Chain Building and Essay Writing Competition. The Club also facilitates/guides the eligible freshers of the CSIT to register on Electoral Roll. Electoral Literacy Club of CSIT serves as a catalyst for building a culture of electoral awareness and participation, inspiring students to become active agents of change in their society.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The other category of the activities aim at the sensitization of adult franchise in the society. Some of the prominent activities organized in the past by the Club are- Rangoli Competition, Speeches, Bike Rally, Human Chain Building and Slogan Writing Competition.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The Club also facilitates/guides the students above 18 years of the CSIT to register on Electoral Roll. Electoral Literacy Club of CSIT serves as a catalyst for building a culture of electoral awareness and participation, inspiring students to become active agents of change in their society.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
372	458	501	672	856

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: 66

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
44	54	56	55	53

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
123.05	148.88	94.66	192.07	258.66

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:

Chhatrapati Shivaji Institute of Technology, (CSIT), Durg is a self financing institution and established in 1999 and is affiliated to Chhattisgarh Swami Vivekananda Technical University (CSVTU), Bhilai. All the UG programs are followed with the curriculum and syllabus framed by the University.

CURRICULUM PLANNING:

The institution develops action plans for effective implementation of the curriculum prescribed by CSVTU at the starting of the session. This action plan is finalized in a meeting fifteen to twenty days before the commencement of classes. The institutional academic calendar is prepared at the beginning of each semester.

CURRICULUM DELIVERY:

Various Innovative Teaching & Learning methodologies are adopted by the faculty members to create the best learning environment for students. –

Teaching and Learning methodologies include :- traditional method , Video lecturing, e- materials (NPTEL) for the benefits of students , MOOCs, Power point Presentation , Group discussion, Industrial visit, Technical model / prototype preparation

IDENTIFICATION OF CURRICULUM GAP:

Gaps in the curriculum are identified through structured feedback on syllabus. It is obtained from Departmental faculty members.

CURRICULUM ENRICHMENT:

Workshops, Mini projects, Group Discussions, Seminars, and Value Added Courses are conducted. Exposure to new Tools /Simulators, MOOC (NPTEL etc.). /Collaborative Learning and Problem Based Learning are in practice

Course Allocation:

Before the commencement of the Semester classes, the heads of the respective departments identifies the competent teachers who can teach the subjects. The selection largely depends on expertise, interest of the

teacher and experience.

CURRICULUM PLANNING:

After the allocation is done the respective teachers make lesson plan meticulously with reference to the syllabus and scheme provided by the CSVTU. The lesson planning is done as per the Units of syllabus of course/syllabus of the University. However, the teachers have academic liberty to frame their plans as per the teaching and learning capacities.

CURRICULUM DELIVERY:

The delivery of curriculum stands as a cornerstone in the realm of higher education. Within the domain of CSIT, there exists a dedicated framework to empower educators to efficaciously disseminate the course contents, thereby ensuring the attainment of desired learning outcomes.

IDENTIFICATION OF THE CURRICULUM GAP:

The CSIT recognises that owing to the University's long administrative process, it is the institute's responsibility to identify and bridge the gaps in curriculum. The Head of the department and the subject teacher work in tandem to identify gaps in the curriculum.

CURRICULUM ENRICHMENT:

Apart from prescribed textbooks, the departments organize guest lectures. Furthermore, CSIT's curriculum delivery mechanism includes internships, project work, and vocational training as essential components that enhance students' educational experiences and provide them with real-world knowledge and skills**.**

MONITORING COURSE DELIVERY AND CONTINUOUS INTERNAL ASSESSMENT:

The Director and the Heads of the respective departments monitor the course delivery, assessment and evaluation. The Heads of the Departments organize regular meetings to know the course coverage so that effective steps are taken timely. After the Class Tests, the HoDs convene departmental meetings to discuss the performance of students in CTs. The analysis is presented in the Director's meeting for taking required measures.

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

1.2 Academic Flexibility

1.2.1

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

the last five years)

Response: 80

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: 79.08

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
249	361	320	563	768

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:

Chhatrapati Shivaji Institute of Technology, Durg believes in building a value-based inclusive development of student community. Many courses cover cross cutting topics related to professional ethics, gender, human values, environment and sustainable development. Students are encouraged to undergo internships as part of their study projects. The curriculum helps students to make a significant contribution to their development and the well-being of humanity. The college has made several efforts towards developing value based education to budding technocrats with a vision for promotion of human values to make them a better global citizen.

Professional Ethics:

Courses such as "Professional Ethics", "Human Resource Management", "Development of Society", "Project Management", "Constitution of India", "Network Security & Cryptography", etc, are included in the curriculum to study management and ethical practices in engineering. The course "Professional Ethics" integrates ethical principles into the workplace, highlighting the significance of human relations and values. Soft skills training enhances students' inner abilities, while the Placement Cell arranges placement activities, student development, and aptitude tests regularly to meet industry demands.

Human values:

Courses on Universal Human Values and Value Education for Youth Empowerment raise awareness on physical health, mental wellness, virtues, morals, and harmony. Yoga classes improve physical fitness and self-confidence, promoting inner peace and mindfulness. Various clubs encourage group work and leadership skills. The course 'Indian Constitution and Traditional Knowledge' educates students on policies, fundamental rights, and duties. Students learn to utilize legal solutions for societal issues. The institution organizes programs like Blood Donation Camps and cultural activities to instill human values in students and staff. The NSS unit adopts a village for community service.

Gender:

The institution is committed to promoting gender equity in all areas, with the establishment of the Women Empowerment Cell in the college aimed at supporting female faculty and students in realizing their full potential. This includes creating a welcoming environment for them in all activities such as recruitment, admissions, group assignments, and leadership roles. Responsibilities such as office bearers, class representatives, and club coordination are equally distributed between boys and girls.

Environment and Sustainability:

By taking environment and sustainability courses, individuals are equipped with the skills needed to assess and mitigate the environmental impacts of our utilization of natural resources and man-made infrastructures. The curriculum of courses such as 'Environmental Science and Engineering' encompasses various subjects, such as ecosystems, biodiversity, pollution, disaster management, environmental protection laws, natural resources, population, and public health. Students also learn about minimizing the use of harmful substances, optimizing energy consumption, and promoting the recyclability of obsolete products.

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

1.3.2

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

Response: 84.95

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

Response: 316

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 22.65

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
54	66	142	136	147

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

2022-23	2021-22	2020-21	2019-20	2018-19
360	471	441	567	567

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: 25.11

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
42	39	97	85	79

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
208	273	267	287	327

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: 8.45

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The entire teaching-learning process at CSIT is student Centric. Keeping this in view the Institute has incorporated vivid academic aspects in its teaching system. The academic departments look after the academic teaching-learning & cocurricular activities under the leadership of the Director. Apart from the regular classes correlating to the prescribed syllabus, the Departments organize- Guest Lectures, Add-on Courses & Short-term Courses to enable students to become academically strong. We use Practical learning, participative learning, & problem-solving approaches to impart deeper underst&ing of the subjects.

Experiential Learning Practices

The CSIT has incorporated several experiential learning practices like:

1. Project Works: where the students work in groups on specific areas under the guidance of a faculty member.

2. Learning Through Peers is facilitated through Guest lectures, Seminars & Workshops of the professionals. The students get exposure to the practicability of their acquired knowledge.

3. Activities of Clubs, Cells & Student Associations are organized to enhance managerial skills & imbibe professionalism.

4. Industrial Visits/Tours are coordinated to give exposure to the industrial atmosphere, latest technology & applications of the learnt concepts.

5. Vocational Trainings are done by the students in their respective fields for a period of three to four weeks.

6. Internships: Internships are facilitated to help the students get upper edge thereby exposing them to authentic industrial/workplace dem&s.

Problem-Solving Based Learning Methods

Problem-Solving based Learning helps the students to learn & get their knowledge enhanced by solving issues, problems & cases. The CSIT exerts following measures in this context:

1. Assignments: Assignments based on real-world challenges are given to the students so as to apply their acquired knowledge.

2. Presentations: Students' presentations on various topics are organized to improve their communication skills & logical thinking.

3. Tutorials are scheduled where the students solve problems & the teachers guide them to solve the challenging questions they identify.

Participative Learning

CSIT encourages students to participate in all the curricular, extracurricular & academic activities. The Techfest 'LaQshya' is totally managed by the students.

1. Group learning: Students work in groups on project works assigned to them. The students at CSIT work in groups at hackathon.

2. Team Presentation: After completing project/ Vocational Training & Industrial Visits the students present their views/learnings in team before a designated group of teachers.

 3. Participation in Competitions: Students are encouraged & facilitated to actively participate in inter-college/university/zonal events & competitions.

Self Learning

The Institute also facilitates its students to learn by themselves too, realizing the importance of individuality in learning & vividness in learning attitudes. Following are the measures of the CSIT that facilitates for self learning:

1. Central Library: The Central Library is a huge structure that hosts enough titles & a good number of books, magazines & journals. It has sufficient space & comfortable environment for the students to sit & study.

1. e-library: The institutes e-library has internet connection & subscription to e-journals & databases like inflibnet, DELNET etc.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 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
44	54	56	55	53

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: 21.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	11	12	12

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:

CSIT is affiliated with Chhattisgarh Swami Vivekananda Technical University, hence it follows university's assessment standards and curriculum related guidelines. While the external assessment is done by the CSVTU, the internal assessment largely depends on the Institute.

The CSIT's internal assessment system encompasses theory courses, laboratories, seminars, internships, and projects. The academic calendar mentions the important dates related to Commencement of Semester classes, Class Tests, Projects, Presentation and other co-curricular activities.

1. Class Tests are centrally managed and are designed as per the university's exam pattern. The teacher's set the question papers and submit to the exam department. The subject teachers evaluate the answer scripts and submit the subject result to the respective department. Before the submission, the scripts are shown to the students to see their performance, mistakes and evaluation. CT Results are pasted on the notice boards and are communicated to the Director. Students are shown their answer-sheets of their internal assessment exams, in case of any grievances in internal examination it is rectified by HOD

2. In a semester two assignments are given by the concerned teachers which are graded by the subject teacher itself. A record of assignment is kept.

3. As per the guidelines of the CSVTU, the Teacher Assessment marks are also done by the teachers. The students' attendance, performance, active involvement in the teaching-learning process are taken for TA.

External Examination

1. End Semester University Theory Examinations:
    1. The exam form filling dates and Time Table, as notified by the CSVTU, are displayed on notice boards. Candidates fill the examination form on the CSVTU's exam-portal. The forms are approved by the Director on the portals itself.
    2. The Exam Centre Superintendent appointed by the Director, looks after all the affairs concerning the exam.
    3. The University allocates the exam center to the students, where they appear for the exam.
    4. The CSIT is also one of the reputed exam centers.
    5. The answer scripts of the students are evaluated digitally by the registered valuers at the designated Digital Valuation Center. CSIT is one among them. To maintain confidentiality, the university masks the scanned scripts.

Practical Examinations

1. The practical examinations are coordinated by the HoD in the light of the instructions from the CSVTU. The practical exams for all the subjects are required to be completed in the scheduled time-frame provided by the CSVTU. The concerned HoD appoints the External Examiner and Internal Examiner. The External Examiner evaluates students' performance in practical and conducts viva voce exam.

2. The mark statements are prepared and signed by both the Internal and External Examiner. Marks are uploaded in CSVTU Portal. The hard copy of the marks signed by Internal and External

Examiner are submitted in University through Exam Cell.

Grievance Redressal Mechanism on Assessment:

Students are shown their answer sheets of their internal assessment exams In case of any grievances in internal examination, it is rectified by HOD whereas grievances regarding External Examination pertaining to CSVTU are rectified by University.

File Description	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:

Being an affiliated Institute the CSIT follows the curriculum of programmes designed and developed by CSVTU. The CSIT adheres to Outcome-Based Education (OBE) approach, hence follows Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) for all its programs offered by the departments.

Program Outcomes (POs): POs are overarching statements that describe what students are expected to know at the end of their graduation. These outcomes are general and reflect the essential skills, knowledge and attitudes expected of graduates.They align with the mission of the CSIT.

Program Specific Outcomes (PSOs): PSOs are specific to each department and further define the knowledge and skills expected from the graduates in that particular field of study.

Course Outcomes (COs): COs are detailed statements that specify the learning objectives of individual courses.

CSIT's efforts to propagate the Outcomes.

After completion of framing of Outcomes the Institute utilizes following means to make the students and other stakeholders aware of them:

The institution's website.

Departmental bulletin boards.

Curriculum documents.

In-class presentations.

Laboratories.

Orientation programs for students.

References in the Staff Meetings.

References in the meetings with employers.

Parent-Teacher Meeting.

Meetings with professional bodies.

Library materials.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Assessment/attainment of POs/ PSOs are carried out towards the end of the semester. The process involves-calculating the attainment of different course outcomes, mapping them with relevant POs/ PSOs and then calculating the outcomes of POs and PSOs, compared with target values. Incase the attainment of a particular subject does not fall under the targeted domain, a suitable teaching-learning methodology or change in academic strategy is recommended by the HoD.

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

2.6.3

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

Response: 94.76

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
120	138	184	236	227

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
127	141	187	237	263

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.68

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: 21.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1.5	20	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 Institute Innovation Cell and Research and Development Cell at CSIT provides students, research scholars, researchers, subject matter experts, alumni and business professionals a platform for collaboration and generating ideas.

Institute Innovation Cell

The Institute Innovation Cell at CSIT has been established to foster the culture of Innovation in the student fraternity. It is a vibrant platform that has been engaged in organising various programmes focussing on IPR, patent, research avenues, entrepreneurship and emerging trends in technology. The IIC has been awarded for its proactive vibrancy and achievements in the past. The IIC is set up to encourage, inspire and foster new ideas for innovation and entrepreneurial skills among the students.

Research and Development Cell

The Research and Development Cell at CSIT is dedicated to foster acumen for research among the teachers and students. It organises events related to R&D. . A senior faculty leads the cell with the Director presiding over it. Roles and responsibilities of R&D cell is to coordinate the research activities at the Institute and explore technological developmental opportunities.

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

3.2.2

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

Response: 69

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
12	10	8	20	19

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: 0.74

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
8	13	14	9	5

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

3.3.2

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

Response: 0.98

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
4	2	1	4	54

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:

CSIT attaches high importance to all round development of the students through well academic and societal connections. It motivates the students to conduct activities that focus on focusing on social issues. Extension programmes are connected through its Student Association, and NSS and IT Club. NSS Unit and has organized a variety of activities in the past five years that not only won various awards but has brought accolades to CSIT. Similarly It Club and NSS Unit have jointly conducted sessions on emerging Technical aspects for the school students that has largely benetted the school studenst belonging to rural areas. NSS Unit of the college shares a wide responsibility of executing social outreach programmes like camps, rallies and awareness drives, training programmes are organized to sensitize various sections of the society on different social issues.

National Service Scheme (NSS):

The NSS Unit of the CSIT has carried out various activities like:

Villages Camps

Plantation Drives

Vaccination camp during pandemic

Mask Awareness drives

Cleanliness Awareness

Vaccination Awareness

Yoga Programme

Anti-Drug addiction

Traffic Safety Awareness Drives

Blood Donation Camps

NSS unit of the CSIT was awarded in the past five years by the Traffic Police Department, Durg for its Traffic Safety Awareness programmes & Helmet Awareness Drives that were conducted in Durg-Bhilai area. It was felicitated by tehDepartment of Health, Durg for its awareness programmes on health and hygine.

The NSS unit has worked for cleanliness drives at the nearby villages. In the past five years , it had adopted two villages- Anjora and Achoti of the District of Durg. The unit conducted cleanliness drive, Higher education awareness programme, Computer Literacy Programme and Sanitization Drive that resulted in increased awareness about cleanliness, lowering of school dropouts, imparting of computing skills and better understanding amongst the villagers about health, hygiene and safety.   The college has been imparting knowledge to the higher Secondary school students about future career in Technical education. In addition it, has conducted more than one hundred yoga training sessions for different sections of the society for which it has been awarded many teams.

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

3.4.2

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

Response:

The CSIT has been awarded for its vibrant extension activities. It has been a proud receiver of the awards from the sections of the society. Following is a brief list of the Awards and recognitions received:

1. Traffic Police Department, Durg felicitated the NSS unit for its Traffic Awareness Drives in the 2022-23
2. Traffic Police Department, Durg felicitated the NSS unit for its Traffic Safety Programmes in the

2021-22
3. In the year 2018-19 the Department of Health, Durg felicitated for its efforts in raising awareness towards health and hygiene
4. The Institute Innovation Council was awarded with three stars in the year 2018-19, 2021-22 and 2020-21 respectively and 2.5 stars in the year 2019-20 for its dedicated efforts in the field of entrepreneurship, IPR and other related programmes.

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

3.4.3

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

Response: 64

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	2	2	2	4

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: 31

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:

CSIT is stretched over a green, clean, neat and spacious area of 29.2 acres. It has sufficient infrastructure as required byAICTE norms for an ideal engineering college.

Classrooms:

It has classrooms equipped, laboratories, seminar halls, boardrooms, tutorial rooms that are adequate to provide a good learning ambience to students.

SeminarHalls:

CSIT has five well equipped AC Seminar Halls to host seminars and Guest Lectures. The Seminar Halls have projectors and other audio-visual facilities to facilitate effective learning experience.

Multimedia Lecture Halls:

Each Department at the CSIT has a Multimedia Lecture Hall laced with modern teaching amenities. The teachers use these halls for specific teachings.

Laboratories:

To nurture learning, a wide array of state-of-the-art equipments are available in the laboratories.

Central Library:

The institute has a well equipped Central Library, named as Tagore Library. This four-storied mammoth structure houses over 64,000 books, subscription to Journals, e library and other reading materials. It is a place of attraction not only for the students but also for the academia of the state. The library is fully air-conditioned.

Rangnathan Reference Section:

The library is fully Air Conditioned and has all facilities. for its readers. The library spreads in four floors and has peaceful, sunlit areas that provide ideal study spaces. The floors are divided by the availability of books of specific branch at different floors, making it convenient for readers to search book of their interest and requirements. The reference section remains open from 8:00 a.m. to 8:00 p.m. from Monday to Saturday. Special Arrangements are made to keep the reference section open during the examination.

Gymnasium:

The CSIT hosts a gymnasium which is equipped with a variety of exercising tools. The gymnasium is open for interested students and staff in the morning and evening. Th eInstitute doesn't charge for the use of gymnasium facility.

Bank:

The Institute has a Branch of Chhattisgarh Rajya Gramin Bank on the campus. The students and teachers utilize banking fiscal services.

ATM:

The ATM of SBI is installed at the premises for availing ATM related facilities. The proximity of the ATM is helpful in saving the time of the students who need cash at odd hours.

Post-Office:

The campus has a post office that provides all the postal facilities.

Sports Facilities/playfields:

The Institute has a cricket field, basket ball ground, volleyball court, Khokho ground, badminton court, amphitheater and open ground of approximately 10000 sq ft to host programmes.

Yoga and Meditation Center:

Considering the importance of sound mind and internal peace, the college has established a Yoga and Meditation Center, named as Manh Arogyam. The center is looked after by a trained Yoga expert who is also certified yoga trainer of AICTE.

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

4.1.2

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

Response: 6.6

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
0.58	25.86	0.21	9.56	17.70

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Central Library of CSIT serves as a major resource center for students, researchers and the teachers. The structure of the library is a knowledge hub of the campus, providing various resources and services to students, research scholars, faculty, and staff members. Here's an overview of its features and sections:

1. Spacious Stack Area: This is where the majority of the library's collection is housed, including books, journals, and other materials.

2. Reference Section: A dedicated area containing reference materials such as encyclopedias, dictionaries, and other resources for in-depth research.

3. Circulation Counter: Where patrons can check out and return books, as well as inquire about library policies and procedures.

4. Information Desk: Staffed by librarians or assistants who provide assistance with locating materials, research help, and general inquiries.

5. Digital Library: Access to electronic resources such as e-books, online journals, databases, and other digital materials.

6. Periodical Section: Houses current issues of journals, magazines, and newspapers for browsing and reference.

8. Acquisition Section: Manages the procurement and processing of new library materials, including books, journals, and multimedia resources.

9. Technical Section: Handles cataloging, classification, and organization of library materials to ensure efficient access and retrieval.

10. CD/DVD Section: Contains multimedia materials such as CDs, DVDs, and other audiovisual resources.

11. Photocopy/Scan Section: Provides photocopying and scanning services for patrons who need to reproduce materials for research or study.

12. Wi-Fi enabled Library: Offers wireless internet access throughout the library, allowing patrons to connect their devices and access online resources.

Overall, the CSIT Central Library aims to support teaching, learning, and research activities by providing a comprehensive collection of resources and services in a conducive environment.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

CSIT has a robust IT infrastructure in place. Let's break down the key components:

1.Computer Systems: CSIT has 250 computer systems available on campus with LAN connections. These systems have varying configurations, with processors ranging from i3 to i5 and RAM ranging from 4GB to 16GB. Each system also has a 1TB HDD.

2. Servers: There are 2 servers available in the server room to provide network connectivity across the campus.

3. Wi-Fi and Internet: The campus has Wi-Fi access points for internet access, and internet services are provided through CONNECT Broadband, BSNL, and JIO Broadband Service. The bandwidth varies, with a backup of 100 Mbps for essential services.

4. E-Services:

   - Learning Management System (LMS): Pylons Technology (ERP) are used as LMS for teaching and learning activities. ERP is used for uploading class notes, assignments, and maintaining attendance.

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

4.3.2

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

Response: 1.45

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

Response: 257

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: 65.8

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
98.84	87.13	58.7	128.79	164.35

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 77.19

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
228	351	376	557	695

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: 96.05

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
150	255	660	688	993

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: 65.65

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
78	97	113	159	180

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
127	141	187	237	263

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: 0

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
0	0	0	0	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: 51

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
17	15	12	3	4

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: 25.2

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
24	19	17	33	33

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:

CSIT has an registered Alumni Association, which works in bringing each one of the alumni together. The association in coordination with the Institute organizes various activities like alumni meet every year. The Alumni Meet aims to create a healthy bond and a strong relationship with the graduated gems. The major objectives of the Alumni Association isto enhance the coordination among CSIT, its alumni, . our budding engineers, management & faculties. The Association has an account to raise funds.

 Objective

· Bringing its alumni into a common forum.

· Maintain the contacts of the alumni with the alma-mater.

· Promote and to develop a sense of tradition & heritage with the support of our alumni's in CSIT family which in turn will strongly lead to the future growth and prosperity of alumni's and the alma-mater for the overall development of the up-coming budding Engineers.

·Get the support from our alumni to the students in developing Entrepreneurship and latest practical know-how and in securing proper training and placement for a bright future

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:

The CSIT'S governance and leadership reflect its vision and mission through decentralization and participation in governance.

Vision

To nurture world class intellectual growth by imparting High Quality, Futuristic Technical Education to emerge as one of the best technical institutes, to serve the mankind.

Mission

- **To create inspiring environment that will be most suited for Research, Creativity and Innovation.**

- **Providing quality technical education at par with global standards.**

- **To accomplish National Centre of Excellence in collaboration with Industry.**

- **To establish international alliances and collaborations with foreign universities to**

- **achieve global excellence.**

QUALITY OBJECTIVES

To plan, develop, and carry out strategies to raise the bar for academic performance on both the learning and performance levels, with an eye toward reaching the most ambitious possible outcome-based goals. The following practices achieve our vision and mission:

- **An orderly academic environment**

- **Highly skilled staff with vast academic and research experience.**

- **Excellent infrastructure with all amenities.**

- **Large training facilities to boost student employability.**

- **Reputable companies offer great placements.**

- **The student association promotes general student development across all fields.**

- **Collaboration between businesses and research institutions.**

- **There are various committees and cells that support student and staff development, including NSS, Student, Anti-Ragging, Internal Complaint, T & P, Library Advisory, Research Advisory, Faculty Development, IQAC, Student Grievance, and Student Mentoring.**

- **Regular testing and evaluation.**

- **Continuous ongoing efforts for quality excellence through conference,**

- **seminars, workshops, training programs etc.**

- **Focus on innovation and research.**

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

CSIT has an effective and transparent governing system which collocates with the vision, mission and objectives of the Institution.

The organization structure of the institution is clearly decentralized and well defined. The Shivnath Shikshan Evam Sewa Samiti is the umbrella body that looks after the major affairs that facilitates the Vision and Mission of the CSIT. The Governing Body conducts periodical meetings for planning and review the progress. The Management takes care of the financial needs and infrastructural development.

The functions, roles and responsibilities are well defined for every office bearer. With service rules and procedures in place the CSIT has well defined functional prospects. Institution has well defined procedures for recruitment and promotion too. The institute has implemented e-governance facilities in library, finance and administration. Most of the tasks of the Department of Technical Education and the

CSVTU are done through their portals. During the lockdown period the CSIT had utilized e-facilities for conducting classes and organizing webinars and conference.

Various institutional bodies/ cells/ committees are working effectively. The Director takes care of academic and administrative enhancement. Regular meetings with Heads of the Department are conducted to assess the academic progress. HoDs too organize meetings to discuss academic and administrative enhancement. Regular meetings are called for the discussions, minutes of meetings are recorded and action taken reports are sorted.

HODs organize career guidance programmes, workshops, value added course, symposium, social relevance activities, seminars and conferences to enrich the knowledge and showcase the talents of students.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Welfare measures for teaching staff:

Service Rules are made available with HR to all the teaching staff members

Study leave is sanctioned for pursuing Ph.D in renowned colleges / universities or under the QIP program Paid maternity leave.

Duty leave is granted to the teaching staff for attending FDP / Workshops / Univ work etc.

EPF scheme to all eligible members (as per PF rules)

R & D incentives for teaching staff:

Faculty Members are granted leave and TA to attend conferences, symposiums and workshops.

Faculty members are granted membership fee to register for professional societies like ISTE, IETE, IEEE etc.

Welfare measures for Non- teaching staff:

ESIc scheme is implemented to all eligible staff members (as per Govt. rules)

Uniform is provided for supporting staff

Maternity, medical leaves / vacation is sanctioned as and when required.

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

6.3.2

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

Response: 69.85

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
20	19	43	48	53

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: 34.73

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
25	35	9	10	12

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
0	0	0	0	0

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:

The CSIT is well known for its clear and transparent fiscal policies. Funds are mobilized from the following resources.

1. Students' fee: This is the major source of fund.
2. Interest on Corpus
3. Endowments
4. Research Grants
5. Sponsorship
6. Funds from University for University exams, Digital valuation and other activities
7. Consultancy Project work is under process and progress.

The funds obtained are utilized in the following activities:

1. Organising of Technical Fests

2. Industrial Visits
3. Excursions
4. Organising Conferences, Guest Lectures, Seminars and Trainings.
5. Purchasing Software and Hardware
6. Upgrading and Maintenance of Infrastructure

Effective and efficient utilization of financial funds is key to the Institution. The funds are utilized in the larger benefit of teaching-learning. Proposals are submitted through proper channel of administration for justified utilization. The management observes them on the basis of merit. After the activities the coordinating authority submits the reports and invoices to the Finance Sections for further approvals. Towards the end of the Fiscal Year, a team of auditors from the Office of the CA audits the documents and certifies the expenditure.

The management reviews all the financial activities of budgets and expenses in every quarter. Centralized purchasing is done to keep a proper account of expenditures.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

CSIT attached high importance to quality enhancement as it is the center of teaching-learning process.

The IQAC was established at the CSIT with a Vision to drive ahead its policy of academic excellence. The IQAC concentrates incessantly on quality enhancement in the college and lays a variety of efforts for the same.

Objective:

1. To create a student - centric learning atmosphere.
2. To work for Academic Excellence at the CSIT.
3. To promote research activities at the CSIT.
4. To promote Interdisciplinary research.
5. To attain internal quality assurance system for academic and administrative purposes.

6. To develop stronger Industry - Academia relation to benefit the staff and students of CSIT.
7. To enhance the Teaching-Learning quality and kills of staff by organizing programmes.

Quality Assurance Strategies:

1. To create a consistent and dynamic quality improvement system.
2. To encourage innovative methods for enhancing teaching-learning processes.
3. To provide a learner-centered environment laced with the latest techniques for education, research, and skills.

Quality Assurance Processes

1. At the beginning of every year an academic calendar is prepared and shared to all the stake holders.
2. Orientation programmes are organized every year for the freshers.
3. Academic and Administrative audits are conducted by the IQAC.
4. Organize and present Feedback analysis for further improvements.
5. Organizing coaching classes for competitive exams like UPSC,IELTS etc.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
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:

SWAR (Strengthening Women Awareness & Rights) the Women Grievance Cell at CSIT was established at the CSIT, Durg to advance gender equity. Without any bias towards gender, all students are welcome to take part in the many technical workshops, seminars, and other professional development activities.

Being a co-educational Institute engaged in higher education, it has a clear policy on gender equity and moral values. The females working in CSIT are provided equal opportunities pertaining to their field, and hold important responsibilities such as club and center activity coordinators.

Safety measures.

- **The entire campus and hostels are equipped with an e-surveillance system that includes a camera for the aim of keeping an eye on the students and ensuring their safety.**

- **Both, inside the campus and at the entrances, there are enough security guards on duty around-the-clock.**

- **There are separate hostels for boys and girls in the college campus with residential wardens to look after all the needs of the students.**

- **Girl students have a common room.**

- **The Women Grievance Cell is established to make college campuses safe spaces for girls and women to deal with issues pertaining to women's safety, health and hygiene.**

Events and Festivals

- **CSIT organizes various events focussing on women welfare and awareness every year.**

- **CSIT Durg annually celebrates Women's Day, fostering empowerment and equality through various events and activities, promoting inclusivity and recognition of women's contributions in the field of technology and beyond.**

- **CSIT Durg joyously celebrated the Girls Hostel Day, uniting students and faculty members in a vibrant display of camaraderie and support. The occasion features enriching cultural activities, enhancing the sense of community within the institution.**

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

CSIT Durg is dedicated to fostering an inclusive environment that promotes tolerance, harmony, and respect for diversity across various dimensions, including cultural, regional, linguistic, communal, and socioeconomic backgrounds. The institution has implemented numerous initiatives to cultivate an atmosphere where all students and employees feel valued and supported. Furthermore, CSIT Durg emphasizes the importance of sensitizing its community to constitutional obligations, including the values, rights, duties, and responsibilities of citizens, through the celebration of festivals such as Vivekananda Jayanti, Yoga Day, Engineer Day, Vishwakarma Pooja, Independence Day, and Republic Day etc.

Celebrating Festivals Promoting Inclusivity and Cultural Understanding

CSIT Durg organizes a range of festivals and observes important days throughout the academic year, each with its unique significance, aimed at promoting inclusivity and cultural understanding within the institution. These festivals serve as platforms for students and employees to come together, celebrate shared values, and learn from each other's cultural traditions and perspectives.

- Every Year National Youth Day, also known as Vivekananda Jayanti, is celebrated on 12 January, being the birthday of a Hindu monk, Swami Vivekananda.

- On February 19, CSIT Durg annually commemorated Chhatrapati Shivaji Jayanti with enthusiastic participation from both students and staff, fostering a spirit of reverence and admiration for the great leader's legacy.

- Every year on June 21st, the college observes International Yoga Day by holding a workshop or camp focused on the ways in which yoga embodies the unification of the mind and body.

- Every year on August 15th, Independence Day and on January 26'th January, Republic Day are observed with great patriotism in the presence of family and Management.

- CSIT Durg annually celebrates Vishwakarma Pooja, fostering a sense of community and reverence for craftsmanship among students and staff, with rituals, prayers, and cultural activities.

- CSIT Durg celebrates the annual Engineer Day celebration on September 15th, bringing together students and faculty members to honor the invaluable contributions of engineers worldwide.

- September 6th marked a momentous occasion at CSIT Durg as the institute joyously celebrated its Foundation Day with a gathering of students, faculty members, and proud parents.

Objectives of Celebrating These Festivals:

1. **Promoting Unity in Diversity:** One of the primary objectives of celebrating festivals like Vivekananda Jayanti, Yoga Day, Engineer Day, Vishwakarma Pooja, Independence Day, and Republic Day is to promote unity in diversity.

2. **Cultural Exchange and Understanding:** Through the celebration of diverse festivals, CSIT Durg aims to facilitate cultural exchange and understanding among its students and employees.

3. **Promoting Values of Social Harmony and Tolerance:** These festivals serve as reminders of the values of social harmony, tolerance, and inclusivity.

4. **Sensitizing Students and Employees to Constitutional Obligations:** In addition to celebrating cultural festivals, CSIT Durg uses these occasions to sensitize its community to constitutional obligations, including the values, rights, duties, and responsibilities of citizens.

Overall, the celebration of festivals at CSIT Durg serves as a catalyst for promoting inclusivity, cultural understanding, and social harmony within the institution.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice I
Title of the Practice: **TEACHER GUARDIAN FOR STUDENTS.**

Goal:

The primary objectives of the Teacher Guardian for Students is to minimize dropout rates, enhance academic performance, and reduce stress among students. Additionally, the program aims to create a supportive environment for students, especially those from educationally weak backgrounds or living away
from family for the first time.

Practice
Each teacher is assigned around 20-25 students for the complete duration of their study. They meet at least once a month to discuss and clarify personal or academic issues. The Teacher Guardian encourages students to participate in co-curricular and extracurricular activities and sports. The Teacher Guardian keeps records of academic performance, familial information and achievements in a TG Record Sheet. Teacher Guardian keeps in touch with parents regarding their wards' attendance, test performance, fee payment, examinations, etc. Additionally, Teacher Guardian counsel students in need of emotional support and speak with respective staff to solve problems that students may face. Special care is taken of weak students, who are given advice on how to study, prepare a time table for study, clarify doubts, and are given notes to study. Student problems are discussed with the department heads, other faculties, and necessary action taken to solve them.

Evidence of Success:

The Teacher Guardian program has been successful in achieving its objectives. It is evident through improved academic performance, reduced failure rates, increased participation in co-curricular and extracurricular activities and in managing better discipline on campus, and improved teacher-student relationships.

Best Practice II
Title of the Practice: Career Planning & Development

Goal:
? To strengthen the curriculum, improve the syllabi's skill component, and include career planning and development to enable students to start their own businesses or be employable.

This was implemented –
•To impart career education and help students who want to go straight into the workforce build their abilities.
• To aid students in exploring, identifying, pursuing, and integrating their personal and professional career
goals.
• The purpose of including skilling in the curriculum is to offer chances for high-quality, short- and long-term
skill development.
• To provide interesting courses for community and personal development.
• To increase students' skill sets and equip them for careers in other fields.
• To establish direct connections between students and employers, internships, and on-the-job training.
• To create professionals with global competencies—such as information and communication technology, soft skills, etc.

3. The Context
Workshops and Seminars: CSIT Durg conducts regular workshops and seminars focused on career planning and development to equip students with essential skills and knowledge for their professional journey.
Industry Interaction: The college facilitates interactions with industry professionals and experts to provide students with insights into current market trends, job opportunities, and skill requirements.
Career Guidance Sessions: Dedicated career guidance sessions are organized to assist students in exploring various career paths, understanding industry expectations, and identifying their strengths and interests.

Evidence of Success:

This initiatve of the CSIT has contributed in increased employability skills and enhanced recruitment. The practice has enhanced student community's interest towards career planning too. It has also encouraged the students to build selfconfidence, hone professional communication and work to meet the expectations of the contemporary industries.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Objective:

1. Bridge Educational Gap: The primary objective of initiative is to bridge the educational gap among economically challenged school students. By providing free tuition and coaching, the aim is to empower these students with the necessary academic assistance, ultimately enhancing their learning outcomes.

2. Promote Educational Equity: Another key objective is to promote educational equity by ensuring that financially disabled school students have access to quality educational resources and support. This initiative aims to level the playing field and provide equal opportunities for all students, regardless of their financial background.

Context:

1. **Economic Challenges: Many school students in the Durg region come from economically disadvantaged backgrounds, which often hinders their access to quality education and academic support. Financial constraints may prevent these students from seeking additional tuition or coaching outside of their regular school hours.**

2. **Social Responsibility: Recognizing the importance of giving back to the community, Mr. Uttam Chandra initiated this program as a means of fulfilling his social responsibility as an educator. By offering his expertise free of cost, he aims to make a positive impact on the lives of underprivileged students and contribute to the broader goal of social upliftment.**

Practice:

1. **Tailored Support: The coaching sessions are tailored to address the specific needs and challenges faced by individual students. Volunteers provide personalized attention and guidance, helping students grasp difficult concepts, improve their academic performance,**

and build confidence in their abilities.

2. **Comprehensive Coverage: The program covers a wide range of subjects, including mathematics, science, language studies, and more. By offering comprehensive coverage, it ensures that students receive holistic support across different academic disciplines, thereby enhancing their overall learning experience.**

3. **Mentorship and Guidance: In addition to academic support, the program also offers mentorship and guidance to help students navigate their educational journey effectively.**

Evidence of Success:

1. Improved Academic Performance: Since the inception of the program, there has been evidence of improved academic performance among participating students. Many students have shown noticeable improvements in their grades, test scores, and overall understanding of the subjects covered in the coaching sessions.

2. Increased Confidence: Participating students have reported increased confidence in their academic abilities, as evidenced by their willingness to participate in class, ask questions, and engage in discussions. The personalized support provided by volunteers has helped boost students' self-esteem and belief in their potential to succeed.

3. Positive Feedback: Feedback from both students and parents has been overwhelmingly positive, with many expressing gratitude for the opportunity to access free tuition and coaching. Parents have noted the positive impact of the program on their children's academic performance and overall well-being.

4. Long-Term Impact: While it is still early to assess the long-term impact of the program, initial indicators suggest promising outcomes in terms of improved educational outcomes and opportunities for participating students. By investing in their education today, the program aims to empower these students to achieve greater success in the future.

In conclusion, free tuition and coaching (Charitable Coaching Centre) initiative for financially disabled school students at CSIT, Durg, embodies a commitment to educational equity, community engagement, and social responsibility. Through targeted interventions, personalized support, and collaborative efforts, the program has made significant strides towards empowering underprivileged students and paving the way for a brighter future.

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

5. CONCLUSION

Additional Information :

CSIT is located on Durg-Balod, State Highway at Shivaji Nagar in the village Kolihapuri. Though set in a rural area of Durg district it is just 4 Kms away from the city of Durg and about 6 Kms from the steel city Bhilai. Its proximity to Durg-Bhilai and rural Settings as well provides a unique environment for education. The twin city of Durg-Bhilai enjoys the status of Education-hub of Chhattisgarh.' Secondly Bhilai is famous for its mega steel plant- Bhilai Steel Plant. Thus, CSIT enjoys unique status in terms of location. Its proximity to rural as well as urban, mega industries in Bhilai, nearness to education-hum and closeness commercial city contributes well diversified knowledge and skills through quality academic and co-curricular activities.

Concluding Remarks :

Chhatrapati Shivaji Institute of Technology strongly believes that curricular aspects are pivotal in shaping the future of the students. The college, being affiliated to Chhattisgarh Swami Vivekanand Technical University-Bhilai, follows the academic structure and curricula of the parent University. The college has a set methodology of curriculum planning and implementation that collocates with its vision and mission.