



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	DHARMAMURTHI RAO BAHADUR CALAVALA CUNNAN CHETTY'S HINDU COLLEGE (Linguistic Telugu Minority Status conferred by the Government of Tamil Nadu)
• Name of the Head of the institution	Dr.G. Kalvikkarasi
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	04426850621
• Mobile no	9499051722
• Registered e-mail	drbccchinducollege@yahoo.co.in
• Alternate e-mail	iqachinducollege@gmail.com
• Address	Dharmamurthi Nagar, Pattabiram
• City/Town	Chennai
• State/UT	Tamil Nadu
• Pin Code	600072
2.Institutional status	
• Affiliated /Constituent	Affiliated
• Type of Institution	Co-education
• Location	Semi-Urban

• Financial Status	UGC 2f and 12(B)																								
• Name of the Affiliating University	University of Madras																								
• Name of the IQAC Coordinator	Dr.K. Sridhar																								
• Phone No.	04426850621																								
• Alternate phone No.	9176887591																								
• Mobile	9444280519																								
• IQAC e-mail address	iqachinducollege@gmail.com																								
• Alternate Email address	sridhar@drbccchinducollege.edu.in																								
3.Website address (Web link of the AQAR (Previous Academic Year)	https://drbccchinducollege.ac.in/wp-content/uploads/2021/12/AQAR-Report-2019-2020-FINAL-COPY.pdf																								
4.Whether Academic Calendar prepared during the year?	Yes																								
• if yes, whether it is uploaded in the Institutional website Web link:	https://drbccchinducollege.ac.in/wp-content/uploads/2021/12/ALMANA C-2020-21.pdf																								
5.Accreditation Details																									
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 1</td> <td>B+</td> <td>79.05</td> <td>2006</td> <td>21/05/2006</td> <td>20/05/2011</td> </tr> <tr> <td>Cycle 2</td> <td>B</td> <td>2.83</td> <td>2013</td> <td>23/03/2013</td> <td>22/03/2018</td> </tr> <tr> <td>Cycle 3</td> <td>B+</td> <td>2.52</td> <td>2021</td> <td>10/08/2021</td> <td>09/08/2026</td> </tr> </tbody> </table>	Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	Cycle 1	B+	79.05	2006	21/05/2006	20/05/2011	Cycle 2	B	2.83	2013	23/03/2013	22/03/2018	Cycle 3	B+	2.52	2021	10/08/2021	09/08/2026	
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Cycle 2	B	2.83	2013	23/03/2013	22/03/2018																				
Cycle 3	B+	2.52	2021	10/08/2021	09/08/2026																				
6.Date of Establishment of IQAC	23/10/2003																								
7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,																									

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
ENGLISH DEPARTMENT	MINOR RESEARCH PROJECT	ICSSR	2019-20	120000
SOCIAL WORK	UNNAT BHARAT ABHIYAN	MHRD	2020-21	175000

8. Whether composition of IQAC as per latest NAAC guidelines	Yes
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 	View File
9.No. of IQAC meetings held during the year	8
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report 	View File
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> If yes, mention the amount 	

11. Significant contributions made by IQAC during the current year (maximum five bullets)
* Deeksharambh programme conceived and conducted by IQAC at the beginning of 2020-2021 academic year.
* Steering Committee meeting for NAAC processing SWOC analysis.
* Plan of action for the academic year 2020-2021 and 2021-2022.
* SSR pre-qualification and preparation for final SSR.
*Pre-arrangements for NAAC Peer Team visit.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards

Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Mentoring Diary to be reformatted	Mentoring Diary updated till latest academic year
Yoga to be offered to all the students	Covid-19
Personality Enrichment	Covid-19
E-resources	Awareness provided to all students through online access
Placement	IQAC initiation taken outgoing students placement at the maximum level

13. Whether the AQAR was placed before statutory body?	Yes
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- Name of the statutory body

Name	Date of meeting(s)
Management and College Council	03/08/2020

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2020-2021	07/02/2022

Extended Profile

1. Programme

1.1 28

Number of courses offered by the institution across all programs during the year

File Description	Documents
Data Template	View File

2. Student

2.1 **4631**

Number of students during the year

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2 **797**

Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

File Description	Documents
Data Template	View File

2.3 **1568**

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	View File

3.Academic

3.1 **166**

Number of full time teachers during the year

File Description	Documents
Data Template	View File

3.2 **174**

Number of sanctioned posts during the year

Extended Profile	
1.Programme	
1.1 Number of courses offered by the institution across all programs during the year	28
File Description	Documents
Data Template	View File
2.Student	
2.1 Number of students during the year	4631
File Description	Documents
Institutional Data in Prescribed Format	View File
2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	797
File Description	Documents
Data Template	View File
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Data Template	View File
3.Academic	
3.1 Number of full time teachers during the year	166
File Description	Documents
Data Template	View File

3.2	174
Number of sanctioned posts during the year	

File Description	Documents
Data Template	View File

4. Institution

4.1	105
Total number of Classrooms and Seminar halls	
4.2	11710206.70
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	380
Total number of computers on campus for academic purposes	

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

The college is affiliated to University of Madras and follows CBCS (Choice Based Credit System) Pattern. As our College is located in Semi-urban area and many students are first generation learners from economically downtrodden society, the teaching objective is more inclined towards integrating learning objectives and skill development of the students. The faculty members have keen sense of the PO, PSO & CO. The following methods are adopted by the faculty members for effective curriculum delivery.

Action plan made at the beginning of the semester ensures proper directions and time frame for successful completion of the course. Teachers prepare the Syllabus Plans a pre-requisite for the successful knowledge transfer process in the classroom. Teachers maintain the Snippets Book to record the daily syllabus coverage in their respective classrooms. This record is checked randomly by the Head of the Department to ensure the uniformity in the delivery of course content. Syllabus Completion Plan is prepared

at the end of each semester to document the academic timeline of the course delivery during each semester. Each teacher is allotted a specific number of hours for completing the course that he/she is handling. The subject allotment is done every semester keeping in mind the research interests of the teacher and this goes a long way in establishing a productive academic bond between the concerned teacher and the topics assigned to him or her. To minimize the pitfalls in lesson delivery and in the teaching-learning process, comprehensive feedback is sought from the students. Academic audit is done by inviting the experts to assess and improvise the performance of the departments.

Bridge courses, LCD presentations, Library Resources (Ref. books/journals), Sharing of Internet resources helps in supporting learning. Blended Teaching (Use of technology) is tried by the teachers of all departments. Invited Lectures by eminent scholars, conducting workshops, seminars help in Updation of knowledge. Interdisciplinary programs are conducted by several departments. Syllabus Completion Report is submitted at the end of the semester. Results Reviews help in analysis and improvement of the teacher performance.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://drbccchinducollege.ac.in/wp-content/uploads/2020/12/PO-PSO.pdf

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The college adheres to the CBCS pattern prescribed by the University of Madras. The academic calendar is set for 180 working days (two semesters) accommodating 450 hours per semester. The college calendar includes revision exams and the pattern of internal assessment by University of Madras. In addition, the departments create calendar based on their action plan. The action plan would include the schedule of monthly tests, quizzes, MCQ's, oral tests, assignments & seminars by students. Academic calendar includes the details of assessments tests and grading instructions as provided by the University of Madras.

The best practice of the Theory internal marks (25 out of 100) system is as follows:

S.No.

Description

Marks

1.

Tests (Best 2 out of 3)

10

2.

Attendance

5

3.

Assignment

5

4.

Seminar

5

This ensures the testing and evaluation of the students' academic and presentation skills.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://drbccchinducollege.ac.in/wp-content/uploads/2021/12/ALMANAC-2020-21.pdf

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year.

B. Any 3 of the above

Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

28

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

11

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

934 out of 4631

File Description	Documents
Any additional information	View File
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

The awareness of Value education is delivered to the students. This helps them in attaining a better attitude. Apart from the syllabus ethics and values are taught to the students that help them in decision making ability to face environmental issues both in their career and life. Our students also actively participate in NSS, YRC. They also donate blood during blood donation camps.

Relevant talks on great personalities, morals and general knowledge by the faculty member in their classroom helps to motivate and promote human values of the students. This is maintained in Snippet record book.

The students of the department are actively involved in the following co-curricular activities like Gender Cell, NSS, NCC and Youth Red Cross. They are active agents in these associations and they internalize valuable humanitarian values like respect for the gender equity taking part in community projects, becoming more socially sensitive and taking part in blood donation campaigns. The Final year students also have an academic paper on Value Education which enable students to lead a meaningful and productive life based on strong human values.

The syllabi are enriched with human values in which the gender equality, human rights, rights to women, etc., have been taught. Also, we are teaching them about the moral values like respect to the elders, affection to their younger ones, giving equal rights to women and motivate the students to participate in social service related activities.

The discipline of the social work is enriched with human values

and professional ethics. There are wide range of subjects exist in the curriculum to inculcate human values and professional ethics. The students are widely exposed to Human rights, Community development, Rural development, Women and child development & Social legislation etc.

File Description	Documents
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

5

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	View File
Institutional Data in Prescribed Format	View File

1.3.3 - Number of students undertaking project work/field work/ internships

285

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

A. All of the above

File Description	Documents
URL for stakeholder feedback report	https://drive.google.com/file/d/1xsSwJp0MEMgelVc8nyetr1NH2aWag7Pf/view?usp=sharing
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	View File

1.4.2 - Feedback process of the Institution may be classified as follows

C. Feedback collected and analyzed

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://drive.google.com/file/d/1xsSwJp0MEMgelVc8nyetr1NH2aWag7Pf/view?usp=sharing

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

1584

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

797

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

The departments conduct pre-course assessment tests and assess the competence of the students. These tests assess what the students have achieved at the secondary level of education. The departments maintain internal register to record the marks secured by the students in revision examination, internal assessment tests, assignments and seminars. The assessment of entry level competence is useful to identify the slow learners and the advanced learners. This procedure involves collecting relevant information such as the marks secured in the qualifying examination and the pre-course course competence of the learners. Orientation programme is conducted for all the students. This serves to familiarize the students with the nature and scope of the tertiary level education.

Learning level assessed through diagnostic tests, summative tests, unit tests and snap tests. The students prepare assignments and the teachers assess the originality, creativity and understanding from the assignments. They present seminars as an integral part of the internal assessment test. The assignments and the tests are used to ascertain how far they have mastered the subjects of study. The students' response to oral questions serves as semi-formal assessment. The formative assessment involves verbal

feedback obtained from the students, observation of students' performance in classroom learning tasks such as team task and group discussion. Debates, quiz programme and oratorical contests are used to assess the learning levels of the students. Formal and informal assessments are used. The evaluative information is used to modify the teaching methods.

Diagnostic tests are administered to diagnose the strength and weakness of the learners. It identifies the learning difficulties as well as the difficult content of the subject. Once such difficulties are identified bridge courses are conducted to the needy students. It also reflects in the teaching strategies and the classroom tasks. The students are motivated to study in easy steps. Remediation is an important part of the bridge course. Since most of the students come from rural background and had their qualifying education at higher secondary level through vernacular English language poses them a constraint. This constraint is tackled by bridge courses that are conducted before and after the regular college hours.

Potential rank holders are identified from the students' performance in tests, assignments and seminars. The students whose learning potential is identified to be high are guided to perform their best in the university examinations. They are taught to read and learn beyond the syllabus. The exposure to broader perceptions of the subject helps them emerge as university rank holders, go for higher education and become professionals. Thus, assessment of learning level reflects in the classroom teaching and curricular activities.

The students' intellectual trait is assessed through group discussion and seminars. The students are involved in case study analysis. Seminar on various topics improves the presentation skill of the learners. Periodic tasks and tests, group discussions, quiz events and interactive sessions are useful in assessing the learning level of the students.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1GF_M95TOH7AOH-S2CC1PmnRKvfs5yp4g/view?usp=sharing
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
4631	166

File Description	Documents
Any additional information	View File

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

Our college has always been learning centric in academic, co-academic and centre-academic aspects. The degree of learning centric is evident from the classroom tasks as well as other learning tasks. It may be conveniently presented under the following headings.

Learning for experience and experiential learning

Learning aims at enriching experience which is dynamic and hence is a variable. Learning is cognitive and teaching should add something to the experience of the learners. Hence, the students are guided to experience learning rather than merely receiving the instructions. Thus, the students learn by doing. The teachers guide them to experience learning. This requires making reference to the unknown idea from the well known idea. Experience is enriched when the teachers deliver instructions step by step in additive stages. Any instructional gap will affect the continuity of learning experience. Hence, experiential learning is extensively adopted. The classroom tasks take the students along with them and make them experience the instructions. They visualize the new concept and match it with the old ones. It involves learning through reflection on doing. Experiential learning is a cognitive process. This gives first-hand experience to the students. It involves learning through reflection on doing. The students take classroom notes and improve them individuals and collaboratively. This critical review and revision make the students reflect on their experience critically. Field trips, projects, seminars and peer teaching also contribute to experiential learning which is embedded within activities.

Participative Learning

Students participate in classroom and learn from their

participation. Participative learning means that everyone learns from everyone and contributes to learning. The students learn from the teacher, the peer and the textual content. Participative learning is more effective than iterative learning. Interactive is essentially oral. Participative learning involves oral and practical procedures. The students become part of teaching-learning tasks. Participation is a typical experimental learning. Participation makes learning easy and meaningful. Our teachers make the student participation mandatory last delightful. Soon, the students get used to participation and reap the benefits of teaching.

Problem Solving Methodologies

The students are guided to treat learning as a problem that requires a solution. They set out to overcome the difficulties and learn new things by solving problems. In the beginning, the teachers direct the students to solve simple problems. As the students progress than develop the suit and ability to solve difficult problems. They enjoy not only solving problems but also learn from solving them.

File Description	Documents
Upload any additional information	View File
Link for additional information	https://drive.google.com/file/d/1TYLJjz54Ds379K5TcV3vn0e6A9PzvfRV/view?usp=sharing

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

In our college teaching-learning remains a perfect blend of traditional and modern procedures. Our teachers exercise a very strong faith in traditional methods such as chalk and talk methods, aural-oral methods and lecture methods and dialectic methods. However, they widely use ICT devices such as PPT and Google classrooms. Whatever methods they use their passion for teaching kindles the interest of the learners and thus ensures effective learning. It is necessary to account how the traditional methods of teaching - learning are creatively used.

Creativity and traditional methods.

Blackboard, one of the oldest teaching aids, is creatively used

for teaching-learning. The blackboards are spacious enough to accommodate the writings of the teacher and the students. The teachers make the students write their responses on the board. The students also draw diagrams and charts on the board and thus use it as a learning aid. The strategies of mind mapping are demonstrated on the board. Often the board is divided into two. One is used as the reference area and the other is used as working area. The objectives of teaching-learning are stated on the board.

Students are encouraged to prepare charts and models and explain them as a part of their seminar session. Extempore open book assignments are very helpful in developing the cognition of the teachers. Textual quiz programme is constructed and conducted by the students. The seminar sessions engaged by the students are interesting and educative.

Innovation and Creativity in modern methods

ICT devices such as LCD projectors, Google classrooms, Kahoot are used for Teaching learning. Teachers also share e-resources (prescribed by the University and suggested by the teachers), PPTs through mail and use Google classroom, quizzes are administered through Kahoot and e-library in the form of CDs (example BBC videos), downloaded e-resources, sharing of links, Infographic charts and maps. Canvas instructure are used by the Computer Science department. Further, e-contents are prepared subject wise for students benefit.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View File

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

166

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	View File
Mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

166

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

74

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

1042

File Description	Documents
Any additional information	View File
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The method of continuous Internal Assessment involves group discussion, monthly tests, assignments and seminars.

After completing each unit different assessment methods are adopted like aptitude test, descriptive tests, unannounced tests, assignments and seminars are conducted and the assignments are recorded and internal assessment record is maintained. The pattern for CIA is prescribed by the University of Madras. It consists of the following divisions: 10 marks for tests, 5 marks for assignment, five marks are for seminars and five marks are allotted for students' attendance.

Through reading and preparing hints for their exams.

Analysis of students' presentation of ideas in class tests.

Give practice in chronological presentation of presenting and writing in assignments etc.

As prescribed by the University of Madras.

The following methods are used for continuous internal assessment, like i) Test at regular interval ii) Assignment iii) seminar and iv) attendance.

For Test (Best of 2 out of 3) - 10 Marks

For Attendance - 05 Marks

For Assignments - 05 Marks

For Seminars - 05 Marks

Total - 25 Marks

Giving suitable weightage to regular in attendance, monthly tests, seminars and assignments.

After completing each unit different assessment methods such as aptitude test, descriptive test, unannounced test, internal assessment record is maintained. Internal test and oral test are conducted.

File Description	Documents
Any additional information	View File
Link for additional information	https://drive.google.com/file/d/1dZmMSLE9AsMX8aKZhiW9WHGjIK0mFrhd/view?usp=sharing

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

Continuous Internal Assessment assesses and evaluates the students on a four point scale for the major and allied subjects. The first point carries 10 marks earmarked for internal assessment tests, class tests, college tests and any other tests. The institution conducts a minimum of three tests and takes the highest marks of two tests for consideration. Each test should be conducted for five marks and the best performance of the students in two tests becomes the first component of CIA. This evaluation is a boon to the students because they can always improve their performance, unmindful of occasional slips in the tests. This helps the organization tackle the problems of learner absenteeism. The institution does not insist on the three tests scheme. Tests and re-tests are very common. The faculty can conduct even more number of tests in order to give scope to the students to improve their marks in CIA. However, there should be a gap of a week between two consecutive tests administered by the same teacher. This system is useful in avoiding excessive tests. When the tests are conducted for twenty or more marks the maximum marks and the marks secured are converted into a five point scale. The scoring is always rounded off to its nearest round and complete figure and fragmentation is carefully avoided.

Assignments carry five marks. Based on the originality and creativity of the assignments they can be awarded all the full marks. Topics for assignments are prescribed by the teachers. Here again, the students can always improve their performance and

scoring by submitting more than one assignment. Only the assessment that scores the best will be recorded. Assignments have to be neatly handwritten and original. Seminars carry five marks. The students will engage seminar sessions from the subject. This helps the students overcome the problems of making oral communication. When the students are making the oral presentation the teachers should be present in the session and assess the presentations. Seminars can be extempore or well planned ones. The students find seminars very useful for sharing ideas. Attendance gets five marks. The institution follows fool proof attendance system by maintaining attendance registers. The marks in the category are to be determined by the percentage of attendance the student has secured. For instance, whose attendance ranges from 90% to 100% will get all the five marks. That is why the college encourages the students to secure 100% attendance by giving such students certificate of merit and prizes. If there are grievances expressed by the students related to the external examination, they are advised to apply for revaluation through our College by the University of Madras.

File Description	Documents
Any additional information	View File
Link for additional information	https://drive.google.com/file/d/1kKXJI5FL73cnMjZQBZJAVnoZU40OU5A0/view?usp=sharing

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

The course objectives are communicated the website of the institution. They are also communicated along with the syllabus copy presented to the students. The students are exposed to the course objectives in the orientation programme too. Such familiarization of course objectives helps the institution to realize the objectives with ease and comfort. The students are oriented during the pre admission process about the Higher Educational Opportunities and Employment opportunities of all the programmes. This is also displayed in the website along with the copy of the prospectus.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://drive.google.com/file/d/1I_dKLP0Wgld0hsU-pwihqsh02YKafINT/view?usp=sharing
Upload COs for all Programmes (exemplars from Glossary)	View File

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The institution is very particular about the attainability of POs, PSOs and COs. The course outcomes are carefully fixed by the department concerned. The college is affiliated to the University of Madras which prescribes the syllabus. The course outcomes are largely determined by the University. However, the college takes great care, handles and covers the syllabus in such a way that the students can get the atmost benefit from the course. Fixation of course outcome enables the institution to make the syllabus suitable and useful for the students. For instance, if some vital units are found missing in the syllabus the lack is reflected in the course outcome. So, such items are taught in the classroom. It is not possible for the college to omit something from the syllabus. But, it has the freedom to include certain important things. The attainment of course outcome is measured from the students' performance in continuous, internal assessment tests, class tests and semester end examinations.

The programme outcomes are wholesome ones the attainment of which can be summative measured by the students' performance in curricular and co-curricular activities. These outcomes are measured by the cumulative academic development of the students. This is also measured by the feedback from the students. The college conducts result review meetings and assesses the attainment of programme outcomes.

The attainment of programme specific outcomes are measured from the number of students getting selected in the campus job interviews and joining PG courses. Based on this measurement necessary changes are introduced in the curriculum, instructional design and delivery and curricular activities which come within the limits of the college as an affiliated institution.

The measurement of course objectives, programme objectives and programme specific objectives is a challenging task. It requires a lot of time. The students are desirous of passing the course and generally do not aim at moving beyond the syllabus. However, the creation of COs, POs and PSOs has come a very long way in making the administrators, teachers and students to make complete use of the course. This has created awareness among the stakeholders by setting up realistic goals. In the days to come, the institution will make further progression in measuring the levels of attainment of COs, POs and PSOs.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://drive.google.com/file/d/1v_IOZ5bHgEYSzIynaoZgig8tqlEriWOy/view?usp=sharing

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

1567

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	https://drive.google.com/file/d/1x_pvZo4Xpgwej7O7Gw43gPVsT8M1Y6pW/view?usp=sharing

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://drbccchinducollege.ac.in/wp-content/uploads/2021/12/Student-Satisfaction-Survey.pdf>

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 year (INR in Lakhs)

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

2.95000

File Description	Documents
Any additional information	View File
e-copies of the grant award letters for sponsored research projects /endowments	View File
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

3

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

2

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	View File
Supporting document from Funding Agency	View File
Paste link to funding agency website	https://drive.google.com/file/d/13iMgKyLxK CmWTXn6CRvTWA20U7mHK05U/view?usp=sharing

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Cunnam Knowledge Centre and Youth Resource Centre serve as a kind of incubation centre for learning. These two centres of learning support incubation by exposing the learners to the subjects beyond the syllabus. They also provide information on the recent trends in various important fields such as commerce, trade Economics, Science Sociology and History. The college avails the services of internal and external subject experts. Eminent personalities from the corporate sector such as Andhra Chamber of Commerce, Hindustan Chamber of Commerce, Madras Chamber of Commerce and industry and Madras Management Association delivered inspiring lectures and conducted practical sessions for the students. The lectures and seminars include sessions on VAT and Service Tax Amendments in service tax, conference on companies Act, Analyses of union Budgets, Foreign Trade GST, Labor Law Reforms and Eco Systems. These incubation methods immerse the student with the new perceptions of the curriculum. The students gain deeper insights into the recent developments in various fields. The sessions of these two centres are conducted after or before the regular college hours. Sometimes the sessions are conducted on holidays too. The timings of the sessions help the students make use of their time optimally and focus well on their studies.

No time is left free for the students. Every minute of their stay in the college is put into optimum use. The students wholeheartedly welcome these ideas of incubation and make good use of the incubation resources and facilities. Considering the success of these two centers' of incubation, the college is considering the creation of exclusive block with intensive facilities for incubation of learning.

The other allied organizations such as SIMCA, centre for value addition programmes and skill enhancement, Seethamma Institute of Foreign Languages and Cunnan Academy for Excellence have innovatively evolved a learner friendly academic environment for the college. Each of these organizations is entrusted with specific functions and objectives. For instance, the Cunnan Academy for Excellence trains the aspiring students to appear for various competitive examinations conducted by TNPSC, UPSC, BSRB and RRB so on. SIFL offers courses in phonetics, and German Languages. The placement cell conducts mock interviews and group discussions in which the students get their language skills groomed.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://drive.google.com/file/d/1IxNwjd3rl71wTUGWC3tm-lymabsktPes/view?usp=sharing

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

0

File Description	Documents
Report of the event	View File
Any additional information	View File
List of workshops/seminars during last 5 years (Data Template)	View File

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

0

File Description	Documents
URL to the research page on HEI website	https://drbccchinducollege.ac.in/wp-content/uploads/2020/12/Award-of-Ph.D.pdf
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	View File
Any additional information	View File

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

18

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

7

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Extension activities are carried out in our college to improve our students' sustainability skills and job seeking abilities along

with the curriculum learning. Our college is very keen in providing value-based education through several culture centered programs. Various clubs are established to conduct several activities to ensure their good learning development both physically and mentally.

The pandemic situation during the academic year 2021-2022 did not stop our learning and teaching process. The activities are conducted through the online mode.

The NSS and NCC Volunteers extended their serving hands to assist the Tiruvallur District Police for regulating the traffic during Lockdown period. The lockdown period did not stop them to serve the nation.

Though Ground training programmes are not permitted by the NCC authorities due to the pandemic situation, theoretical topics were covered in online mode. . 'B' & 'C' Certificate Examinations were conducted.

The YRC Club has organised an Online One- day webinar on 'First-Aid & Disaster Management' in association with Sri Sathya Sai Disaster Management Team, Tamilnadu.

'Youth Awakening Day' was celebrated on the eve of Dr. A.P.J. Abdul Kalam's birthday as per the order issued by the Tamil Nadu Government and the University of Madras.

Rotaract club is more active in teaching the students a value-based living through various lively activities to reach the needy in the society.

A Short-Term Course on "Home Made Chocolates making" was organized. The Central Government authorised certificates were distributed to the students. Feedback forms were collected from the students for the further improvement of the course.

Gender cell is more focused on neutralizing the gender issues to the young generation with a value centered gender equality.

The students were made to realize their responsibility in nation building is taught to the students through various programs like mock parliament, voters day celebration, republic day awareness and many other programs.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1T3EPXko-75CGBRQHgpCoZjUAcgHpVBIIm/view?usp=sharing
Upload any additional information	View File

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

0

File Description	Documents
Any additional information	View File
Number of awards for extension activities in last 5 year (Data Template)	View File
e-copy of the award letters	View File

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

5

File Description	Documents
Reports of the event organized	View File
Any additional information	View File
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	View File

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

280

File Description	Documents
Report of the event	View File
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

0

File Description	Documents
e-copies of related Document	View File
Any additional information	View File
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

8

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	View File
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The Institution provides excellent classrooms, laboratories, communication gadgets and computing equipments to facilitate the teaching - learning process effectively.

The classrooms are spacious, well furnished and sufficiently ventilated; and an individual classroom has been allotted for each class for the benefit of the students. There are twenty two classrooms in the Shift 1 and seventy nine in the Shift 2.

Dharmamurthi Block is a three storied building. It has twenty two classrooms, four staffrooms, three laboratories and a library. Cloak rooms are also installed in the ground and the second floors. There are six seminar halls with ICT facilities in this building.

Seethamma Block has three floors, and it has nineteen classrooms and three laboratories. The Rotaract Club room is also located here. The ground and the second floors have restrooms for the faculty and the students. There are two seminar halls with ICT facilities are also in this building.

Cunnam Ruby Jubilee Block has three floors, and thirteen classrooms, fifteen staffrooms and three laboratories. There is a water cooler in the second floor for the students to use. The Preview Theatre of the Visual Communication Department and the Multimedia laboratory are located here. Extension activities like the NCC, NSS and YRC have their allotted rooms in this block. There are ten projectors and one seminar hall with ICT facilities in this block.

Decennial Block has ten classrooms, a computer laboratory, cloak rooms and drinking water facilities.

Cunnam Block has twenty three classrooms, three staffrooms, one laboratory, Cunnam Auditorium, Exam Cell, IQAC, NAAC Cell and a board room. Office rooms of Shift I and Shift II, the Principal's Cabin, Cunnam Conference Hall, Staff Repose and four Cloak rooms are in this building.

Physics Laboratory is well furnished with Physics practical lab having a separate dark room for optics experiments. There are more than 45 experiments and more than 70 apparatus for B.Sc. students.

In Physics Laboratory, a fire extinguisher and first aid kit are provided.

Chemistry laboratory can accommodate 50 students at a time with 13 working tables. Each working table is attached with two sinks, four Bunsen burner and four closable cupboards for safe storage of glass wares.

A separate chemical storage room with sand bath for storing harmful strong acids, room consist of two wooden rack for chemical storage.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://drive.google.com/file/d/1ortukyBshRvYUgUGT6U2imrJ9x33hMeA/view?usp=sharing

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

The Institution has adequate facilities for sports, games- indoor, outdoor, gymnasium, yoga centre and cultural activities. The department of Physical Education conducts physical education classes and field activities, intramural and extramural competitive sports events and Annual sports. It organizes the Zonal and University tournaments, erects new sports infrastructure, maintains the playfields, provides counselling for sports persons and thus strives to promote sports culture.

The University of Madras has made Yoga mandatory under the choice

based credit system for the students. The department of Physical Education offers the course in Yoga under CBCS. Dr.M.Kulothungan, the Director of Physical Education, holds a P.G. Diploma in Naturopathy and Yogic Science. He takes care of the Yoga practice in the institution. He is a member of evaluation, Yoga Board, IDE, University of Madras. Ms. Priya Thangarasu is the Director of Physical Education, Shift-2. She is a sports person in power lifting, weight lifting and athletics. She is also a specialist in Yoga, Health Fitness and Life Style Management. She is a National level power lifting player and won the match in the same 2006-2007 and 2007-2008. She is a gold medallist in weight lifting too. She coaches the students in kabaddi, volleyball and badminton.

The infrastructural facilities for sports and games have to be briefly described. The college has got a 400 Mts. standard track and a Basketball court. Considering the demand and passion for cricket the college has established three parallel cricket net practices pitches and four cricket grounds. There is a football field and two volleyball courts. The department has one kho-kho court, one basketball court and two kabaddi courts. There is also a ball badminton court. The department is located in Cunnan sports centre. This centre houses exclusive gym halls for men and women. There is a table tennis court. The students can play games like chess and carom. The stock room is used for storing the new sports goods and the damaged ones. There are cloakrooms and drinking water is available in the centre.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://drive.google.com/file/d/1ZCYy8iapbUA3J9PFP53DxkBq3U1x7TMU/view?usp=sharing

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

23

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://drive.google.com/file/d/1NA48L3u6uLUeFXrr4LY5p_CYMJpeVOpq/view?usp=sharing
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

194.59795

File Description	Documents
Upload any additional information	View File
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

The library is automated with the Integrated Library Management System with the ILMS software called Autolib Software, Automated Library Software, with updated and current version Java based software. The integrated operations enable the institution to manage the library automatically efficiently. It considerably enhances the reference, borrowing, return and reserving of books very easy for the stake holders. It saves a lot of time and energy for the librarians as well as the stake holders. Autolib makes the tracking of library resources easier. This allows the users to develop a customizable workflow that optimizes the efficiency of the library services and resources. The Autolib software Self-updating records ensure dynamic reporting and oversight capabilities. This capabilities support efficient circulation

system and user tracking. The followings are the major points of the automated system.

Name of the ILMS software: Autolib Software:Automated Library Software

Nature of automation (Fully or partially):Fully

Version:Current version of Java based software

Salient Features of the Library

1. Our college library has a Autolib Software (Automated Library System)
2. Updated current version Java Based Software is available.
3. This helps the pupils to track the library resources easier.
4. It helps us to develop a customized workflow that reduces time in accessing information regarding borrowing and returning the library resources.
5. The Autolib self updating records support dynamic reporting and provide oversight capabilities.
6. The entire library resources are monitored
7. It helps the library to function efficiently.

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	https://drive.google.com/file/d/1vBPX3eX2ciiic6qn78whioCZqCNkDjY9/view?usp=sharing

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources	C. Any 2 of the above
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File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

2.34827

File Description	Documents
Any additional information	View File
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

20

File Description	Documents
Any additional information	View File
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The institution frequently updates its IT facilities at the time of need 7 computer labs with 425 computers to around 4000 students. There are dedicated services in the campus and each department has computer with LAN connection. Seminar halls are provided with Projectors and speakers and departments in five blocks are provided with internet connectivity. Airtel optical fibre connectivity and BSNL fibre connectivity. Quick Heal Anti-virus installed in all the computers. Updated Windows 10 Software has been installed with well maintained Wi-Fi modems. The available bandwidth of internet connection in the institution 50Mbps. There are 31 LCD projectors i5,i3 core 2duo,dualcore,Xeonservers,LED monitors. 170 computers purchased during the assessment period. Dharmamurthi Lab has 55 computers, Seethamma lab has 45 computers, Decennial lab has 50 computers,

Multimedia Lab has 20. 89 CCTV cameras with Wi-Fi connection are installed throughout the campus. The department are provided CDs, External Hard disk for storing e-content. The servers both hardware and software are periodically updated. Every year, the Anti-virus licence is updated to ensure the efficient functioning of computer Labs. Six lab assistants monitor and consistently maintain the systems.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://drive.google.com/file/d/1ApwfUbpa00G3W7a35nlmuFfCccp8huAJ/view?usp=sharing

4.3.2 - Number of Computers

425

File Description	Documents
Upload any additional information	View File
List of Computers	View File

4.3.3 - Bandwidth of internet connection in the Institution

B. 30 - 50MBPS

File Description	Documents
Upload any additional Information	View File
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

465.68471

File Description	Documents
Upload any additional information	View File
Audited statements of accounts	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Each block of the college is left to the care of a care-taker and a technician. The college has employed the following technical people on full-time basis: plumber, electrician and carpenter. They have allotted rooms and storage rooms where the frequently used electrical goods, plumbing materials and carpentry tools and hardware items are stored. There is a supervisor to guide and supervise them. They go around the blocks frequently looking for maintenance work. Whenever there is a need such as repair and maintenance works they will attend to it instantly. The parking shed is guarded by a watchman. Gardening, sweeping and security services have been outsourced. The college infrastructure is maintained neatly.

There is a laboratory assistant to maintain every lab. It is the duty of the lab assistants, system analysts and system administrator of each lab to take care of the lab. A log book is maintained in each lab, library and gym room. In the library, the visitors have to sign in the register before entering the library. The activities of the library such as the book transactions are recorded in CCCTV. The automobile sheds are under CCTV surveillance.

During the revision tests, more rooms will be required to accommodate the examinee students. At that time, the infrastructure of Shift-1 will be used by Shift-2 and vice-versa. Though Shift-1 and shift-2 have exclusive infrastructure if and when the need arises they share the infrastructure. This ambience facilitates learning. The rooms for the members of staff are located very near the classrooms so that the students can contact the teachers whenever they want. It strengthens the relationship between the teachers and the students. The classrooms are open an hour before the commencement of the college and are kept open until the students leave the room. There is a repose room and a

waiting lounge for the members of staff. These rooms are maintained by attendants of respective floors and block.

Display of identity card is a must for everybody in the campus which is guarded by round the clock security services. For the maintenance of computers the college has got MoU with Software and Hardware organizations. The infrastructure of the college is put into optimal, efficient and safe use. The auditorium, seminar halls and conference halls always buzz with academic, co-academic and extra-academic activities.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://drive.google.com/file/d/1myLSchFDNvDwM9TA4KCRZ3IImPICFLX5/view?usp=sharing

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

1172

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	View File
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

0	
File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File
5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills	E. none of the above
File Description	Documents
Link to Institutional website	https://drbccchinducollege.ac.in/wp-content/uploads/2022/02/5.1.3-Any-additional-information.pdf
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File
5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year	
0	
5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year	
0	

File Description	Documents
Any additional information	View File
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	View File
Details of student grievances including sexual harassment and ragging cases	View File

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

57

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File
Details of student placement during the year (Data Template)	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

185

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	View File
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

4

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File

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 year

5.3.1.1 - 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 year.

5

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

The College has a general students union. The office bearers of the union such as chairman-man, chairman-women, Secretary-man and Secretary-woman are elected by the class representatives who have been elected by the students of the class. Thus, every student has a voice in the student's union. The elected office bearers, the Principal and the president of the union form the union. The president of the union guides the office bearers according to the institutional norms. Every year, the union is formally inaugurated by a significant personality. The office bearers of the union organize competitive events, cultural show and extra-curricular activities. They help the college in conducting various academic activities and celebrations.

Besides the general student's union, each department has its own associations and forums such as Tamil Literacy Associations, English Literary club and History Association. These associations have two office bearers, Chairman and Secretary. The Associations are guided by association presidents, faculty members of the department. The students and the office bearers of the mathematics association publish an In-house journal every year.

The students' union and department association take care of fresher's parties, farewell celebrations and arrangement of

educational tours.

The Principal and the members of staff listen to the office bearers if and when they represent certain collective needs of the students and fulfil their expectations and requirements. Thus, the students union functions effectively in the college.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1TRaXgInKldvh7jk-xbUhp6ID4IMCaZrF/view?usp=sharing
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

3

File Description	Documents
Report of the event	View File
Upload any additional information	View File
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template)	View File

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

The Alumni Association of the institutions serve as the Forums to promote fraternal social relationships with the existing community of students and also as the organisational support to the alma mater.

The association has annual meetings conducted by the management and faculty members and the appreciations are exchanged and

remedial measures for the college development are extended by the Alumni. Our Alumni have spanned the several regions of the world. The association also serves as a constructive drive for recruitment and business relationships, counselling and for extension activities.

The special features of Alumni association are:

- Membership
- Capacity Building - sharing their expertise
- Catalytic Agent - mentoring and facilitating the process of employment and education.
- Excellence Recognition
- Networking Professional training, Internships, consultancy entrepreneurship.
- Comradeship

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1bU7fP1k1EKVQVQWY6kWYF8zWorMzV8e/view?usp=sharing
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)

D. 1 Lakhs - 3Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

Vision

"To improve the Quality of Education on par with the International Standards so as to enable our students to occupy high positions in the National and International Arena".

Mission

"Providing Quality and Value Based Education to the needy, down-trodden and first generation students of the society".

Both the vision and mission of the institution is in tune with the objectives of the Higher Education policies of the Nation. The institution has branched out to become a place wherein education imparted is all encompassing, covering basic as well as specialized knowledge. The institution admits students from the disadvantage sections and meritorious students from the Open Category thereby addressing inclusive education issues. Through its academic policy, extension activities and extra and co-curricular activities, it helps the students in acquiring knowledge, inculcating values, imbibing good citizenship, culture, developing life skills as well as training them for successful careers. It tries to prepare the youth of the marginalized sections of the society and constantly strives to improve their community and social development. With the objective of inclusive growth, it tries to reach out and help socially and economically backward and differently-abled students, by constituting various measures in its operations.

Institutions Distinctive Characteristics

- Located in the semi-urban limit but with easy public transport accessibility (Roads, Railways and Government bus stations in proximity) for the students.
- The nearest railway station is named after the college as Hindu College Railway station in honour of students volunteering for construction and in recognition of selfless service of Our founder and the institution.
- The enrolment of students favours local population and admissions are complete with full students strength.
- Green campus ensuring good health.
- Students are mostly first generation learners and exit as first family graduate from the institution.

Addressing the needs of Society

- As a Co -educational Institution, it strives to foster values of equality in gender,
- Education made easy to reach all with meritorious and dedicated teachers
- Value based education to the adolescent students.
- Preparing skilled students which leads to higher education and employment.
- Projects are undertaken and awareness programmes are

conducted for the immediate society through Rotoract, NSS and NCC etc.

- Institution's Tradition and Values
- Traditionally, institution concentrates on academic discipline and also fosters high cultural values
- Imparting good education to students
- To create ethically strong minded individuals with high degree of dedication to the well being of the society.
- The recommendations of the academic visitors are taken for consideration and implementation process.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1vWGkXDAYh_ae9Fq6UQwVe8n-UkmthFvjn/view?usp=sharing
Upload any additional information	View File

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

Our Management is highly committed and dedicated to the service of catering to the contemporary requirements of higher education. The management of our institution is constituted with our trust Board members, Principal and college council. The college developmental activities are supported by the Director with the consultation of the principal. To optimize the efficiency of administration the managerial responsibilities of the college are evenly distributed among the teaching and non-teaching staff members

The administrative office of shift -1 and shift-2 are headed by superintendents and Administrative officer respectively. Responsibilities are decentralized among the members of non-teaching staff. The Management is committed to ensure conformity and compliance to the government regulations. It upholds visions and good standards of UGC and MHRD.

The involvement of leadership ensures:

- The policy statements and action plans to reach the stated mission
- Formulation of action plans for all operations and incorporation into the institutional strategic plan
- Interaction with stakeholders

- Proper support for policy and planning through need analysis, research inputs and consultations of the stakeholders
- Champions the organizational change

The policy statements and action plans to reach the stated mission

The leader follows a democratic and participative style of leadership, soliciting the total participation and active involvement of both teaching and non-teaching staff. The head of the College has long term vision for both, academics and administration. She guides, initiates, persuades and convinces the staff to actively involve themselves in attaining the goals and objectives of the Management of the College. In addition to this, she also co-ordinates with outside agencies like University authorities, UGC, Joint Director's office and other government bodies and corporate bodies to comply the necessary regulations. The Principal follows an open door communication system and often allows the staff to come up with their constructive suggestions and grievances if any and goes out of the way to address them.

Formulation of action plans for all operations and incorporation into the institutional strategic plan

The action plans for operations are prepared under the supervision and guidance of the Principal and Heads of the Departments. Teaching Plans, time table arrangements, various committees are initiated into their defined roles in formulating and achieving the strategic plan. IQAC plays a major role in benchmarking the initiatives of the institution. The leader ensures that all stakeholders are involved in their activities.

Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders.

The College leadership undertakes to understand the needs of the society through its interactions with University, UGC and other academic authorities. It extends full support to all the new initiatives of these authorities. It also conducts regular feedback of students, parents and local authorities to frame plans. The policies are framed according to the experiences of the part years. The management fully supports any new plans for the benefits of its stakeholders.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1GSY3rW_3QnGnR3pYavueStm8t4Tqypxc/view?usp=sharing
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Our College is committed to impart Quality education to the youth enabling them to develop the right attitude, professional competence and inculcating the right ethical values.

- Providing excellent infrastructure and conducive learning environment
- Building a harmonious work culture and motivating everybody to contribute the best.
- Proactively responding to changing needs of industry, parents and the society by embracing latest technological trends in the field of education.

The College has very effective internal co-ordination and monitoring mechanisms. The Principal of the College takes initiative to ensure effective co-ordination between and among the functionaries of the College. On the basis of various policies formulated, objectives are laid down and plans made, a regular follow-up is maintained, thereby encouraging greater support and co-ordination. The Heads of Departments and teachers co-ordinate and plan their individual departmental activities and report to the Principal accordingly. The non-teaching staff also works under the instructions of the Principal, thereby coordinating the entire administration work. The Internal Quality Assurance Cell established in the academic year 2003-2004 on the basis of the guidelines set forth by NAAC, helps the Principal to coordinate and monitor the various activities. The different reports such as departmental reports, performance appraisal reports, self-appraisal reports, College annual reports, directives from government etc. become the base for analysing and evaluating the overall performance of the institution. This also forms the basis for the future plan of action.

- Visual Communication corridor with ornate walls was developed by the department students.

- Well equipped Computer Labs with high speed connectivity.
- Exclusive Tamil Language Department and Science departments were started.
- Unique commerce lab was installed by the department for familiarization of the Central and State Government budget to students.
- To bring in research ambience, research forum was started and fully functioning to discuss research related matters.
- As per the third cycle of Accreditation in NAAC recommendations, the competitive examination wing is established.
- Skill development programmes and Certificate courses were introduced.

The deployment of strategic plan involves greater support from the management. Members of the trust board meticulously monitor the dynamics of the institution and provide necessary financial support. The Institution takes a right balance of top down approach and bottom up approach as needs and betterment aspects are received ensuring collective planning and responsibilities of everyone involved in the institutional growth.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://drive.google.com/file/d/1kvNFwjKiV_P3QJBaE6lAO_Zy_bTt8iRn/view?usp=sharing
Upload any additional information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Governing Body

The board of trustees is the supreme body of the governing body. It consists of all the members of the trust board. It is followed by the college committee consists of the members of the trust board, University Representative, Principal, Two Senior most members of staff and the office superintendent. The College council is made up of the principal, heads of departments and two elected members from the teachers.

Administrative set up and functions of the three bodies

The policy matters are structured by the board of trustees. The college committee and the college council follow and execute the policy of the trust board which gives die importance to the voices of the college committee and college council. These bodies periodically meet in the institution or in the office of the Head Quarters of the charity office.

Service Rules and Procedures.

For the employees of the state government of Tamilnadu the service rules and procedures of the government are applicable. The management has unique service rules to the management employees whose services are regularized after the satisfactory completion of probation.

Promotional Policies and Grievance Redressal

Promotion is based on service and performance appraisal prescribed by UGC. Grievance, if any, is redressed by the college committee and college council. Long and dedicated services are honoured with appropriate ranks and salary hikes. Two senior most teachers of Shift- 2 will be promoted as the co-ordinators and thus will enjoy better pay benefits.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1FkEHPTG9HTutByS0HsYfrAHyPH3_5ND-/view?usp=sharing
Link to Organogram of the institution webpage	https://drbccchinducollege.ac.in/wp-content/uploads/2021/01/6.2.2-Organogram.pdf
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user inter faces	View File
Any additional information	View File
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

Our benevolent management practices staff reimbursement scheme under which the members of staff get a reimbursement of expenses involved education and health. The reimbursement involved education and health. The reimbursement is as follows:-

Year of Service

Reimbursement

1-5

6000

6-10

12000

11-12

18000

13-14

24000

14-15

30000

C.L. encashment is provided. Thus, unavailed casual leave is

recognized and monetarily rewarded.

The management has provided medi claim policy to the members of staff. Accordingly, Royal Sundaram Medi claim Policy offers medical treatment to the members of staff and their family to the amount of Rs.1,00,000/- per year. It offers festival loans to the members of staff.

Women members of staff who have completed a minimum of three years service in our college is allowed to avail maternity leave of three months with full salary.

Refreshment and snacks are provided to the management staff members every day. The staff members enjoy the benefits of PF and gratuity.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1IrgRbhMNLVa8KZtqQcJ_IZNJARW4IxxJ/view?usp=sharing
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

0

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

0

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	View File
Reports of Academic Staff College or similar centers	View File
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

61

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	View File
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

Performance Appraisal System

Performance appraisal Format of UGC is used for the promotion for the teachers of shift-1. The service rules and procedures of

thegovernment of Tamilnadu is followed for the promotion of non-teaching staff of shift-1.

The management appoints mostly eligible candidates for the position of professors in shift-2. If the teachers get their Ph.D or clear their screening test such as SLET or NET, they are entitled to monetary incremental benefits. Improvement of academic qualifications forms an important aspect of performance appraisal system. They are encouraged to present papers in Seminars, Publish research articles in Scopus journals, Organize conferences. These academic activities are part of performance Appraisal system. Feedback obtained from the students, teacher support to academic events and the percentage of success that the learners secure in the University examination are also appraised.

Members of non-teaching staff are required to improve their technical qualifications such as short hand, tally packages and higher levels of type writing. Feedback from the stakeholders helps in the performance appraisal system of the institution.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1oL9LZGd6XVTqxeM-d8Ude3lW3PStzHIS/view?usp=sharing
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The financial administration of the College is completely under the directions and decisions of the Trust Board. The Managing trustee and the trust board members along with the College Secretary, convenes regular meetings for managing funds. The Institution provides proposals from each department and this is carefully scrutinised by the Management and the funds are released in instalments. The Principal serves as the disbursing authority of the funds after receiving the sanction from the Management. Maintenance of Capital assets are taken care of by the Management.

Whenever the programmes are conducted, the receipts & vouchers are immediately submitted and attested by the Office Superintendent and the Principal. Internal and External financial audits are

conducted every year and audit statements were submitted.

Internal Audit is conducted by M/s C.V. RAMASWAMY & CO., Chartered Accountants, Chennai.

Statutory Audit is conducted by Mr. M. INBARAJ, Chartered Accountant, Chennai.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1dhuHu4qQIJZKJHXae-bvZG0TNNh4DluJ/view?usp=sharing
Upload any additional information	View File

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

0.18000

File Description	Documents
Annual statements of accounts	View File
Any additional information	View File
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The major source of revenue for the college is from the Management, Students fee payment and UGC Expenses for academic activities and administration care met by the Management. The Shift-1 faculty members and non-teaching staff salary is paid by the State Government of Tamil Nadu and the fee collected is used for Salary Payments of faculty members, (shift 2) upgrading the infrastructure facilities and for recurring expenses like electricity, telephone bills & consumables. Funds are received through Sponsors, Alumni, endowments. SWACHH Bharat projects funds are received from MHRD & UGC research projects from ICSSR. NCC, NSS & YRC receive funds from the University. Otherwise, all the

expenditures are met by the Management.

Strategies

At the end of the Academic Year, the depts. submit proposals for its association activities and for the academic activities. The proposals are curated and sent to Trust Office. The sanctioned funds are used by various departments & internal audit and external audit are done at the end of the year.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1X3JTbuH0d_uS2SpXs_lN1hRwjxS6_d0Cp/view?usp=sharing
Upload any additional information	View File

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

IQAC was formed in the year 2003 and successfully completed two cycles of accreditation. IQAC collates the data and ensures timely submission of AQAR & AISHE. IQAC identified the faculty members as the backbone of the institution. Hence, the Principal, the Chairman of IQAC and Secretary of the College who is a member of the Core committee ensures that well qualified candidates are appointed as faculty members. All the faculty members are approved by the UNOM. IQAC received Action Plan from the departments every year and Academic Audits are conducted annually at the end of the academic year. These serve as guideposts for the IQAC to give necessary directions and also to receive support from the Management. Regular meetings of IQAC core committee and extended committees are held to monitor and create benchmarks for ensuring quality. Staff orientation and student orientation, leadership programmes for the students conferences & workshops on Research and OBE are conducted every year. The committees / cells report to IQAC & regular meetings are held for timely actions. The nominees from Industry, Management & Academics provided necessary inputs during the IQAC meetings.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1g9R4KoHTBViWsysg_003YkTtB3Cm9slC/view?usp=sharing
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

T.L. PROCESS

Academicians, subject experts, are invited to the college to deliver talks, and conduct workshops on Outcome based education, Importance of POs, PSOs, PCOs, quality in education, e-learning and research. Further Academic Audit experts also present their suggestions for bench marking and enhancement of quality. Thus blended learning initiatives are encouraged by the teachers and LMS through Google tools, sharing of e-resources, Orientation programmes etc., Action plan provides a clear picture to IQAC and incremental or remedial measures are taken by facilitating training sessions. In the Accreditation report of 2013, the NAAC team suggested that Science courses must be brought in and Dept. of Tamil should be started. Accordingly Physics, Chemistry and Tamil Major courses were started. Teachers are attending orientation & Refresher courses for updation of knowledge, learning new pedagogies & ensuring excellence in teaching. Teachers & students were encourage by IQAC to attend NPTEL courses and teachers act as Mentors for follow up online education. Students feedback is reviewed and teacher's feedback & stakeholders feedback helps in introducing innovative methods. e-connect cell was implemented to provide training for the faculty members and students about e-teaching pedagogy and e-learning initiatives.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1x5QVVrqYhMqGQ17c8telhAlHb4bsPXA-/view?usp=sharing
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the

D. Any 1 of the above

institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

File Description	Documents
Paste web link of Annual reports of Institution	https://drive.google.com/file/d/1aXzT-F-MDZemp5CsffjeF3hLdl1r5oxe/view?usp=sharing
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Gender Cell in DRBCCC Hindu College was started in the academic year 2008- 09. The main aim and motto of the Cell is to sensitize gender equality and to enhance women empowerment.

The founder of our college Shri Dharmamurthi Rao Bahadur Calavala Cunnan Chetty Garu contributed bulk of his properties for the sake of running educational institutions where equal contribution was made by his wife Smt, Seethamma Garu. Our institution proved equal participation by both the gender in those days itself. Both of them believed "Service to humanity is service to God". They empowered the downtrodden society through education. Our founder's the Gender equality was sustained and maintained in our college campus by our management trustees through student's strength.

Gender Cell starts every academic year with a counseling program for the fresher's in the name of orientation program in which the importance of gender equality and consequences the society faces due to gender discrimination are delivered as lecture. The

investiture ceremony program elects student representatives and places the students in different positions like president, secretary, coordinators and so on by which the student representatives works for the gender cell for conducting various awareness programs for gender cell which builds their leadership qualities.

Gender Cell celebrates Teachers Day every year to honor the teaching community and also eminent speakers were invited every year to deliver lecture on importance of teaching and the necessity of teaching fraternities to the society. It also observes International Women's Day every year by inviting women social activist as guest who share their contribution to the women society.

Gender cell observes the following Days

1. International Women's Day on 8th March
2. World Population Day on 11th July
3. International Day of Girl Child on 11th October
4. World Aids Day on 1st December.

The following Workshop/seminar was organized by the Gender Cell for building the skills among the girl students of the college:-

1. One Day Workshop on "Role of Law in advancing gender equality" on 10.07.2020.
2. One day awareness programme on "Investiture ceremony on 16.10.2020.
3. One day workshop on "Virtually Crimes against women and children" on 16.02.2021.
4. The women's day celebrated on 08.03.2021.

Gender Cell also contributes outside the college campus by conducting awareness and counseling programs for school girl students. The Gender Cell will continue its contribution for the years to come.

File Description	Documents
Annual gender sensitization action plan	https://drive.google.com/file/d/1WRrPOEMkmhMu-bOwNUumgHn7gaj3qHhE/view?usp=sharing
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://drive.google.com/file/d/1Lo6GxIyBHpi6dWhXBmmXf3JFVXNXxO1-/view

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

C. Any 2 of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

- Solid Waste Management**

Our college has a common place for managing the solid waste. The remaining of the canteen food and the vegetable wastes are dumped in the pit and manures are extracted and used for college greenery.

- Waste recycling system**

The DRBCCC Hindu College has the tie-up (MOU) with ITC Ltd Paper Mills. The recycling project collaboration between the institutions commenced from 2015 and extendable thereafter with the mutual consent. The process eliminates paper use in the institution and the potential for papers are used efficiently. Paper waste prevention is the practice that reduces cost and the helps the management.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	D. Any 1 of the above
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File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include	
7.1.5.1 - The institutional initiatives for greening the campus are as follows:	A. Any 4 or All of the above
<ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping 	

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution	
7.1.6.1 - The institutional environment and	E. None of the above

energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

C. Any 2 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	View File
Details of the Software procured for providing the assistance	View File
Any other relevant information	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Plenty of effective steps have been taken by the institution in providing an inclusive environment which has been promoting harmony and tolerance among the students. Right from the admission or enrollment there is no bias as the enrollment is purely transparent and merit based. There are 19 active extension activities like NSS, NCC, ROTARACT, YRC, ED cell, Gender Cell, Hike association, Citizen Consumer Club, Seethamma Fine Arts Club, Nature Club, ELC, Red Ribbon Club etc which provides opportunities to the students in various activities conducted throughout the academic year irrespective of their Caste, Creed, Religion and Region. These extension activities inculcate a sense of unity, discipline and harmony. Students are safe and secure at the institution additional to the security guards and local police, students have physical, emotional and spiritual safety. Anti-Ragging acts as a key-factor in maintaining Tolerance and Harmony among students. Campus Discipline Cell, Student Grievance Redressal Cell, Women Grievance Cell are also constituted to address the grievances among students to maintain harmony in the colleges. The institution conducts Regularly Inter-College Sports Meet, Games, Competitions, National and International Days, Teachers Day, Youth Day Ramanujam Day, Premchand Divas, Science Day, Campus Clean Drive, various Rallies, Beti Bachau, Beti Padhao, Mime, Skits, Flash Mobs etc. The College has donated and installed with Direct Video Recorder (DVR) two nos. on C.T. H. Road for Safety and Security for the public in Pattabiram Police Station. Further 5 nos Barricades donated to Police Station for traffic regulations and safety.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	View File

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Electoral Literacy Clubs are being set up in the country to promote electoral literacy in all age groups of the Indian citizens through engaging and interesting activities and hands-on experience but in an apolitical, neutral and non-partisan manner. Electoral Literacy Clubs are especially being set up in colleges all across India targeting the new voters, (in the age group of

18-21 years old) pursuing their graduation. An Electoral Literacy Club is a platform to engage students through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting. ELCs are also present in colleges and rural communities.

Objectives:

- To educate the targeted populations about voter registration, electoral process and related matters through hands on experience;
- To facilitate EVM and VVPAT familiarization and education about the robustness of EVM as well as the integrity of the electoral process using EVMs.
- To help the target audience understand the value of their vote and exercise their suffrage right in a confident, comfortable and ethical manner;
- To harness the potential of ELC members for carrying the electoral literacy in communities.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://drive.google.com/file/d/1558swkaVg5wp24nfZHufa4JUU0M66Jsh/view?usp=sharing
Any other relevant information	https://drive.google.com/file/d/1515Yzjs8fCftx6WDI9o4vAlmp13jC8ID/view?usp=sharing

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

A. All of the above

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

DRBCCC Hindu College is actively involved in celebrating and remembering various national and international commemorative days. Some of the events organized by the college are Republic Day celebrations, Independence Day, International Youth Day, Women's Day celebrations, National Science Day, National Unity Day International Literacy Day, World Population Day, Sardar Vallabhai Patel Birth Anniversary Programme, International Yoga Day, World Mental Health Day, Teachers' Day Celebration, International Day against Drug Abuse and Illicit Trafficking, National Statistics Day, Income Tax Day, Live streaming and discussion of the Union Budget, Live streaming of the Chandrayan project, Birth Anniversary of Munshi Premchand, Tiruvalluvar Day, Mahakavi Bharathiar Birth Anniversary. Festivals like Pongal, Diwali, Vinayaka Chaturthi, Ayudha Pooja, Saraswathi Pooja, Marghazi Vizha, Tiruppavai and Tiruvembhavai recitation, and Venkateshwara SuprabhataSeva.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

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

Best Practices - 1

One of the best practices identified by the College is the 'Community Development through Education' in the villages of Tiruvallur District. The best practice is based on the interface between the college and the community. This will be a value-added practice and will be part of the civic mission of the HIEs. The thrust area of this best practice is to promote education which will be carried out respecting the culture, traditions, mannerisms, language and heritage of the population. Significant attempts will be made to customize the learning based on the indigenous systems of knowledge. DRBCCC Hindu College will develop a participatory community development awareness programme related to education which includes mobile library and transport.

Best Practices - 2

The pandemic has brought in a colossal change in the way the teaching-learning process is conducted. One of the feasible ways to remotely engage the learner is the creation of effective e-content based on the topics discussed. DRBCCC Hindu College has identified the creation and distribution of e-content as the second-best practice for the upcoming cycle of the accreditation process. The e-content will include images, text, videos, animations, and audio. The e-content developed by the college will enable the learner to quickly achieve the learning outcomes. The curriculum will become a dynamic one with the confluence of ICT enabled tools and traditional teaching methods. The process of learning will become more interactive, experiential, and participatory. DRBCCC Hindu College plans to make the e-content development a flagship project in the coming years to meet the demands of a blended learning environment.

File Description	Documents
Best practices in the Institutional website	https://drbccchinducollege.ac.in/e-content/
Any other relevant information	https://drive.google.com/file/d/1u-qcKVtDGodxFOTOMXFZtfgXwruB5caL/view?usp=sharing

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

The college proposes to establish Centre for Climate Literacy and Campaign in the forthcoming academic year. The idea has been mooted during the academic year 2019-2020. Due to Pandemic situation, it comes into effect in the action plan of 2021-2022. The Climate Literacy and Campaign is based on the following areas:

1. Water Conservation and rain water harvesting
2. Energy conservation
3. Air pollution
4. Agriculture and food security
5. Waste management
6. Reducing the use of plastic in the campus and its neighbourhood and planting of trees

The Community Development practice plans to conduct various awareness programmes for the villages and it identifies socio-economic changes in the communities in backward district of Tiruvallur.

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

7.3.2 - Plan of action for the next academic year

1. Initiating various Competitive Examinations wing to establish for forthcoming years.
2. Registering Alumni Association and ensuring effective functioning for forthcoming years.
3. Establishing centre for Climate Literacy and campaign.
4. Streamlining office administration through effective learning management system software.
5. Community Development activities in the villages to be continued as it was paused due to Covid-19 situation.
6. E-content development to be made more robust for blended teaching and for remote learning for the students.