



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

## **DHARMAMURTHI RAO BAHADUR CALAVALA CUNNAN CHETTY'S HINDU COLLEGE**

**DRBCCC HINDU COLLEGE (LINGUISTIC TELUGU MINORITY STATUS  
CONFERRED BY THE GOVERNMENT OF TAMIL NADU) DHARMAMURTHI  
NAGAR, PATTABIRAM CHENNAI-600072**

**600072**

**[www.drbccchinducollege.ac.in](http://www.drbccchinducollege.ac.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**January 2021**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

The establishment of the College was the Cherished dream of our beloved founder. DRBCCC who founded this institution with the noble aim of uplifting the semi-urban part of the Thiruvallur Districts into an educated sector of great merit.

The origin of the College is traced back to the LAST WILL and TESTAMENT of the born-to-serve man, Calavala Cunnan Chetty Garu. He had the divine grace of being a doyen in the Arya Vysya community. The seer was so service minded that his WILL says, " ... the bulk of my properties should be utilised for charities and that my name should be perpetuated not by descendants but by schemes of public benefactions which I am anxious to organise and provide for". To fructify his vision, he established a Hindu Public Charitable Trust 'Dharmamurthi Rao Bahadur Calavala Cunnan Chetty's Charities'. The Founder's Vision and Charitable efforts were highly appreciated by Dr. Annie Besant and Mahakavi Subramania Bharathiyar. Special editorial on Mr. Cunnan Chettiar Memorial meeting was published on 31.08.1920 in "The Hindu", National Newspaper.

The members of the Trust Board are dedicated and have strongly resolved to continue with the Founder's academic services. The College was started to commemorate the birth centenary of our testator on 03rd July 1969. Further, the Charities manages 3 Schools and Choultries, several philanthropic activities through Ayurvedic Hospitals and Evening schools for adults.

The college is managed by the able guidance of the munificent management by the Eight Trust members and steadfast commitment of 155 teachers. The College has 23 UG courses and 5 PG courses in Shift I and Shift II with excellent infrastructure, good welfare measures, and student centric pedagogy students are consistently providing University ranks and performing well in the extension activities too.

The charities celebrated the 150th Birth Anniversary of our Founder and the Jubilee Celebrations of our college - Shift-1 (Golden Jubilee) and Shift-2 (Silver Jubilee). The celebration was presided over by our Honourable Vice President of India Shri M. Venkaiah Naidu and Honourable Governor of Tamil Nadu Thiru. Banwarilal Purohit.

### **Vision**

The vision of the institution is laid upon the vision of our philanthropic founder. His choice to lay the foundation of the college in a sub-urban area is to take the education to the downtrodden. He believed in service to humanity is the service to god. The college strives to take higher education to the economically and socially poor people. The institution strongly believes in elevation of one's life through education. Most of our students are the first- generation learners and the institution aims to take the education to all the corners of the district through its location with good accessibility of public transport. Our charities provide sufficient financial and moral support to give value- based education to the student community. The institution strives to serve the nation by producing good human beings as the citizens through their well organised, disciplined educational methods.

The college admits a greater number of students from economically backward set up more than the government fixed limit. It endeavours for quality education to all without any bias. Our charities offer 100% fee waiver to the outstanding students, free noon meals to the needy students, free breakfast to the sports students. It has also adopted a tribal village to help the people in the possible ways. It works for the development of the local population in many modes. The objectives of the institutional administrative system emphasis on the upliftment of the socially and economically backward students. It helps the students get the possible scholarships from the governmental and non- governmental organisations. It provides funds for the staff research related activities so as to improve the quality of their teaching to the students. Our charities also release fund for the staff members and society during natural disaster. The ultimate aim of the institution is to serve the people in distress and improve their life style through education. The vision of the institution is seen to be visualized through the accomplishments of our students in various fields.

### **Mission**

The mission of the institution is established based on the vision of the Philanthropic founder. Though the institution strives constantly to attain its mission with all its barriers, it is steady in providing a quality value -based education to the economically and socially backward community students in a semi-urban locality. As it is affiliated to the University of Madras, the college follows the CBCS curriculum. But the college strives to achieve in providing a quality education in all the possible modes. The institution understands the demand of techno- culture in the present educational scenario. The institution attempts to employ the best pedagogical methods to render an excellent education to the students.

The student- centric teaching is the focus of the institution within the university curriculum regulations. The value- based life skills are taught with the joined venture of some non- governmental organisations. Our charities support the financially needed students through fee waivers and freeships to continue their education without any break. The institution hunts all the possible paths to place the students in a dignified employability status in the society. The placement cell works for employment in various organisations. The institution is administered to produce the self -reliant individuals with good human values.

The sound physical and mental health of the students is the other focusing area of the institution. A clinic is available with a well - trained nurse to handle the emergency situation of the staff and students in the campus. The confidence in living is installed in the minds of the young students through counselling done by the academic departments and gender cell, YRC, Rotaract and other external committees to meet the demand of the adolescent students. It also helps them to set the ethically strong career plan through awareness and career development programmes. The college administration conducts cultural and other activities to foster cultural and national values in the future citizens of our country. Through various schemes, the management march towards its mission which is to bring progress in the life of socially and economically backward youngsters through education.

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

### **Institutional Strength**

DRBCCC Hindu College faithfully follows the philanthropic tenets of our Founder couple which includes

providing education to the most backward sections of the society, creating first generation graduates, and going beyond the reservation quota stipulated by the Tamil Nadu government. The college management offers fee waiver to the meritorious students. The Trust Board of the DRBCCC Hindu Charities has been offering free nutritious meals for our college students who hail from poor financial background for the past 27 years. The college has adopted a tribal village in the District of Tiruvallur and is engaged in community development activities in the village, as part of the college social responsibility. Differently abled students are provided with ramps, and wheelchair support. Efficient energy conservation and water management measures are in place inside the campus.

A well-planned academic support system coupled with differentiated learning methods enable low-achievers and the advanced learners to develop life skills and entrepreneurial skills. Academic Audit is done every semester. Action plans and action reports are prepared for the meticulous delivery of the curriculum. Scholarships are provided for deserving students.

The code of conduct which includes dress code and discipline related guidelines are disseminated to the student community. The eco-friendly campus creates the value of environmental awareness among the student community. Various national and international events like National Unity Day, International Yoga Day are commemorated in the campus. Gender Cell of our campus plays an important role in gender sensitization.

The curriculum is enriched with the use of ICT in classrooms. Commerce Lab encourages real-time learning with the help of various events like the live streaming of the Union Budget. Blended Learning is encouraged along with the gamification of lessons. The college library is powered by the AutoLib software. Classrooms are equipped with ICT tools.

The Faculty Development programmes help to strengthen the teaching learning process. Faculty is also given training in the latest ICT tools. A research oriented eco-system is promoted through the activities of SIFL, SIMCA and Cunnan Knowledge Center. The partnerships with government statutory bodies like MHRD, Unnat Bharat Abhiyan and ICSSR promotes academic research.

### **Institutional Weakness**

The institution admits its feeble points as the tough ladders in focusing on the development segment. It lags in a better academic related institutional tie-up as MOUs to create a global learning platform for the students. The institution is expected to concentrate on increasing the ICT tools and smart class room installation to reach the high- tech blended teaching system. More focus is needed in boosting the achievement percentage of the students in the sports and cultural activities in the international levels.

There is a requirement of a separate building for the library to create a reader friendly atmosphere which enables the students to enrich their academic knowledge. As the focus is on the outcome of teaching and learning progress, the intuition is in the situation to improve its network with many companies through proper placement department. The career counselling and training for the competitive exams and higher education are also in the need-to focus area.

The participation of the students and staff members in exchange programmes conducted by other colleges and universities are very minimum. The unavailability of a well-constructed hostel in the campus

retreat the institution in attracting the other state and nation students. The minimal contribution and commitment of the staff members in contributing to the UGC approved journals and book publications are realized. The subsidy system for research-based contribution of the staff members can be extended to the govt-aided stream.

### **Institutional Opportunity**

DRBCCC Hindu College's geographical location in the district of Tiruvallur makes it a catalyst for community engagement and development. The college has the potential to receive funds from various government and non-governmental bodies to execute short term and long-term research projects. The institution can collaborate and partner with statutory government bodies, corporates and NGO's. The college can be an excellent centre for innovation and can be a pioneer in various community-based start-ups. A research centre can be established which will also serve as an ideation and incubation centre. Few existing departments can be converted into research centres. The possibility of partnership with Skill India will help the enhancement of skill-based learning and it will lead to greater college - industry interaction. Collaborating with foreign universities for student-teacher exchange programmes will greatly enhance the learning quotient. Tailor made certificate courses can be offered according to the recruitment needs of the industries.

### **Institutional Challenge**

As the institution is located in the sub-urban location to meet the vision and mission of the founder, we receive economically poor students from Tamil medium whose English language acquisition becomes more problematic. In spite of many online and offline courses including SWAYAM courses introduced to the students, the financial affordability of the individual student becomes a barrier in enrolling themselves in such extra academic courses. The lane is to be laid to receive government and non-government academic based projects for the staff members to create a quality learning platform.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The College is affiliated to the University of Madras. The Choice Based Credit System (CBCS) is followed as per the university norms. The college is located in the semi- urban area to provide a standard education to the first-generation graduates. The college offers 23 U G Courses and 5P G courses out of which 5 U G and 3 P G new courses were introduced as a response to the previous NAAC recommendations. Some of the senior staff members were the active members in the University Board of Studies and contributed their expertise in framing the Curriculum in their disciplines. The staff members were the part of syllabus framing teams for the university and for other autonomous colleges.

The College Council with the Principal as the Head, works on administrating the academic curriculum workloads with the help of workload and time table committees. The curriculum implementation plan starts with an action plan, allotment of workload to the individual staff members

according to their expertise, time table framing to suit the university norms of workload, monthly work plan, snippet record books, syllabus completion record, Feedback from the stake holders and ends with an Academic audit every year to create a platform for open discussion with an expert from other institutions. Result review meetings were conducted to analyse the student and teacher performance.

To reinforce the classroom teaching, staff members follow ICT based teaching. Blended teaching like google Classroom is tried by the teachers. 108 new add-ons online and offline certificate courses were introduced in the last five years. Our college is onboard as local chapter in the Swayam (MHRD website) which gave a way for many students to enroll in the online subject-based certificate courses with the guidance of our staff members as mentors for the same courses.

The POs, PSOs, Cos are posted in the college website. Value added Programmes, awareness programmes, field trips, community projects, industrial visits were conducted by the academic departments, Gender cell, NSS and YRC for an academic experimental learning.

### Teaching-learning and Evaluation

DRBCCC Hindu College offers a well-structured system to impart knowledge to students hailing from diverse strata of the society. The college for the last five years has been faithfully adhering to the Government of India's and the Government of Tamil Nadu's policies regarding reservation in student enrolment. A well-planned student orientation programme is conducted by the college to make the academic transition from higher secondary level to the tertiary level of education smooth and beneficial. Pre-course assessments are conducted to assess the knowledge competence of the students. These diagnostic tests help the departments to identify the low achievers and the advanced learners. The learning level of students is gauged by continuous assessment which includes internal tests, in-class seminars and assignments. The low achievers are academically supported by remedial classes. These remedial classes are conducted before and after the regular class hours. The advanced learners are encouraged to read more and to look beyond the syllabus. They are issued one extra book from the library to broaden their knowledge horizon. The knowledge sharing process involves scaffolding, guided practice, and free practice. Learning process is an amalgamation of experiential and participative learning. Academic freedom for the students within the prescribed limits has led to the mastery of problem-solving techniques and independent student creative projects like blogs. The college encourages the gamification of learning with a high degree of student participation. The role of mentorship in the academic framework augments the efficacy of the teaching learning process. The college has 91.71% of full-time teachers and their scholastic merits create an academic ambiance rooted in quality and excellence. The evaluation process is classified into continuous assessment, seminars, and group discussions. The grading pattern is based on the scheme provided by the University of Madras. The evaluation process takes into consideration the students' rights to improve on their performance and it helps to tackle the problem of learner absenteeism. The college website is a one stop solution for the students to know about the academic courses including course objectives. The college is making the right strides towards the measuring of course objectives and programme objectives.

### Research, Innovations and Extension

DRBCCC Hindu College has made significant steps in academic research and breaking new boundaries through academic innovations. The minor research project titled 'Effectiveness of MOOC's in Higher

Educational Institutions in the rural Tiruvallur district in Tamil Nadu' was granted three lakhs by the Indian Council of Social Sciences and Research (ICSSR). This project is also supported by MHRD, Government of India. The Unnat Bharat Abhiyan project was granted fifty thousand rupees by the MHRD for the period of 2018-2019. The college has six academic research guides who have successfully guided research scholars to attain their doctoral degree. A productive innovative ecosystem is sustained through the various academic bodies which function within the campus. Some of them are Seethama Institute of Foreign Languages, Seethama Institute of Management and Computer Applications and the Cunnan Academy for Excellence. Cunnan Knowledge Centre and the Youth Resource Centre are the two incubation centres in the campus. These incubation centres have created an immersive learning environment which is nurtured and encouraged by both faculty and industry experts. Every year, the college hosts a free inter-collegiate workshop on the topic 'Mechanics of Thesis Writing'. The number of research papers published in the journals notified on UGC website has risen from 12 to 60 in the last five years. College has conducted numerous extension activities which involved interactions with neighbourhood schools and visits to the rural areas. Through these activities students have developed a sense of social commitment to the community. Blue Syndicate is one extension activity which focuses on water conservation and preservation of water bodies around the college. Digital Literacy programme for the parents of our students was conducted in collaboration with ICT Academy of Tamil Nadu. A basic training programme on Human Rights was conducted in association with the National Human Rights Commission, New Delhi. Students were also part of the extension activities like Swachh Bharat, Unnat Bharat Abhiyan, NSS and NCC. The college has partnered with Indian Oil Corporation, Southern Railway and Avadi Municipality for various academic collaborative activities. The college has signed MoUs with Heartfulness Institute (USA), ICMR, ICSI, and DELNET.

### **Infrastructure and Learning Resources**

The institution provides an excellent infrastructure and learning atmosphere to the teachers and the students for the present techno-based learning. A well-constructed multi storied buildings with Ramp facility, with spacious, well ventilated 22 class rooms for shift 1 and 79 classrooms for shift 2 are in access. Few class rooms and seminar halls are equipped with ICT tools to provide an efficient Teaching-Learning platform. Each block is facilitated with separate staff rooms with desktop computers, seminar halls, rest rooms and cloak rooms for women students and staff members. Fire extinguishers and water coolers with the purified water supply are mounted in all the blocks. There is a separate hot water supply in the campus.

The WIFI enabled campus has 7 Computer Labs with 425 computers with updated operating systems, Language labs with sufficient software installed for English language learning, Physics lab with dark room for optic experiments, Chemistry lab with chemical storage room, preview theatre and multimedia laboratory for the Visual communication department are the institution's strength regarding the infrastructure. Lap tops are provided to all the heads of the Departments of Shift 2 to enrich the quality of their teaching. CCTV cameras are fixed in all the blocks and various other areas in the campus to ensure the discipline and safety of the stake holders.

As the institution focuses on multi- dimensional teaching and learning ambience, the college offers 400 Mts standard track, Basket ball court, Kho- Kho Court, Kabaddi Court, Foot Ball field, two volley ball courts, four cricket grounds, badminton and tennis court.

The library is automated with the Integrated Library Management system with the ILMS software

called Autolib Software, with updated and current version of Java based software. This enables to efficiently circulate the books, and journals to the stake Holders. The institution has subscribed various e-journals, e-ShodhSindhu, Shodhganga Membership, e- books, Databases, remote access to r-resources to connect the learners globally. A Generator is operated during the power failure hours. A waste Management pit is in usage to ensure the eco- friendly campus.

### **Student Support and Progression**

The institutional administration bodies work towards its mission and vision within the affiliated university regulations. 30.09 percent of the students get benefitted every year by the scholarships and freeships provided by the government. 1.76 percent of the students get benefited by the scholarships provided by the NGOs like Rajasthani association, Tamilnadu congress committee charitable trust, Shri Venkateshwara students hostel and allied charities, Mahalakshmi GRT charitable trust and many others. 185 students were benefited by the College freeships in the last five years. 100 percent fee waivers are also approved by the institution for the meritorious students.

As a part of University curriculum, Soft skill subjects like Language and communication is taught by the department of English. Personality Enrichment is taught by the respective departments. The institution has signed an MOU with Heartfulness institution to train the students in the Life skill subjects like Yoga, physical fitness, health and hygiene. Students are trained for computing skill by the computer science department.

As recommended by UGC and University of Madras, anti-ragging committee is formed with staff members and students as the nominated members. The college allocates fund for the students' union to conduct competitions and cultural programmes.

1.63 percentage of the outgoing students are placed in companies like TCS, Sutherland, Tidell innovations and Om innovations through the Placement Cell. 44.3 percent of the outgoing students are progressing in higher education as a reward of multiple teaching methods. 7.38 percentage of students qualify in state, national and international level examinations like SLET, NET. 28 students received awards and medals for their outstanding performance in academic, sports and cultural activities at state, national, and international levels.

Annual alumni meetings are conducted by the management which serves as a constructive drive for recruitment and business relationships, counselling and for extension activities.

Besides the curricular, extra-curricular activities, students are encouraged to involve in socialising activities like freshers' day, farewell parties and Academic oriented class tours. By organising these programmes, the institution believes in building human values in them.

### **Governance, Leadership and Management**

The vision and mission of DRBCCC Hindu College is rooted in the philanthropic philosophy of its founder. Basic and specialized education is imparted to students both from the rustic and meritorious students. The nearby suburban railway station which bears the name of the college makes the campus easily accessible. The sylvan campus is known for its eco-friendliness. The college empowers the student



community for higher education and employment. Democratic and participative style of leadership is the hallmark of the college. Responsibilities are evenly distributed among the academic and non-academic team members. The leader inspires, initiates, persuades and guides the team members to attain the goals and objectives of the college management.

The Board of Trustees, College Committee and College Council follow and execute the policy of the trust board. The College has established different committees for the successful execution of the decisions. The Tamil Nadu State Government's service rules and procedures are strictly adhered to. The administrative unit is completely automated including student admission support and finance and accounts sections.

College maintains a staff reimbursement scheme which covers the expenses involved in education and health. There is also a Mediclaim policy for the faculty. Staff members are provided with financial support to attend conferences and workshops. Performance appraisal is based on the UGC guidelines. Non-academic staff reskill and upskill in their respective fields.

Internal audit and statutory audit are done every financial year. The fund management is done by the managing trustee and trust board members. The funds are disbursed by the Principal and vouchers and receipts are submitted to the office. College receives funds from philanthropic individuals and organizations. At the end of the year departments submit proposals which are curated and forwarded to the Trust office for the final nod.

IQAC, which was established in 2003 and has completed 2 cycles of accreditation. IQAC ensures academic quality through academic audits, encouraging e-learning, and organizing orientation programmes for the staff.

#### **Institutional Values and Best Practices**

DRBCCC Hindu College gives paramount importance to the treatment of women as equals. Our founder's wife Smt. Seethamma Garu is seen as the epitome of women empowerment. Through the Gender Cell of the college, the humanistic message of gender equality is circulated within the campus and to the outside community. College has installed Solar energy panels and thirteen departments are electrified with this alternate source of energy. LED bulbs are used to minimize power consumption in the campus. The management has made provision for solid waste management especially the degradable waste which is converted into manure and is used for making the campus greener. Worn-out electronic equipment is disposed of in a safe and secure manner. Rainwater harvesting is another hallmark of our campus and the installation of the water treatment plant is a great step towards water conservation. There is a blanket ban on the use of plastic in the campus. Differently abled students are provided with assistance to complete their academic course. To facilitate ease of mobility, all the buildings are accessible by ramps. College has kept its doors open to students and teachers from all walks of life. There is no bias or prejudice based on caste, creed, religion, language or region. All students are given equal opportunities to excel. Students are sensitized about electoral rights through the Electoral Literacy Club. Code of conduct is publicized through the Orientation programmes conducted by IQAC. DRBCCC Hindu College is actively involved in celebrating and remembering various national and international commemorative days.

One of the best practices in the campus is the activities of the Commerce Lab which facilitates real-time

**learning and interactive activities related to Union Budget and other business and management related topics. Another best practice is the adoption of Rangapuram village as part of the college social responsibility. The College is actively involved in community development in this adopted village.**

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	DHARMAMURTHI RAO BAHADUR CALAVALA CUNNAN CHETTY'S HINDU COLLEGE
Address	DRBCCC Hindu College (Linguistic Telugu Minority Status conferred by the Government of Tamil Nadu) Dharmamurthi Nagar, Pattabiram Chennai-600072
City	Chennai
State	Tamil Nadu
Pin	600072
Website	<a href="http://www.drbcccchinducollege.ac.in">www.drbcccchinducollege.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	G Kalvikkarasi	044-26850621	9499051722	044-2685088 7	drbccchinducollege @yahoo.co.in
IQAC / CIQA coordinator	M Jawaharlal Nehru	044-26850053	9444678613	044-2685021 6	mjawaharlalnehrul 964@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day Evening

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">STATUS FOR LINGUISTIC TELUGU MINORITY.pdf</a>
If Yes, Specify minority status	
Religious	
Linguistic	Telugu
Any Other	

<b>Establishment Details</b>				
Date of establishment of the college	03-07-1969			
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Tamil Nadu	University of Madras	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	10-01-1972	<a href="#">View Document</a>		
12B of UGC	10-01-1972	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

<b>Details of autonomy</b>	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	DRBCCC Hindu College (Linguistic Telugu Minority Status conferred by the Government of Tamil Nadu) Dharmamurthi Nagar, Pattabiram Chennai-600072	Semi-urban	31.06	10807.12

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,English	36	Higher Secondary	English	70	63
UG	BA,English	36	Higher Secondary	English	70	66
UG	BA,Historical Studies	36	Higher Secondary	English,Hindi,Bengali,Telugu,Marathi,Tamil,Urdu,Gujarati,Kannada,Malayalam,Oriya,Punjabi,Assamese,Maithili,Bhili/Bhilodi,Santali,Kashmiri,Nepali,	70	67

Gondi,Sindhi  
 ,Konkani,Do  
 gri,Khandesh  
 i,Kurukh,Tul  
 u,Meitei\Ma  
 nipuri,Bodo,  
 Khasi,Mund  
 ari,Ho,Englis  
 h +  
 Hindi,Englis  
 h + Bengali,  
 English + Te  
 lugu,English  
 + Marathi,En  
 glish +  
 Tamil,Englis  
 h +  
 Urdu,English  
 + Gujarati,E  
 nglish + Kan  
 nada,English  
 + Malayalam  
 ,English +  
 Oriya,Englis  
 h + Punjabi,  
 English + As  
 samese,Engli  
 sh + Maithili  
 ,English + B  
 hili\Bhilodi,  
 English + Sa  
 ntali,English  
 + Kashmiri,  
 English + Ne  
 pali,English  
 + Gondi,Eng  
 lish + Sindhi,  
 English + Ko  
 nkani,Englis  
 h +  
 Dogri,Englis  
 h + Khandes  
 hi,English +  
 Kurukh,Engl  
 ish +  
 Tulu,English  
 + Meitei\Ma  
 nipuri,Englis

				h + Bodo,Englis h + Khasi,Englis h + Mundari, English + Ho ,French,Sans krit		
UG	BA,Economi cs	36	Higher Secondary	English	70	68
UG	BA,Telegu	36	Higher Secondary	English	50	7
UG	BCom,Com merce	36	Higher Secondary	English	211	211
UG	BCom,Com merce	36	Higher Secondary	English	71	69
UG	BCom,Corpo rate Secretaryshi p	36	Higher Secondary	English	71	71
UG	BCom,Corpo rate Secretaryshi p	36	Higher Secondary	English	70	69
UG	BSc,Mathem atics	36	Higher Secondary	English	70	65
UG	BSc,Mathem atics	36	Higher Secondary	English	70	0
UG	BCom,Acco unting And Finance	36	Higher Secondary	English	140	140
UG	BCom,Infor mation Systems And Management	36	Higher Secondary	English	50	50
UG	BBA,Busine ss Administr ation	36	Higher Secondary	English	70	70
UG	BCA,Compu ter	36	Higher Secondary	English	100	100

	Applications					
UG	BSc,Computer Science	36	Higher Secondary	English	100	99
UG	BSc,Electronics And Communication Science	36	Higher Secondary	English	50	22
UG	BSc,Statistics	36	Higher Secondary	English	50	45
UG	BSc,Visual Communication	36	Higher Secondary	English	50	28
UG	BSc,Physics	36	Higher Secondary	English	50	20
UG	BSc,Chemistry	36	Higher Secondary	English	50	40
UG	BA,Tamil	36	Higher Secondary	English	70	69
UG	BA,Criminology And Police Administration	36	Higher Secondary	English	50	50
PG	MA,Economics	24	Under Graduation	English	40	14
PG	MCom,Commerce	24	Under Graduation in Commerce	English	40	30
PG	MA,Tamil	24	Under Graduation	English	40	10
PG	MSW,Social Work	24	Under Graduation	English	40	39
Pre Doctoral (M.Phil)	MPhil,Commerce	12	Post Graduation in Commerce	English	2	2

### Position Details of Faculty & Staff in the College



<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				3				41			
Recruited	0	0	0	0	2	1	0	3	11	20	2	33
Yet to Recruit	0				0				8			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				117			
Recruited	0	0	0	0	0	0	0	0	57	60	0	117
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				25
Recruited	4	2	0	6
Yet to Recruit				19
Sanctioned by the Management/Society or Other Authorized Bodies				30
Recruited	20	10	0	30
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	12	1	0	13
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	1	0	18	23	2	45
M.Phil.	0	0	0	1	0	0	17	28	0	46
PG	0	0	0	0	0	0	1	0	0	1

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	10	12	0	22
M.Phil.	0	0	0	0	0	0	14	16	0	30
PG	0	0	0	0	0	0	7	2	0	9

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	2		0		2

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	2	0	0	0	2
	Others	0	0	0	0	0
PG	Male	37	0	0	0	37
	Female	56	0	0	0	56
	Others	0	0	0	0	0
UG	Male	690	1	0	0	691
	Female	798	0	0	0	798
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	159	161	111	143
	Female	206	222	237	196
	Others	0	0	0	0
ST	Male	6	2	4	2
	Female	6	8	3	3
	Others	0	0	0	0
OBC	Male	576	503	503	511
	Female	553	634	643	574
	Others	0	0	0	0
General	Male	61	45	58	65
	Female	47	50	52	45
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>1614</b>	<b>1625</b>	<b>1611</b>	<b>1539</b>

## Extended Profile

### 1 Program

#### 1.1

Number of courses offered by the Institution across all programs during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1174	1099	1059	1021	937
File Description		Document		
Institutional data prescribed format		<a href="#">View Document</a>		

#### 1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
28	26	24	24	22

### 2 Students

#### 2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
4621	4484	4465	4233	4098
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
781	747	750	722	701

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.3

### Number of outgoing / final year students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1483	1429	1420	1252	1264

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 3 Teachers

### 3.1

#### Number of full time teachers year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
168	156	149	143	136

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.2

#### Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
174	170	162	160	153

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 100**

**4.2**

**Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
704.7419313	281.21171	389.399035	262.45465	197.00711

**4.3**

**Number of Computers**

**Response: 60**

NAAC



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

**Response:**

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	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

**1.1.2 The institution adheres to the academic calendar including for the conduct of CIE**

**Response:**

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	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

**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 last five years**

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

**Response:** C. Any 2 of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View Document</a>

## 1.2 Academic Flexibility

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

Response: 100

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

Response: 28

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 0

#### 1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
List of Add on /Certificate programs	<a href="#">View Document</a>
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 0

#### 1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

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

##### Response:

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	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

**Response:** 0.27

#### 1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
6	7	1	0	1

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 5.82

#### 1.3.3.1 Number of students undertaking project work/field work / internships

Response: 269

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni**

**Response:** B. Any 3 of the above

File Description	Document
Any additional information (Upload)	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

**1.4.2 Feedback process of the Institution may be classified as follows: Options:**

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

**Response:** C. Feedback collected and analysed

File Description	Document
Upload any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 89.39

##### 2.1.1.1 Number of students admitted year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1614	1625	1611	1539	1484

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

2019-20	2018-19	2017-18	2016-17	2015-16
1885	1787	1772	1716	1653

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)

**Response:** 89.07

##### 2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
671	677	674	645	628

File Description	Document
Average percentage of seats filled against seats reserved	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

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

#### Response:

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	Document
Upload any additional information	<a href="#">View Document</a>
Past link for additional Information	<a href="#">View Document</a>

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)	
<b>Response:</b> 28:1	
File Description	Document
Any additional information	<a href="#">View Document</a>

## 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
<p><b>Response:</b></p> <p>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.</p> <p>Learning for experience and experiential learning</p> <p>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.</p> <p><b>Participative Learning</b></p> <p>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 experiential learning. Participation makes learning easy</p>

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 outcome 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	Document
Upload any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

#### Response:

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 bid. 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	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="#">View Document</a>

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

**Response:** 28:1

#### 2.3.3.1 Number of mentors

Response: 168

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
mentor/mentee ratio	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

**Response:** 91.71

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

**Response:** 32.52

**2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
71	54	50	42	31

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 5.69

**2.4.3.1 Total experience of full-time teachers**

Response: 956

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

**2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode**

**Response:**

**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	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

**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	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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.**

**Response:**

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	Document
Upload COs for all Programmes (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Past link for Additional information	<a href="#">View Document</a>

### 2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

#### Response:

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 utmost 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 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	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional information	<a href="#">View Document</a>

### 2.6.3 Average pass percentage of Students during last five years

**Response:** 84.63

#### 2.6.3.1 Number of final year students who passed the university examination year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1483	1202	1140	984	1008

#### 2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1483	1423	1419	1252	1264

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.24



<b>File Description</b>	<b>Document</b>
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

NAAC

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

**3.1.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 3.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
3.5	0	0	0	0

File Description	Document
List of endowments / projects with details of grants	<a href="#">View Document</a>
e-copies of the grant award letters for sponsored research projects / endowments	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)**

**Response:** 0

**3.1.2.1 Number of teachers recognized as research guides**

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years**

**Response:** 1.61

**3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	0	0	0

### 3.1.3.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
28	26	24	24	22

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
List of research projects and funding details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Paste link to funding agency website	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

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

#### Response:

Cunnan Knowledge Centre and Youth Resource Centre serve as a kind of incubation centre for learning. These two centre 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 whole heartedly welcome these ideas of incubation and make good uses

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	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 17

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	6	2	3	2

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.3 Research Publications and Awards

### 3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

**Response:** 3.8

**3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years**

Response: 19

**3.3.1.2 Number of teachers recognized as guides during the last five years**

Response: 5

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL to the research page on HEI website	<a href="#">View Document</a>

**3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**

Response: 0.22

**3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
17	12	1	2	1

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 0.86

**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 last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
30	15	29	45	11

File Description	Document
List books and chapters edited volumes/ books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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 last five years.**

**Response:**

**Blue Syndicate is a water conservation team that strives to protect the water bodies around the college. The team members went to Pondicherry and met Dr .Kiran Bedi, Lieutenant Governor of Puducherry at Raj Nivas on 28.07.2017 and listened to her motivational speech to save water for the society. Blue Syndicate members visited the Thirumullaivoyal Lake and Puzhal Lake on Thiruvallur District. The capacity of the lake is 3300 million gallons but only 117 gallon of water was available. The team sent an observatory note to the corporation officials and the public works department. The team visited the Sekkadu Lake on 05-08-2017 as the third field trip. Once, the surrounding of the Sekkadu Lake was used for cultivation. Now the dried lake was occupied by residential buildings. The team visited the Nemilichery Lake on 05-08-2017 and the Palavedu Lake on 05-08-2017. The lake once remained blue but it was dried due to the poor rainfall. On 7th August 2017, six students attended an interactive session at the Public Works Department building (PWD), Chepauk. The team's eighth field visit was made to Cholamedu Thamaraiikulam. The place was totally unclean and its surface was occupied by lotus plants. The members of the field work visited Kakkalur Lake, Kosasthalai River and Poondi dam on 19/08/2017. The syndicate gathered the information that Kosasthalai River, lake had been dry for many years. On 24th August 2017, the members of Blue Syndicate met the collector of Thiruvallur district Mrs. E. Sundaravalli, IAS at the collector office. The observations of the team were briefed to the collector who assured to do the needful to recover the water sources. On 15th September 2017, the members of the syndicate organized a bicycle rally to the Cholamedu Thamaraiikulam to create awareness of protecting water bodies. The occasion was honoured by the Honourable Minister for Tamil Culture and Archaeology, Mr. Ma Foi K Pandiarajan, Mr. Ramanan (Meteorologist) and G.R. Divyashree, Deputy Collector.**

**An Initiative to make parents computer literate: The college on 04.04.2016 conducted Digital Literacy Programme for the parents of our students in association with ICT Academy of Tamilnadu. The computer course was conducted at our lab. It was a six day programme. Nearly10 parents attended the course. It's just a beginning for our parents. In order to equip the parents with basic computers the management started the course.**

**In association with ICT Academy, Tamil nadu, Basic Computer Course for parents, community development programmes, General medical checkup, counselling sessions on fitness and balance diet were conducted in collaboration with NGO. Sekkadu village, Pullarambakkam village**

and Rangapuram village (Tribal village) were benefitted by this program. The students of MSW conducted awareness program on alcoholism and child marriage.

A one day Basic Training Programme on Human Rights was arranged for our college students in association with National Human Rights commission, Delhi. Nearly, 100 students participated. Independence Day, Republic Day, Seethamma garu day (Founder's day) were conducted with NCC cadets.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

#### 3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	<a href="#">View Document</a>

### 3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years ( including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 1

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	0	0	0

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

**Response:** 0.53

#### 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 last five years

2019-20	2018-19	2017-18	2016-17	2015-16
122	0	0	0	0

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.5 Collaboration

### 3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

**Response:** 4

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	0	0	0



<b>File Description</b>	<b>Document</b>
e-copies of related Document	<a href="#">View Document</a>
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### **3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**

**Response:** 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
e-Copies of the MoUs with institution/ industry/corporate houses	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## Criterion 4 - 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.**

**Response:**

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 are also 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.

Cunnan 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.

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

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

In our Physics Laboratory a fire extinguisher and first aid kit always be there.

Chemistry laboratory can accommodate 50 student 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	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

##### Response:

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	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 23

## 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 23

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 44.36

## 4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
473.2421	133.9438	179.8097	72.36455	65.54837

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	<a href="#">View Document</a>
Upload audited utilization statements	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

Response:

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.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

#### **4.2.2 The institution has subscription for the following e-resources**

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

**Response:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	<a href="#">View Document</a>

#### **4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-**

**journals during the last five years (INR in Lakhs)****Response:** 3.64**4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
3.90624	4.00678	4.30604	3.38998	2.56776

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the last completed academic year****Response:** 0.21**4.2.4.1 Number of teachers and students using library per day over last one year**

Response: 10

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.3 IT Infrastructure****4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

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 each department as computer with LAN connection. Seminar halls 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	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.3.2 Student - Computer ratio (Data for the latest completed academic year)

**Response:** 11:1

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Student – computer ratio	<a href="#">View Document</a>

#### 4.3.3 Bandwidth of internet connection in the Institution

**Response:** B. 30 MBPS – 50 MBPS

File Description	Document
Upload any additional Information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

### 4.4 Maintenance of Campus Infrastructure

**4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**

**Response:** 57.66

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

2019-20	2018-19	2017-18	2016-17	2015-16
197.31999	178.21499	222.22428	201.98864	123.86657

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

#### 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.

##### Response:

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 good, 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.



<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

NAAC

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

**Response:** 30.09

##### 5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1195	1271	1360	1410	1331

#### File Description

#### Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

#### 5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

**Response:** 1.73

##### 5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
110	91	108	59	17

#### File Description

#### Document

Upload any additional information

[View Document](#)

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

[View Document](#)

**5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following**

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

**Response:** C. 2 of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

**5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

**Response:** 0

**5.1.4.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Number of students benefitted by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>

**5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

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

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1 Average percentage of placement of outgoing students during the last five years

**Response:** 1.63

#### 5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
33	7	77	0	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years (Data Template)	<a href="#">View Document</a>

### 5.2.2 Average percentage of students progressing to higher education during the last five years

**Response:** 32.23

#### 5.2.2.1 Number of outgoing student progression to higher education during last five years

**Response:** 478

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 7.38

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	2	0	0	0

#### 5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
12	7	0	0	0

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be

counted as one) during the last five years.

**Response:** 17

**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) year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
3	10	3	1	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

The College has a general students union. The office bearers of the union such as chairman, 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	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

Response: 0.8

#### 5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
4	0	0	0	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The 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	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 5.4.2 Alumni contribution during the last five years (INR in lakhs)

**Response:** E. <1 Lakhs

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>



## Criterion 6 - 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

##### Response:

##### 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, downtrodden 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	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

#### **Response:**

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.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## **6.2 Strategy Development and Deployment**

### **6.2.1 The institutional Strategic / Perspective plan is effectively deployed**

#### **Response:**

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 200-200 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 to discuss research related matters.
- As per the second cycle of Accreditation in NAAC recommendations, the Science block separately was constructed.
- 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	Document
Upload any additional information	<a href="#">View Document</a>
strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### **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.**

#### **Response:**

#### **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.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### **6.2.3 Implementation of e-governance in areas of operation**

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

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

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation, Administration etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

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

##### Response:

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	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 3.36**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3	4	8	7	3

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	<a href="#">View Document</a>

**6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years****Response:** 0.4**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1	0	1

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	<a href="#">View Document</a>
Reports of Academic Staff College or similar centers	<a href="#">View Document</a>
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	<a href="#">View Document</a>

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development**

**Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).****Response:** 3.51**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
16	5	3	4	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	<a href="#">View Document</a>
IQAC report summary	<a href="#">View Document</a>
Details of teachers attending professional development programmes during the last five years	<a href="#">View Document</a>

**6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff****Response:**

## 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 the government 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	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

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	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 50.68

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

2019-20	2018-19	2017-18	2016-17	2015-16
12.01501	12.01501	11.41501	7.71500	7.51500

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

### 6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

#### Response:

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	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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

#### Response:

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	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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 ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

**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	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 6.5.3 Quality assurance initiatives of the institution include:

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

**Response:** D. 1 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Upload details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>

## Criterion 7 - 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 last five years.

##### Response:

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,SeethammaGaru. 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.

Research studies were done on the following topics.

- 1.Perception of Men on Women in the Academic year 2019-2020.
- 2.Sexual Harassment for Women during Public Transport in the academic year 2018-2019.

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

- 1.One Day Workshop on Self Defense by "NO More Nirbhaya Team", during the academic year 2018-2019.

The following seminar was organized in association with TNSCW during the academic year 2019-2020

### 1. Vulnerability of the Contemporary Women- Current Scenario and Board Mechanisms.

Every year Gender Cell in association with Rexona Academy organizes counseling program for the girl students for grooming their personality and to gain confidence for facing the outside society.

Awareness program were also organized by inviting guests on the various topics.

Prime Ministers Beti Bachao Beti Padhao program was organized by the Tiruvallur District Collector Shri Mageswari Ravikumar during the academic years 2018-2019 and 2019-2020.

Gender Cell coordinated the marathon in association with Department of Public and Social Welfare office.

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	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Link for annual gender sensitization action plan	<a href="#">View Document</a>

### 7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

**Response:** C. 2 of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

**Response:**

- **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.

<b>File Description</b>	<b>Document</b>
Any other relevant information	<a href="#">View Document</a>
Link for Geotagged photographs of the facilities	<a href="#">View Document</a>
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>

**7.1.4 Water conservation facilities available in the Institution:**

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

**Response:** D.1 of the above

<b>File Description</b>	<b>Document</b>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.5 Green campus initiatives include:**

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

**Response:** B. 3 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>

**7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:**

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

**Response:** D.1 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Certificates of the awards received	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.7 The Institution has disabled-friendly, barrier free environment**

1. Built environment with ramps/lifts for easy access to classrooms.
2. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. 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****Response:** C. 2 of the above

<b>File Description</b>	<b>Document</b>
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Details of the Software procured for providing the assistance	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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 500 words).****Response:**

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 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, BetiBachau, BetiPadhao, 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 5nos Barricades donated to Police Station for traffic regulations and safety.

<b>File Description</b>	<b>Document</b>
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

**Response:**

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	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for details of activities that inculcate values necessary to render students in to responsible citizens	<a href="#">View Document</a>

**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.**

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

**Response:** D. 1 of the above

File Description	Document
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	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

#### Response:

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	Document
Link for Geotagged photographs of some of the events	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>
Link for Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

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

#### Response:

#### BEST PRACTICES - 1

#### Highlights of Commerce Lab

The Commerce Lab is undoubtedly first of its kind and pioneering venture on the part of the college, won the encomiums of department of Commerce and Management and others concerned with commerce education. The management of DRBCCC Hindu College inaugurated the lab and lauded the efforts taken up by the college. The Commerce Lab is a new concept, wherein students practice their theoretical knowledge gained in the business profitably and understand the practical difficulties. Commerce Lab acquaint students about cheque endorsement, bank slips, documentation of business correspondence, company logos and profile of industrialists, entrepreneurs etc., creating a real time exposure. Commerce Lab has 29 computers.

The objectives of the Commerce Lab are:

- To explore practical knowledge on what they learn theoretically
- Exhibit charts and models prepared by students related to various commerce activities
- To provide a platform to the students to use the documents related to the commerce subjects
  - Company related documents
  - Banking related documents
  - Tax related documents

Every year live budget presentation is telecasted in the Commerce Lab. The students of Commerce and other commerce related education are participated in this live budget telecast. Immediately after the budget presentation a test is conducted based on the budget presentation and prizes were awarded to the winners. In the budget 2020 our government asked for the suggestions from public, in this regard our students were send so many suggestion to the government through our Commerce Lab. One of the suggestions from some of our student is, **“Need a change in income tax slab rate, to reduce the tax burden for the middle class salaried people”**.

In the following live budget, **“New slab rates are announced by our Finance Minister”**. We feel proud that our students as a responsible citizens participated in the budget and give suggestions.

## **BEST PRACTICES-2**

### **College Social Responsibility (CSR)**

Our college adopted the village named Rangapuram of Poondi Block of Thriuvallur District, Tamilnadu since 2017. This village has total population of nearly 300 and total household is 83. This remote village has the tribal population and their main occupation is fishing and snake catching. Our college has adopted the village to develop the community in terms education and health. Since then organized various programme to achieve the objectives.

#### **Objective:**

- **To improve the education status of the children**
- **To provide awareness and improve the physical health condition of the village**
- **To inculcate the service mind among the students of the college**
- **To provide the real time exposure to higher education students to study the village**

#### **Village Survey:**

The statistics department of our college conducted village survey. Students of the department along with faculty supervisor Dr. Rajesh were involved and conducted the survey on 13.09.2017. This survey was highly helpful in indentifying socio-demographic characteristics of the village and organizes the program based on the information derived from the survey.

### **Rural Camps:**

The Students of Master of Social Work (MSW) conducted Rural Camp in all adopted in the adopted Village Rangapuram. MSW department conducted the Camp in 2017 from 10.09.2017 to 16.09.2017 and 2018 from 16.09.2018 to 22.09.2018. Each camp is for 7 days. Students stayed in the village to conduct various program like Medical Camp, Awareness on education, Competition program at Primary School, village survey and Rally. The students also conducted program related to health, education, sanitation, grievance addressing program and awareness on women empowerment.

### **Seethamma Garu Day:**

Our College celebrated our founder couple day on 15.12.2017 by conducting competition in the school to promote healthy living among children. College conducted the various competition and distributed prizes for them.

### **Share Auto facility for Rangapuram School going students:**

In Rangapuram village the school dropout rate was high due to non availability of transport to nearby school. Our college took initiative in arranging share auto to pick up and drop the children in that village. The expenses are borne by the management of the college. The net result is now the school dropout come to nil. This is one of the major achievements in adopting of villages. Share Auto facility carried out from 2018 till today.

### **Republic Day Celeberation with Denatl Check up;**

Our college in association with Priyadarshini Dental College and Hospital Chennai conducted free dental check up on the eve of Republic day. This was organized to promote health condition of the village. Because through survey it was found that this village community were poor in knowledge on dental care.

### **Providing Basic Items:**

The program organized to help the needy on 14.10.2017 to help the needy community. The Rangapuram village people fall below poverty line, in order to improve their living standard and have safe life we distributed Umbrellas to each Household, Distribution of Tarpaulins, Bed sheets, Mats, Sarees, Dhotis, Towels, T-Shirts, Shorts, Stainless Steel Plates& Tumblers to each Household.

### **Conducted Participatory Rural Appraisal (PRA):**

The UBA cell conducted PRA in all adopted villages to map out the resources, problems and felt need of the community. In all five villages the UBA cell conducted the PRA and mapped the resources and problems.

### **Independence Day:**

Our college celebrated our Nation Independence day in the adopted village on 15.08.2018. College felt that our Nation Lives in the village, so it is appropriate to meet village community on this occasion. Our NCC cadets conducted parade in the village.

### **Supporting Government High School Mamandur Village:**

Our college apart from organizing various program supported the Government High School at Mamandur of Thirvallur District by providing Chairs, Table, Stationary items etc worth Rs. 10000 on 01.11.2018.

### **Proposal of Construction of Community Hall:**

Our college Management has passed the resolution to build community hall at Rangapuram to smoothening the community based program at the village. The objective of building community hall is to organize program like adult education, KVIC, tailoring classes, English, Mathematics and Computer Education to the needy etc. This Proposal was addressed to District Adidraavidar and Tribal Officer of Thiruvallur, Tamil Nadu. It is in the pipe line.

<b>File Description</b>	<b>Document</b>
Link for any other relevant information	<a href="#">View Document</a>
Link for Best practices in the Institutional web site	<a href="#">View Document</a>

## **7.3 Institutional Distinctiveness**

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

#### **Response:**

The Last will and Testament of our benevolent founder Calavala Cunnan Chetty Garu dated 19th July 1920 expressed the thought which every benefactor in the institution cherish always.

"I am anxious that the bulk of my properties should be utilised for charities and that my name should be perpetuated not by descendants, but by Schemes of Public benefaction. The Trustees live up to the ideals of the founder by various schemes one of which we identify as the nutritious noon meal scheme which was successfully followed for the service to humanity is service to God. The charities of DRBCCC HINDU COLLGE nutritious meal scheme for poor students is one of the best practices successfully followed for the past 27 years.

#### **OBJECTIVES OF THE PROGRAMME**

- To Provide nutrition to the under fed and under nourished students.
- To encourage students from disadvantaged backgrounds to attend college regularly and to help them in attaining formal educations.

**BENEFICIARIES PROFILE :**

From the entry profile of the students, the Management identifies the economically poor students. Many students have unfortunate situations of Single Parent without basic financial support, Parent low job profiles, words of alcohol addicts, students of milk packet & newspaper delivery boys too. Further their situation is alleviated by distance travel from remote villages of Tiruvallur, Tiruttani, and nearby distances.

Students in Sports with early morning coaching also got benefited by the scheme. Addressing all the issues, the trustees started the scheme which caters to the well being of the students with the conviction that Sound mind is in the sound body.

**Details of the Scheme**

Sl.No	Year	No.of.Students	Amounts
1	2019-20	35770	715400
2	2018-19	23994	479880
3	2017-18	28626	572520
4	2016-17	22102	417390
5	2015-16	16204	305532

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

We are one of the best colleges in Tiruvallur district of Tamil Nadu. We encourage our faculty members to complete Doctoral in Philosophy in relevant discipline. Further, our staff members in the Tamil Department, Dr. M Kasthuri and Dr. K Lakshmi completed their Higher Research Degree of Post-Doctoral Fellowship. Our college strives to maintain and sustain high standards of teaching and learning through the better integration of the Information Communication Technology. In addition to that, the college would be undertaking efforts for the following sections of the respective criteria.

3.4.2 (Research, Innovations and Extension – Government Extension activities awards)

5.2.1 (Student Support and Progression - Placement)

6.3.3 (Governance, Leadership and Management – Professional Development Training)

Hence the college chooses to opt out of the above for the submission of SSR.

DRBCCC Hindu College will continue its academic journey and will consistently improve the quality in all the domains and chosen research fields.

### Concluding Remarks :

DRBCCC Hindu College is an academic space which exists because of the open-mindedness and benevolence of Dharmamurthi Rao Bahadur Calavala Cunnan Chetty Garu and his wife Seethamma Garu. They created this learning space for educating the young men and women of the semi-urban area of Thiruvallur district. The philanthropic vision of our founder was appreciated by Dr. Annie Besant and Mahakavi Subramania Bharathiar. The members of the DRBCCC Charities Trust Board continue the legacy of the founder and is engaged in several charitable activities like managing three schools, ayurvedic hospitals and evening schools for adults. The college has twenty-three UG courses and five PG courses in Shift 1 and Shift 2. The DRBCCC Charities celebrated the 150th Birth Anniversary of our Founder along with the Jubilee celebrations of our college. The event was presided over by the Honourable Vice President of India Shri. M Venkaiah Naidu and the Honourable Governor of Tamil Nadu, Shri Banwarilal Purohit.

The college is affiliated to the University of Madras and it follows the CBCS curriculum. The student, once he enters the portals of the college is moulded into a self-reliant individual with good human values. Community development is ingrained in the academic DNA of our college. Through the adoption of the tribal village and through the various extension activities, the college is performing a great service to the nation by giving the young minds an opportunity to excel in their life. The college has made significant progress in terms of providing quality education. The research initiatives, industry-academia interface, extension programmes by the college have promoted research culture and establishment of good bond with the community and industries. The college can feel proud about the social responsibility initiatives and the smiles that we bring to the faces of our students. We will move forward in this journey of self-improvement and pursuing excellence in whatever we do. We will strive to keep the vision of our beloved



**Founder couple as the central idea around which we will create a just and humanistic society. The pursuit of academic excellence will continue as well.**

NAAC

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p><b>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 last five years</b></p> <ol style="list-style-type: none"> <li>1. Academic council/BoS of Affiliating university</li> <li>2. Setting of question papers for UG/PG programs</li> <li>3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses</li> <li>4. Assessment /evaluation process of the affiliating University</li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above</p>																				
1.2.2	<p><b>Number of Add on /Certificate programs offered during the last five years</b></p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>85</td> <td>12</td> <td>11</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Observation accepted, documents are cut &amp; pasted which will not considered.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	85	12	11	0	0	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	0	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
85	12	11	0	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	0	0	0																	
1.2.3	<p><b>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</b></p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1064</td> <td>235</td> <td>223</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Observation accepted, edited as per metric 1.2.2</p>	2019-20	2018-19	2017-18	2016-17	2015-16	1064	235	223	0	0	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	0	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
1064	235	223	0	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	0	0	0																	

1.3.2	<p><b>Average percentage of courses that include experiential learning through project work/field work/internship during last five years</b></p> <p>1.3.2.1. <b>Number of courses that include experiential learning through project work/field work/internship year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>7</td> <td>2</td> <td>0</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>7</td> <td>1</td> <td>0</td> <td>1</td> </tr> </tbody> </table> <p>Remark : The courses that support experimental learning through project work/field work/internship not prescribed by the affiliating university is not considered.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	6	7	2	0	1	2019-20	2018-19	2017-18	2016-17	2015-16	6	7	1	0	1
2019-20	2018-19	2017-18	2016-17	2015-16																	
6	7	2	0	1																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
6	7	1	0	1																	
1.3.3	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year</b></p> <p>1.3.3.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 637</p> <p>Answer after DVV Verification: 269</p>																				
1.4.1	<p><b><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></b></p> <p><b>1) Students</b></p> <p><b>2) Teachers</b></p> <p><b>3) Employers</b></p> <p><b>4) Alumni</b></p> <p>Answer before DVV Verification : B. Any 3 of the above</p> <p>Answer After DVV Verification: B. Any 3 of the above</p>																				
1.4.2	<p><b>Feedback process of the Institution may be classified as follows:</b></p> <p><b>Options:</b></p> <ol style="list-style-type: none"> <li><b>1. Feedback collected, analysed and action taken and feedback available on website</b></li> <li><b>2. Feedback collected, analysed and action has been taken</b></li> <li><b>3. Feedback collected and analysed</b></li> <li><b>4. Feedback collected</b></li> <li><b>5. Feedback not collected</b></li> </ol>																				

	<p>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken          Answer After DVV Verification: C. Feedback collected and analysed</p>																									
2.1.1	<p><b>Average Enrolment percentage (Average of last five years)</b></p> <p>2.1.1.1. <b>Number of students admitted year-wise during last five years</b>          Answer before DVV Verification:</p> <table border="1"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> </table> <p>2.1.1.2. <b>Number of sanctioned seats year wise during last five years</b>          Answer before DVV Verification:</p> <table border="1"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>1885</td> <td>1787</td> <td>1772</td> <td>1816</td> <td>1653</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>1885</td> <td>1787</td> <td>1772</td> <td>1716</td> <td>1653</td> </tr> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	2019-20	2018-19	2017-18	2016-17	2015-16	1885	1787	1772	1816	1653	2019-20	2018-19	2017-18	2016-17	2015-16	1885	1787	1772	1716	1653
2019-20	2018-19	2017-18	2016-17	2015-16																						
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2019-20	2018-19	2017-18	2016-17	2015-16																						
1885	1787	1772	1716	1653																						
2.3.3	<p><b>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )</b></p> <p>2.3.3.1. Number of mentors          Answer before DVV Verification : 752          Answer after DVV Verification: 168</p> <p>Remark : Data for the latest completed academic year is considered.</p>																									
2.4.3	<p><b>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</b></p> <p>2.4.3.1. <b>Total experience of full-time teachers</b>          Answer before DVV Verification : 1105          Answer after DVV Verification: 956</p>																									
3.1.1	<p><b>Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)</b></p> <p>3.1.1.1. <b>Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)</b>          Answer before DVV Verification:</p> <table border="1"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>3</td> <td>0.50</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	3	0.50	0	0	0	2019-20	2018-19	2017-18	2016-17	2015-16										
2019-20	2018-19	2017-18	2016-17	2015-16																						
3	0.50	0	0	0																						
2019-20	2018-19	2017-18	2016-17	2015-16																						

3.5	0	0	0	0
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Remark : Input edited as per the documents provided by HEI.

**3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)**

**3.1.2.1. Number of teachers recognized as research guides**

Answer before DVV Verification : 6

Answer after DVV Verification: 0

**3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years**

**3.1.3.1. Number of departments having Research projects funded by government and non-government agencies during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	0	0	0

**3.1.3.2. Number of departments offering academic programmes**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
28	26	24	24	22

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
28	26	24	24	22

Remark : Input edited as per given document by HEI.

**3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years**

**3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years**

Answer before DVV Verification : 21

Answer after DVV Verification: 19

**3.3.1.2. Number of teachers recognized as guides during the last five years**

Answer before DVV Verification : 6

Answer after DVV Verification: 5

**3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**

**3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
60	38	17	11	12

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
17	12	1	2	1

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

**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 last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
48	46	51	122	26

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
30	15	29	45	11

Remark : Books with ISBN number and year mentioned on cover page is considered.

**3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years ( including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
26	18	21	17	20

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	0	0	0

Remark : Detailed report for each extension and outreach program is not provided hence input edited.

**3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**

**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 last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1195	1850	1700	510	1100

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
122	0	0	0	0

Remark : Input Edited as per provided list of student by HEI.

**3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**

**3.5.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	0	0	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	0	0	0

**3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**

**3.5.2.1. Number of functional MoUs with Institutions of national, international importance,**

**other universities, industries, corporate houses etc. year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

4.1.3 **Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 31

Answer after DVV Verification: 23

4.1.4 **Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**

4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
473.2421 3	133.9438 8	179.8097 0	72.36455 5	65.54837

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
473.2421	133.9438	179.8097	72.36455	65.54837

4.2.2 **The institution has subscription for the following e-resources**

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

4.2.3 **Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**



**4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3.90624	4.00678	4.30604	3.38998	2.56776

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3.90624	4.00678	4.30604	3.38998	2.56776

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the last completed academic year**

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

Answer before DVV Verification : 132

Answer after DVV Verification: 10

**5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years****5.1.2.1. Total number of students benefitted by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
111	98	107	59	17

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
110	91	108	59	17

**5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

**5.2.1 Average percentage of placement of outgoing students during the last five years**5.2.1.1. **Number of outgoing students placed year - wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
33	7	77	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
33	7	77	0	0

**5.2.2 Average percentage of students progressing to higher education during the last five years**

**5.2.2.1. Number of outgoing student progression to higher education during last five years**

Answer before DVV Verification : 657

Answer after DVV Verification: 478

Remark : Edited as per the documents provided by HEI(blurred documents not considered)

**5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

**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) year-wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
6	14	6	2	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	10	3	1	0

Remark : Clear copy of documents is considered.

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

**5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2886	2267	2563	2387	1144

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4	0	0	0	0

Remark : Events cannot be split into activities hence input edited.

**5.4.2 Alumni contribution during the last five years (INR in lakhs)**

Answer before DVV Verification : A. ? 5 Lakhs

Answer After DVV Verification: E. <1 Lakhs

Remark : Input edited because relevant document as per SOP not provided by HEI.

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

**6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	4	8	7	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	4	8	7	3

**6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**

**6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	0	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1	0	1

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
100	117	53	50	38

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
16	5	3	4	0

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

6.4.2.1. **Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12.01501	12.01501	11.41501	7.71500	7.51500

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
12.01501	12.01501	11.41501	7.71500	7.51500

6.5.3 **Quality assurance initiatives of the institution include:**

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

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: D. 1 of the above

7.1.4 **Water conservation facilities available in the Institution:**

1. **Rain water harvesting**

	<ol style="list-style-type: none"> <li>2. <b>Borewell /Open well recharge</b></li> <li>3. <b>Construction of tanks and bunds</b></li> <li>4. <b>Waste water recycling</b></li> <li>5. <b>Maintenance of water bodies and distribution system in the campus</b></li> </ol> <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: D.1 of the above</p>
7.1.5	<p><b>Green campus initiatives include:</b></p> <ol style="list-style-type: none"> <li>1. <b>Restricted entry of automobiles</b></li> <li>2. <b>Use of Bicycles/ Battery powered vehicles</b></li> <li>3. <b>Pedestrian Friendly pathways</b></li> <li>4. <b>Ban on use of Plastic</b></li> <li>5. <b>landscaping with trees and plants</b></li> </ol> <p>Answer before DVV Verification : Any 4 or All of the above Answer After DVV Verification: B. 3 of the above</p>
7.1.6	<p><b>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</b></p> <ol style="list-style-type: none"> <li>1. <b>Green audit</b></li> <li>2. <b>Energy audit</b></li> <li>3. <b>Environment audit</b></li> <li>4. <b>Clean and green campus recognitions / awards</b></li> <li>5. <b>Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: D.1 of the above</p>
7.1.7	<p><b>The Institution has disabled-friendly, barrier free environment</b></p> <ol style="list-style-type: none"> <li>1. <b>Built environment with ramps/lifts for easy access to classrooms.</b></li> <li>2. <b>Disabled-friendly washrooms</b></li> <li>3. <b>Signage including tactile path, lights, display boards and signposts</b></li> <li>4. <b>Assistive technology and facilities for persons with disabilities ( Divyangjan) accessible website, screen-reading software, mechanized equipment</b></li> <li>5. <b>Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</b></li> </ol> <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: C. 2 of the above</p>
7.1.10	<p><b>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</b></p> <ol style="list-style-type: none"> <li>1. <b>The Code of Conduct is displayed on the website</b></li> <li>2. <b>There is a committee to monitor adherence to the Code of Conduct</b></li> <li>3. <b>Institution organizes professional ethics programmes for students, teachers, administrators and other staff</b></li> <li>4. <b>Annual awareness programmes on Code of Conduct are organized</b></li> </ol>

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p><b>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>781</td> <td>747</td> <td>750</td> <td>722</td> <td>701</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>781</td> <td>747</td> <td>750</td> <td>722</td> <td>701</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	781	747	750	722	701	2019-20	2018-19	2017-18	2016-17	2015-16	781	747	750	722	701
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2019-20	2018-19	2017-18	2016-17	2015-16																	
781	747	750	722	701																	
2.1	<p><b>Total number of classrooms and seminar halls</b></p> <p>Answer before DVV Verification : 117</p> <p>Answer after DVV Verification : 100</p>																				
2.3	<p><b>Number of Computers</b></p> <p>Answer before DVV Verification : 425</p> <p>Answer after DVV Verification : 60</p>																				