



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 3)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
DHARMAMURTHI RAO BAHADUR CALAVALA CUNNAN CHETTY'S
HINDU COLLEGE**

**Chennai
Tamil Nadu
600072**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	DHARMAMURTHI RAO BAHADUR CALAVALA CUNNAN CHETTY'S HINDU COLLEGE Chennai Tamil Nadu 600072	
2.Year of Establishment	1969	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	24	
Programmes/Course offered:	28	
Permanent Faculty Members:	153	
Permanent Support Staff:	43	
Students:	4631	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none"> 1. Catering to the needs of sub-urban students in remote area of Tiruvallur, Tamil Nadu, with majority of students from poor backgrounds and have linguistic Telugu minority status. 2. Govt. Post Graduate Co-education College with more than 4600 students out of which 55% are female students. 3. The College provide 100% fee waiver to the outstanding students, free noon meals to the needy students, free breakfast to the sports students, through charities. It has also adopted a tribal village. 	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 03-08-2021 To : 04-08-2021	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. ARUN KUMAR MITTAL	Vice Chancellor,BBD University
Member Co-ordinator:	DR. PIYUSH PANDEY	Professor,Assam University
Member:	DR. KRISHNAMA RAJU SANGARAJU	Principal,SAKET COLLEGE OF ARTS, SCIENCE AND COMMERCE
NAAC Co - ordinator:	Dr. Devender S Kawday	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum delivery through a well planned and documented process
1.1.2 QIM	The institution adheres to the academic calendar including for the conduct of CIE
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

The college, Dharmamurthi Rao Bahadur CalavalaCunnan Chetty's Hindu College in located is sub-urban location which has a beautiful green campus with a good infrastructure. It was observed that the college provides higher education to the socially under privileged and financially weaker students. The college is running 25 UG through double-shifts working module and also have 5 PG programmes for Arts, Science and Commerce. M.Phil course is also there in Commerce.

The Curriculum is designed and developed by Madras University. The two senior teachers at college had participated in the University curriculum designing and development process. The institution ensures the effective implementation of the curricula and observes the completion of course from time to time. The teachers prepare the class schedule in advance and complete the syllabus accordingly. In addition to the continuous internal assessment made in accordance with Madras University guidelines, at the end of each academic session the student's performance is evaluated. There had been 08 new courses introduced during the last five years. CBCS system is followed for all the programmes. The gender equity is well maintained in the college and the grievances of the girl students are well taken up. The college has a separate gender cell that organizes events on gender sensitization issues. Also, students actively participate in NSS, and blood donation camps. The syllabi of arts and social work streams are enriched with human values in which the gender equality, human rights, rights to women, etc., have been taught. The students are given opportunity to attend to Human rights, Community development, Rural development, Women and child development & Social legislation programmes etc. The college has also adopted a village for this purpose. NSS, NCC and Youth Red Cross are available to the student, which is useful to induce social responsibility in students.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.2 QIM	Teachers use ICT enabled tools for effective teaching-learning process.
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and mode
2.5.2 QIM	Mechanism to deal with internal/external examination related grievances is transparent, time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.
2.6.2 QIM	Attainment of programme outcomes and course outcomes are evaluated by the institution.
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The admissions are done as per the guidelines of the University. The college organizes orientation/induction programmes for freshers. Some add-on courses have also been introduced, the classes of which are held after the completion of regular classes. Special attention is given to differently abled students. The college follows traditional methods such as chalk and talk, aural-oral methods; and also, widely uses ICT devices LCD projectors, Google classrooms, Kahoot for teaching-learning process. The college uses field trips, projects, seminars and peer teaching for providing experiential learning. Also, the students take participative learning in classroom. Problem solving methodologies are used in teaching practice by gradual upgrading the difficulty level of problems being given to students to solve. The advance and slow learners are identified based on their performance in internal assessment tests, assignments and seminars. Also, the marks secured in the qualifying examination and the pre-course, at the entry level are used for this purpose. Advance learners are given training for leadership and teachings beyond syllabus, while slow learners are attended by arranging tutorial / remedial classes to improve their performance. The pass percentage of students is improving gradually since last five years. The internal exam performance is shared with the students and also used for providing suggestions to students to take the corrective measures, in case required. Seminars and assignments are attended for feedback at the time of assessment itself. The academic calendar is adhered by the college as laid down at the beginning of semester. Continuous evaluation and internal assessment is done for 25 marks, as per the guidelines of the University of Madras.

There are 71 teachers, out of 143, with Ph.D., while rest are having M.Phil/ postgraduate degrees. Permanent teacher recruitment process is as per the govt. norms and the part-time teachers are selected by the college on merit basis. Eight sanctioned teaching-posts are yet to be filled. Programme outcomes (PO) and programme specific outcomes (PSO) are defined and available on the website.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	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.
3.5	Collaboration

Qualitative analysis of Criterion 3

Five teachers are recognised as research guides and two projects, funded by government agencies were undertaken. 33 research papers in UGC listed journals have been published in last five years. Teachers have also contributed to books, chapters and contributed papers on a small scale in conferences. The college supports two Centres - Cunnan Knowledge Centre and Youth Resource Centre that serve as a kind of incubation centre for learning. These two centres of learning support incubation by exposing the learners to the subjects beyond the syllabus. These are being used to provide information on the recent trends in different fields of commerce, trade, economics, science, sociology and history. The college invites the services of external subject experts and eminent personalities from the industry who deliver lectures and conduct practical sessions for the students

Extension activities creating social awareness about social evils and moral values are carried out by staff and students. Major extension activities are done through NSS and NCC. The college has several functional MOUs. It has established relationship with district hospital pathology department and Red Cross, and hence organizes blood donation camps successfully at regular intervals. The college regularly organizes community development program, general medical check up programs, with the help of NGOs, and also, it has adopted Rangapuram Tribal village for social welfare programmes and activities.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.
4.1.2 QIM	The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

The Institution provides adequate classrooms, laboratories, seminar halls and conference rooms and computing equipment to facilitate the teaching – learning process effectively. There are separate, twenty-two classrooms in shift-1 and seventy-nine for shift-2. There are total 23 ICT rooms located in five main buildings/blocks four of which are for academic purpose while one hosts all administrative and other offices like NCC, and NSS. Science labs are equipped with basic instruments. The conference halls and seminar halls are equipped with LCDs, Broad band Net, display boards, CCTVs and AV systems. Sports infrastructure is good and supports the need of physical education department. The college has an active physical education department and mandatory Yoga course as per Madras University curriculum. The college has got a 400 Mts. standard track and a Basketball court. It has also established three parallel cricket pitches for net practices 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 badminton court. Cunnan sports centre houses a normal gym, table tennis courts, and facility for indoor games like chess and carom for boys and girls.

Library has started automation of catalogue and issue system. Library has taken the membership of UGC N-list Programme. 54776 books are available, including text and reference books, whereas 40 Journals and 31 magazines are subscribed. Books are bar-coded and well sorted and arranged subject-wise. Books for competitive exams, and reference books are arranged separately. Reprography section is available in the library. Internet facility is available in the campus through LAN with average speed. College has a renovation, repairing and monitoring system, with dedicated job for maintenance of the buildings assigned to supporting staff.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	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)
5.4	Alumni Engagement
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5

The College has a general students union. The office bearers of the union such as Chairpersons (boy and girl), Secretary-boy and Secretary-girl are elected by the class representatives who have been elected by the students of the class. The elected office bearers, the Principal and the president of the union form the union. The role of the office bearers has been identified in organizing competitive events, cultural show and extra-curricular activities. Student grievances are put and resolved through mentoring mechanisms. Each department has its own associations and forums for Tamil Literacy Association, English Literary club and History Association. In the various college committees, the student council is represented by a nominated member. The Alumni Association is required to be registered and more functional to contribute significantly to the development of the institution through financial and non-financial means. During the last five years, it has contributed financial support of about one lakh rupee. Alumni association may take a role to guide the college for placements, and overall development, by organizing Alumni-meet biannually, in a proactive manner.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of and in tune with the vision and mission of the institution
6.1.2 QIM	The effective leadership is visible in various institutional practices such as decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic / Perspective plan is effectively deployed
6.2.2 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institutions Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	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)

Qualitative analysis of Criterion 6

The college has visionary management, with experience and qualified trustees. The goals and plans of the management is clear and justified with the vision statements. The College is managed by a trust, which is sincerely engaged in philanthropic activity, and it annually provides approximately 15lakh rupees scholarships to needy students.

The trustees may encourage participative management and also focus on capacity building for long term planning for being a self-sufficient College. E-governance in the form of ERP [Enterprise Resource Management] system should be used not only for examination, but also for administrative and Quality assurance purpose. Paper less administration is required to be developed. The trust takes care of the welfare measures for the faculty members of self-finance courses. Further schemes are needed to motivate and retail the teaching and nonteaching staff, like medical insurance, gratuity, travel, children education etc. The college

conducts orientation programme for new teachers.

The college has Internal Quality Assurance Cell. The institution has to further strengthen the system for regular performance appraisal, feedback for teaching and non-teaching staff, and action taken framework. This is essential today for quality improvement in education and recommended to be implemented. College conducts the External academic audit with the help of external experts. The recommendations are being considered in Action plan for consecutive year. The college receives sponsorship and donations from different NGOs too, for the students.

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Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity during the last five years.
7.1.3 QIM	Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management
7.1.8 QIM	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).
7.1.9 QIM	Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).
7.1.11 QIM	Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

The institute has a gender sensitivity cell, which organises programme for Gender sensitivity. Programmes have been conducted on women empowerment, legal awareness, women's rights and laws, security and dignity of women, women self defence etc. The College has a MoU with paper mill that collects some solid waste and process for paper industry. Solid waste is segregated into biodegradable and non-biodegradable waste. Biodegradable portions are converted in fertilizer / compost.

The College have rainwater harvesting systems, and also has undertaken Green audits. Staff and students are using public transport and in fact, a local railway station has been named as Hindu college station, for the halt of local trains. The college uses LED and have solar installations. Events are organized to celebrate the important days like Science days, Independence and republic days, and birth anniversaries of eminent people of the region.

The college has established a commerce lab for training of students of poor socio-economic background for company, banking, and tax related work. The college emphasizes on social upliftment by community service. The college realizes its social responsibility and has adopted a tribal village with population of 300 and total household is 83 and working for betterment of education and health. Medical camps are organized in rural areas, and also awareness programs for sanitation and hygiene are organized.

Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Strength

Strength:

1. Fee waiver to the meritorious students.
2. The curriculum is enriched with the use of ICT facilities in the class rooms.
3. The Faculty is also provided training in the latest ICT tools.
4. Eco-Friendly campus.
5. MOU's with Unnat Bharat Abiyan etc.

Weakness:

1. Library needs a separate building.
2. No Hostel facility.
3. Less quality publications by the faculty.
4. Labs need to be modernized.
5. No provisions of seed money for the encouragement of the faculty for research.

Opportunities:

1. With good number of Ph.D. faculties the college can received funds from various Government and Non-Government organizations.
2. The geographical location makes it convenient for college for community development.
3. Possibility of partnership with skill India.
4. Research Centre can be established.
5. Optimum use of sports facilities.
6. To provide coaching for competitive examinations to the students.

Challenges:

1. To attract students from all sections of the society.
2. To improve communication skill of the students.
3. To inculcate research environment in the college.
4. To compete with the colleges in the closed proximity.
5. To get registration of Alumni Association and its optimum use in the development of the college.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Faculty members be encouraged to undertake research projects and for publication of papers in quality Journals.
- Job Oriented Professional courses be started.
- Steps should be taken to improve soft and communication skills of the students.
- Remote access facility be installed in the Library.
- Career counselling and training placement cell be strengthened. Efforts for placement should also be made at department level.
- Alumni association should be registered and more functional.
- Forensic lab be established for the students of Criminology and Police administration.
- Other labs should also be modernized and more equipped. Waste management policy for science Labs be formulated.
- The College should provide Hostel facility to the students.
- Gymnasium be Modernized.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. ARUN KUMAR MITTAL	Chairperson	
2	DR. PIYUSH PANDEY	Member Co-ordinator	
3	DR. KRISHNAMA RAJU SANGARAJU	Member	
4	Dr. Devender S Kawday	NAAC Co - ordinator	

Place

Date

NAAC