



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**DHANRAJ BAID JAIN COLLEGE**

**DHANRAJ BAID JAIN COLLEGE (AUTONOMOUS) RAJIV GANDHI SALAI,  
JYOTHI NAGAR, IT CORRIDOR, THORAIPAKKAM, CHENNAI- 600097  
600097**

**[www.dbjaincollege.org](http://www.dbjaincollege.org)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**June 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Seth Shri Dhanraj Baid from the Jain Community in Chennai with a mission to make education accessible to all.

The trust established Dhanraj Baid Jain College in 1972. Dhanraj Baid Charities is represented by its trustee Sri.Ratachand Savansukha came forward with a donation of Rs.7 Lakhs partly in the form of property & partly as cash and made it possible to establish the arts & science college in Chennai. The college was named after Sri.Dhanraj Baid. The trust established Dhanraj Baid Jain Institute of Management in 1976. Both these institution are located on a land measuring 17.05 acres with a built up area of over 16722.55sq.ft.

In 1972, a group of Jain philanthropists formed the TEAM trust (now TEAM Foundation), which aimed to fulfill Seth Dhanraj Baid's vision. They established an Arts and Science College in his honor, starting with pre-university courses. Today, the college provides higher education to over 2700 students across 9 UG programs,3 PG programs and 2 PhD Programs emphasizing affordability with a policy of no donations or capitation fees. Registered as a minority Jain institution, its motto "Darkness to Light" reflects its commitment to guiding students from ignorance to knowledge.

From its inception, innovation has been integral to the institution's growth. Located on the Old Mahabalipuram Road (OMR) in the IT Corridor (Rajiv Gandhi Salai) the college is affiliated with the University of Madras and accessible by both road and suburban train. With increasing transportation options, access to the college has become even more convenient.

It is recognized by UGC under 2(f), 12(b) and it has obtained autonomous status in 2008. Dhanraj Baid College has completed the journey over 50 years of academic excellence and has achieved renowned academic institution in the higher educational institutions. Outcome based education is in practice in our college and student centric approach has been followed in the teaching learning process.

Our pursuit for excellence is supported by a team of faculty, competency-based curriculum, state of art infrastructural facilities, a research center, adequate financial support and welfare measures training and placements in industries for higher education and encouragement for entrepreneurs.

### **Vision**

Transformation of human mind and creation of a new culture that has patience for rules, laws, code of conduct, moral values, natural courtesies and human dignity.

### **Mission**

To instil an everlasting urge in the students to learn to think clearly and objectively. To develop energy and vitality to them and enable them to perform effectively to bring peace and prosperity in the society.

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

### Institutional Strength

- Leadership prioritizes vision and growth while upholding democratic values.
- The governance system is decentralized, participative, and transparent.
- Strategic planning fuels ongoing expansion of infrastructure and academic offerings.
- Financial assistance generously aids underprivileged students.
- UGC funding supports women's hostel and indoor stadium.
- Community engagement positively impacts enrolment and support for first-generation learners.
- Curriculum is tailored to meet regional and global industrial needs, emphasizing student-centered approaches
- Specialized training caters to both struggling and advanced learners
- Campus features advanced technology and abundant green spaces
- Central library is fully automated, offering both print and digital resources
- Faculty members are highly qualified and committed
- Doctor services are accessible at the Apollo Shine.
- Medical leave, group insurance coverage provided.
- Vibrant alumni network.
- Faculty members are incentivized for research paper publication and active participation in seminars and conferences.
- Placement cell offers intensive training, leading to excellent placement outcomes.
- Robust mentoring and counseling services are available, staffed by professionals.
- Life and professional skills training is provided through various centers, cells, and clubs.
- Active MOUs facilitate knowledge exchange, internships, and placements.
- Industry experts contribute to academic programs and advisory boards.
- Institution is committed to community service, social justice, and women's empowerment.
- Sustainable practices are prioritized for a cleaner environment.
- Student-friendly learning environment with value-added courses addressing industry demands.
- Well-equipped laboratories feature cutting-edge infrastructure, and faculty members possess adequate industry experience.
- Platforms are available for students to showcase talents in sports, cultural, and fine arts.
- E-governance is implemented in academic and administrative processes from admission to marksheet generation.
- IQAC guides strategic planning and activity deployment.
- Sports achievements bolster the institution's sports arena.
- Autonomous status provides academic flexibility through a Choice Based Credit System integrating OBE.
- Results are published timely, with question paper setting, printing, sealing, and scrutiny conducted externally.
- Dummy numbering system and double valuation system are implemented for PG.
- Provision is made for instant examination and revaluation, with minimal expenditure due to ERP implementation.
- Centralized Continuous Internal Assessment Test is conducted.
- Scribes are provided for examinations, and there's an exclusive examination cell for conducting exams.

### Institutional Weakness

- Incubation Centre and startup support initiatives are currently in progress.
- Strategy in place to increase faculty members holding Ph.D. qualifications.
- Emphasis placed on research publications in Scopus and Web of Science-indexed journals.
- Ongoing efforts to enhance consultancy services.
- Implementation of measures to address English fluency challenges among students from first-generation and down-trodden society.
- Heightened focus on attracting students from various states and countries for enrolment.

### **Institutional Opportunity**

- Implementation of online examination and training modules.
- Establishment of a certificate verification depository and Center for Potential of Excellence.
- Collaboration with industries and companies to enhance job opportunities, project development, and consultancy work, leveraging alumni networks.
- Introduction of academic bank credit for all students in line with the guidelines of the new education policy.
- Promotion of start-ups through incubation facilities.
- Exploration of diversification opportunities in alignment with NEP 2020.
- Pursuit of additional research grants to strengthen the research initiatives.

### **Institutional Challenge**

- Predominantly, students come from Tamil medium educational backgrounds.
- The proliferation of Government and self-financing Arts & Science Colleges in the region could present a challenge to this institution.
- Providing employment opportunities for students in their respective fields.
- Striving for various national rankings and fostering innovation to generate intellectual property rights (IPR) and patents.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The college is offering a diverse range of programs including 9 UG , 3 PG and 2 PhD programs and both UG and PG programs operate under the Choice Based Credit System (CBCS). This system integrates elective courses, soft skill courses, foreign languages, internships, and projects to ensure academic flexibility.

Moreover, the college offers numerous value-added programs across departments to enhance graduate attributes. The department oversees the organized and structured implementation of the curriculum, distributing semester configurations and lesson plan formats to departments. At the heart of the curriculum lies outcome-based education (OBE), consistently applied across all academic programs. This approach focuses on achieving program outcomes (PO), program-specific outcomes, and course outcomes, ultimately preparing students for competitiveness in the job market and nurturing potential entrepreneurs.

The institution collaborates with software professionals on its Board of Studies to ensure alignment with the

evolving needs of the software industry and tailored to meet the local IT sector demands like Python, Cloud Computing, Artificial Intelligence and IOT.

The curriculum is designed to cater to local, regional, national, and global work requirements. The Commerce and Management courses cover a wide range of subjects such as advanced financial accounting, consumer behaviour, HRM, marketing and entrepreneurial development.

The curriculum is meticulously designed by the Board of Studies, comprising University Nominees, External Subject Experts, industrialists, Alumni, Heads, and Senior Faculties. The recommendation of the syllabus by BOS, will be ratified by the Academic Council further more the Governing Body approves the minutes of a meeting of the Academic Council.

Continuous Internal Assessment (CIA) components are managed by the Examination Cell, conducting two internal exams and a model exam before the autonomous semester examination. Cross-cutting issues such as Professional Ethics, Gender, Human Values, Environment, and Sustainability are integrated into the curriculum to enhance learning experiences.

The pedagogical strategy encourages self-learning, supports faculty mentoring, and emphasizes credit transfer options for online courses from platforms like NPTEL. Employability is a core focus, with the curriculum designed to provide students with practical skills and competencies. Comprehensive feedback from stakeholders is meticulously analysed, leading to actions for enhancing the academic environment.

### **Teaching-learning and Evaluation**

DBJC, having attained autonomous status, embodies a holistic approach to delivering quality education while nurturing proactive students with a scientific mindset. Originating from a vision to uplift rural students from impoverished backgrounds, the institution stands as a beacon of increased literacy rates among first-generation learners. Adhering to state government directives, DBJC ensures fairness and transparency in its admission processes, as delineated in its prospectus and website, aligning with governmental and university regulations.

Embracing diversity, DBJC upholds government reservation policies, granting preference to economically disadvantaged, socially marginalized, first-generation, differently abled, sports-oriented students. Each year, a comprehensive Student Induction Program welcomes freshmen, facilitating their seamless transition into college life.

In an inclusive learning environment, DBJC identifies and supports both slow and advanced learners. Remedial classes aid the former, while the latter are encouraged to engage in peer teaching and academic discussions. Adopting student-centric pedagogies such as real-time projects, internships, and industrial visits, the college ensures practical learning experiences, recognizes budding entrepreneurs and innovative minds, further fostering a culture of creativity.

DBJC identifies and supports both slow and advanced learners. Remedial classes aid the former, while the latter are encouraged to engage in peer teaching and academic discussions. Adopting student-centric pedagogies such as real-time projects, internships, and industrial visits, the college ensures practical learning experiences. Our Institution's Innovation Council recognizes budding entrepreneurs and innovative minds, further fostering a culture of creativity.

DBJC continually monitors and evaluates the teaching-learning process, maintaining transparency in its fully automated examination system. The Academic Calendar meticulously outlines assessments and activities, ensuring timely publication of results. Various clubs and associations promote teamwork and leadership, while participation in inter-collegiate and state-level events fosters a culture of achievement.

DBJC empowers students to explore and execute their ideas, fostering entrepreneurial skills through collaboration and incubation initiatives. By prioritizing gender equity and supporting students with learning difficulties, the institution advocates for inclusivity and equal opportunities for all.

DBJC stands as a testament to educational excellence, embodying a commitment to holistic development, innovation, and inclusivity, thereby shaping students into competent, socially responsible individuals poised for success in an ever-evolving world.

### **Research, Innovations and Extension**

DBJC actively organizes guest lectures and workshops, providing valuable opportunities for both students and staff to enhance their knowledge and expertise. A Research Advisory Committee (RAC) ensures the adherence to research ethics and professionalism across all research activities. RAC is committed to bolstering research facilities on campus and refining the research skills of stakeholders through various programs, promoting publications in peer-reviewed indexed journals and UGC Care listed journals.

Technical amenities such as Wi-Fi, INFLIBNET, and access to diverse research information are readily available. The University of Madras provides anti-plagiarism software, mandatory for research scholars during thesis submission, while most classrooms are equipped with ICT facilities. DBJC grants faculty permission for research endeavors in line with university norms, with some faculty serving on Doctoral Committees in other institutions.

The institution fosters an environment conducive to innovation and the promotion of the Indian Knowledge System (IKS), emphasizing awareness of Intellectual Property Rights (IPR) through the establishment of an IPR Cell and an Incubation Centre. Operational Memorandums of Understanding (MoUs) and linkages with various institutions and industries facilitate internships, training, exchanges, and collaborative research endeavors.

Moreover, the college has forged numerous MoUs with educational institutions and reputable placement organizations to enhance student skills and employability. The placement cell's efforts have led to a significant number of students securing employment opportunities, reinforcing the institution's commitment to student success and career development.

Extension activities are actively pursued by the National Service Scheme (NSS), Youth Red Cross (YRC), and individual departments. The enthusiastic involvement of student volunteers and teacher coordinators underscores the impact of these activities, contributing to both social awareness and holistic development. Collaboration with industry, community, and non-governmental organizations through NSS, NCC, RRC, and YRC underscores the institution's commitment to community engagement.

DBJC prioritizes values-based education, exemplified by outreach initiatives undertaken by NSS and the 'Earth Lovers' Club. These efforts encompass awareness campaigns on drug and tobacco abuse, health talks, cleanliness drives, among others, fostering societal well-being.

## **Infrastructure and Learning Resources**

In our pursuit of excellence and to rival nationally renowned educational institutions, our campus boasts cutting-edge infrastructure, embodying modernity and equipped with robust information technology support, including a state-of-the-art library.

Spanning across 17 acres, our campus features a built-up area of 16,722 square meters. Classrooms are ICT-enabled with Wi-Fi/LAN connectivity, ensuring seamless access to digital resources. An expansive air-conditioned auditorium, with a seating capacity of 700, complements digitally equipped seminar halls and boardrooms, facilitating effective organizational functions.

We prioritize the continual enhancement of our physical infrastructure, employing a dedicated system to monitor its utilization. Substantial budgetary allocations are earmarked annually for infrastructure support, maintenance, and expansion. Our campus is organized into distinct blocks, including the Main Block, Controller of Examinations Block, Alumni Block, Indoor Stadium, Skill Training Institute Block, Visual Communication Block, and Women's Hostel.

Our centrally located library accommodates over 450 students at a time, offering a vast collection of 45,115 books accessible to students, faculty, and research scholars. Library automation was initiated in 2003, streamlining the issuance process, while ample e-resources and internet connections, including access to DELNET, N-LIST, and INFLIBNET, enhance research capabilities. Additionally, subscriptions to renowned journals, magazines, and newspapers augment academic resources, with a special focus on supporting students in competitive examinations.

Five computer labs, housing more than 350 computers, cater to technological needs, supplemented by scholarship facilities provided by the government and management. Our visual communication department's recording studio undergoes periodic maintenance, ensuring optimal functionality. Furthermore, a qualified medical practitioner offers free consultations and medication on campus, with dedicated parking facilities for staff and students.

We prioritize the well-being and security of our community, providing 24x7 security personnel and surveillance cameras strategically placed throughout the campus and hostel premises. Regular yoga classes, led by experts from the Krishnamacharya Yoga Mandiram, Chennai, promote holistic personality development.

In essence, our institution's commitment to state-of-the-art infrastructure, technological advancement, academic resources, and student well-being reflects our unwavering dedication to excellence in education and holistic development.

## **Student Support and Progression**

DBJC stands as a beacon of educational excellence, steadfastly committed to ensuring that deserving students have unfettered access to both institutional and external scholarships. Spearheaded by a dedicated scholarship cell, the college streamlines the application process, ensuring that financial aid reaches those in need. But the commitment doesn't end there. With a robust emphasis on career guidance and placement services, DBJC offers comprehensive support, tailored soft skills training, and taps into extensive alumni networks. Strategic partnerships with esteemed organizations like TCS and Mahindra Pride School further bolster opportunities for

students to excel in their chosen career paths.

However, DBJC's vision extends beyond mere academic prowess. The institution places a premium on holistic student development, offering a myriad of capacity-building programs covering soft skills, communication, life skills, and emerging technology trends. Moreover, the college goes the extra mile by providing career counseling, including e-counseling, and guidance for competitive examinations. This holistic approach is underpinned by a commitment to redressing student grievances promptly and effectively. Through the implementation of guidelines from statutory/regulatory bodies and a steadfast commitment to zero-tolerance policies, DBJC ensures a safe and conducive learning environment. Notably, the college boasts an impressive absence of reported instances of sexual harassment or ragging, a testament to its proactive measures and vigilant committees.

Beyond academics, DBJC fosters a vibrant campus life with a plethora of activities ranging from sports competitions/events to cultural extravaganzas and technical fests. Active clubs and forums provide platforms for students to showcase their talents and interests. The student council, a cornerstone of governance, ensures that student voices are heard on academic and administrative bodies, fostering a sense of ownership and responsibility.

Crucially, DBJC leverages the power of its alumni network, tapping into their wealth of experience and resources. Alumni contribute not only financially through scholarships but also offer mentorship and career counseling, serving as invaluable role models for current students. Their active engagement underscores the institution's ethos of continual growth and excellence, cementing DBJC's position as a nurturing hub for future leaders and innovators.

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

DBJC has achieved remarkable milestones over the years under the guidance of charismatic leadership and inspirational management. The management steadfastly adheres to the principle of "No Capitation, No Donation," ensuring that the institution's mission and vision are upheld without compromising on the quality of education. The quality policy of DBJC, integral to this commitment, is meticulously developed and reviewed by the IQAC

The College's vision and mission serve as guiding beacons for all academic pursuits. Decentralized participative management, strategic planning, and effective leadership underscore the clarity of action in both academic and administrative domains. Governance at DBJC is participatory, fostering quality and excellence across teaching, research, and outreach endeavors. Statutory bodies such as the Governing Body, Finance Committee, Academic Council, and Board of Studies, alongside non-statutory committees, oversee the holistic functioning and execution of academic, administrative, co-curricular, and extra-curricular activities

At the heart of the institution's management lies the Governing Body, with the Principal serving as a crucial link between stakeholders and the management. Regular reports are presented to the management to ensure informed decision-making, with a paramount focus on the quality of teaching and learning experiences

Operating in compliance with the University of Madras while enjoying autonomy, DBJC fosters a culture of transparency and ethical governance. Empowering both teaching and non-teaching staff is imperative for the institution's growth, facilitated through regular faculty development programs, workshops, and lectures by subject experts



The management's support extends to the welfare of faculty members and their families, fostering a congenial atmosphere conducive to academic excellence and retention. Transparency in fund utilization is ensured through internal and external audits, with the IQAC driving initiatives for faculty quality enhancement and efficient implementation of quality assurance procedures

The IQAC assumes a pivotal role in organizing committees to monitor and review academic progress, ensuring the delivery of quality education. Constant encouragement of innovative teaching methods and ICT integration is facilitated through workshops, training sessions, seminars, conferences, and faculty development programs, often conducted in collaboration with various college committees. Collaborative efforts with external institutions are also pursued, supporting DBJC's participation in initiatives such as NIRF and ISO certification.

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

DBJC is dedicated to nurturing a warm and inclusive environment that welcomes students from diverse socio-cultural backgrounds. The college is deeply committed to advancing gender equity through a range of initiatives aimed at fostering awareness and understanding among its student body. Prioritizing the safety and well-being of female students and women staff members, DBJC implements comprehensive security measures, provides dedicated facilities, and ensures inclusive common areas, all contributing to a harmonious campus atmosphere.

At the forefront of environmental sustainability, DBJC embraces an integrated waste management strategy covering solid, liquid, biomedical, and e-waste systems. Through eco-friendly practices such as vermicomposting and biogas production from waste, the college actively contributes to environmental preservation. Sustainable features such as solar energy utilization, biogas plants, sensor-based energy conservation systems, LED lighting, and efficient equipment underscore DBJC's commitment to environmental stewardship. The campus also implements rainwater harvesting, borewell installation, and water recycling facilities, demonstrating a holistic approach to water conservation and management.

Moreover, DBJC continually seeks to improve its environmental impact through ongoing green and energy audits, maintaining eco-friendly practices, and engaging in community-wide environmental initiatives. Diverse water conservation measures, including rainwater harvesting and borewell recharge, bolster the institution's environmental resilience. Additionally, efforts to safeguard biodiversity through landscaping, herbal gardens, and tree plantation drives reflect DBJC's dedication to preserving natural ecosystems.

In tandem with its environmental initiatives, DBJC upholds a strict code of conduct for students, faculty, administrators, and staff, fostering a culture of accountability and respect. Regular programs reinforce adherence to these standards, ensuring a positive and inclusive campus environment. Celebrating diversity, the college hosts various cultural events that promote unity among students from different religious backgrounds, offering opportunities for cultural exchange and appreciation. Furthermore, specialized courses and lectures emphasize ethical principles, human rights, and civic awareness, empowering students to become responsible global citizens.

In summary, DBJC stands as a beacon of sustainability, inclusivity, and academic excellence, driven by its unwavering commitment to environmental stewardship, gender equity, and holistic student development. Through its multifaceted approach to education and community engagement, DBJC continues to inspire positive change within its campus and beyond.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	DHANRAJ BAID JAIN COLLEGE
Address	DHANRAJ BAID JAIN COLLEGE (AUTONOMOUS) Rajiv Gandhi Salai, Jyothi Nagar, IT Corridor, Thoraipakkam, CHENNAI-600097
City	Chennai
State	Tamil Nadu
Pin	600097
Website	<a href="http://www.dbjaincollege.org">www.dbjaincollege.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	C. Murugesan	044-7200071798	9841373433	-	dbjainprincipal@gmail.com
IQAC / CIQA coordinator	B. Jagadhesan	044-7200071797	9444532133	-	jagadhesanb@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">DBJC Minority Status.pdf</a>
If Yes, Specify minority status	
Religious	JAIN RELIGIOUS MINORITY INSTITUTION
Linguistic	
Any Other	

<b>Establishment Details</b>	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-07-1972
Date of grant of 'Autonomy' to the College by UGC	09-06-2006

<b>University to which the college is affiliated</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	28-07-1987	<a href="#">View Document</a>
12B of UGC	28-07-1987	<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>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	DHANRAJ BAID JAIN COLLEGE (AUTONOMOUS) Rajiv Gandhi Salai, Jyothi Nagar, IT Corridor, Thoraipakkam, CHENNAI- 600097	Urban	17.05	16722.55

## 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	BCom, Commerce, General	36	HSC	English	210	202
UG	BCom, Corporate Secretaryship	36	HSC	English	140	135
UG	BBA, Business Administration,	36	HSC	English	70	69
UG	BCom, Information Systems And Management,	36	HSC	English	50	49
UG	BSc, Computer	36	HSC	English	150	149

	er Science,					
UG	BCA,Computer Applications,	36	HSC	English	150	147
UG	BCom,Computer Applications,	36	HSC	English	70	70
UG	BCom,Accounting And Finance,	36	HSC	English	70	70
UG	BSc,Visual Communication,	36	HSC	English	30	28
PG	MCom,Corporate Secretaryship,	24	UG	English	40	25
PG	MSc,Computer Science,	24	UG	English	24	23
PG	MSc,Information Technology,	24	UG	English	26	15
Doctoral (Ph.D)	PhD or DPhil,Commerce,	36	PG	English	6	6
Pre Doctoral (M.Phil)	MPhil,Commerce,	12	PG	English	12	0
Pre Doctoral (M.Phil)	MPhil,Computer Science,	12	PG	English	12	1

### 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				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				24				77			
Recruited	2	0	0	2	11	13	0	24	34	43	0	77
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						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						44
Recruited	29		15		0	44
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				7
Recruited	7	0	0	7
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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	5	6	0	11	16	0	40
M.Phil.	0	0	0	6	7	0	13	20	0	46
PG	0	0	0	0	0	0	8	9	0	17
UG	0	0	0	0	0	0	0	0	0	0



<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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<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>Others</b>	<b>Total</b>
		0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1993	2	0	0	1995
	Female	707	2	0	0	709
	Others	0	0	0	0	0
PG	Male	83	0	0	0	83
	Female	40	0	0	0	40
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	140	152	149	178
	Female	54	42	45	58
	Others	0	0	0	0
ST	Male	2	3	1	1
	Female	2	0	0	0
	Others	0	0	0	0
OBC	Male	346	378	332	269
	Female	103	108	91	84
	Others	0	0	0	0
General	Male	208	218	224	147
	Female	127	117	111	79
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		982	1018	953	816

## **2.3 EVALUATIVE REPORT OF THE DEPARTMENTS**

Department Name	Upload Report
Accounting And Finance	<a href="#">View Document</a>
Business Administration	<a href="#">View Document</a>
Commerce	<a href="#">View Document</a>
Computer Applications	<a href="#">View Document</a>
Computer Science	<a href="#">View Document</a>
Corporate Secretaryship	<a href="#">View Document</a>
Information Systems And Management	<a href="#">View Document</a>
Information Technology	<a href="#">View Document</a>
Visual Communication	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Dhanraj Baid Jain College in Thoraipakkam offers a range of undergraduate (UG) and postgraduate (PG) programs in Arts and Science disciplines, embracing a multidisciplinary approach. These programs, falling under the Choice Based Credit System (CBCS) pattern, allocate specific credits to courses categorized as Core, Professional Elective, Open Elective, Skill-based, and Value-Based. Nearly all programs incorporate experiential learning through Projects, Field Visits, Study Tours, and Internships. The curriculum includes an Environmental Studies course for UG students to foster eco-consciousness and a Value Education course emphasizing essential human and life values. The holistic development of students is ensured through the diverse program scope and specific course objectives. As an affiliated institution, the college adheres to the entry-level qualification and program/course duration guidelines set by the parent university. Although the institution's flexibility in offering multiple entry and exit points is limited due to university-mandated norms, research program participants are encouraged to pursue multidisciplinary research to address contemporary challenges effectively. Additionally, each program includes a non-major elective course, allowing students to explore multidisciplinary education by selecting a course from a different domain.</p>

2. Academic bank of credits (ABC):	<p>The Academic Bank of Credits (ABC) allows students to enter and exit degree programs within a set timeframe. Our college, as an affiliated institution, follows the guidelines set by the affiliating university for implementing ABC. Currently, we haven't registered under ABC but encourage our teachers to contribute ideas for curriculum development. ABC aims to promote blended learning, letting students earn credits from various institutions and online courses. Teachers are encouraged to use learner-centered strategies and access additional resources for teaching. Assessment criteria follow the guidelines of the affiliating university. The Academic Bank of Credits (ABC) Regulations promote blended learning by letting students earn credits from different universities and NPTEL online courses. Teachers are encouraged to use learner-centered strategies and access additional resources besides prescribed textbooks. Assessment criteria follow the university's guidelines for both internal and external assessments.</p>
3. Skill development:	<p>Soft skills are developed through specialized programs led by industry experts, aimed at enhancing abilities crucial in various professional settings. Alongside academic instruction, the institution actively promotes value-based education through initiatives such as Life Skill Programs, fostering essential life values. Various competitions are held during these events like technical training and workshop to inspire students and instill positivity. Every undergraduate student is required to join a club such as NSS, YRC, RRC and Earth Lover Club, contributing to their holistic development. Furthermore, life skill programs including Yoga, Meditation, Women's Safety, and Health &amp; Hygiene are conducted with industry experts offering practical training sessions.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>India's rich cultural heritage, cultivated over millennia, is evident in various forms such as arts, literature, customs, traditions, linguistic nuances, artifacts, and heritage sites. Language plays a crucial role in shaping how individuals within a culture communicate with different groups like family, authorities, peers, and strangers, influencing the conversational tone and expressions of familiarity. These linguistic interactions encapsulate and preserve aspects of a culture, making language a vessel for</p>

	<p>cultural expression. From its inception, our college has been dedicated to promoting our nation's culture and heritage. The elective courses in our curriculum focus on Indian traditions, philosophy, and knowledge systems. While English serves as the primary medium of instruction, recognizing the challenges some students face with English, especially those from diverse socioeconomic and linguistic backgrounds, we encourage a bilingual teaching approach. This approach has proven beneficial, enhancing students' receptive skills, particularly for those from rural backgrounds, fostering better comprehension of subjects taught. Additionally, the college contributes to preserving Indian culture by offering unique programs like Indian Culture studies, a rarity in our state.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome-Based Education (OBE) centers on achieving specific course goals. Students pursue courses with defined objectives, guided by faculty and supported by a flexible learning approach. Curricula emphasize course outcomes, incorporating experiential learning and skill-based components. Teaching methods are evolving towards a learner-centric approach, with assessments including internal evaluations like assignments, seminars, and group discussions</p>
<p>6. Distance education/online education:</p>	<p>The college, as an affiliated institution, exclusively offers regular programs and doesn't provide online or distance learning options. Over time, it has transitioned from traditional chalk-and-talk teaching to embracing ICT tools for education. The college's infrastructure and ICT resources are continually improved to meet current demands. Post-Covid, there's been a surge in using virtual platforms for teaching, including online exams, quizzes, webinars, assignments, alongside physical classes, reflecting a shift towards blended learning</p>

**Institutional Initiatives for Electoral Literacy**

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes. The Electoral Literacy Club ( ELC ) has been set up in the College as per the norms and guidelines of the Government of India. The club engages students in a range of activities aimed at acquainting</p>
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	them with the procedures involved in electoral registration and voting.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. Students' Co-ordinator Mr.Mekesh J and Coordinating Faculty Dr.K.Rajasekaran are appointed for Dhanraj Baid Jain College - Electoral Literacy Club ( ELC ). Yes. The ELCs are actively functional to create awareness of the importance of voting and first-year students to enroll their names for voting. Yes. The extent to which ELCs are representative depends on various factors, including their composition, processes, and the inclusivity of their decision-making.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Numerous innovative programs and initiatives are undertaken by the ELCs of DBJC including the voluntary contribution by the students in electoral processes-participation in voter registration of students, and communities and assisting district election administration in the conduct of polls, voter awareness campaigns, promotion of ethical voting, enhancing the participation of the underprivileged sections of society especially new young voters, disabled persons, senior citizens, etc.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The ELC of DBJC is conducting various awareness drives, surveys and rallies for participation in electoral processes and motivating college students to participate in electoral processes. the ELC conducted quiz competition for students on the topic of Democracy IQ: Test Your Electrol Acumen.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	DBJC ELC conducts Campaigns and mechanisms to register eligible students as Voters in the electoral roll and also celebrates National Voter's Day on 25th January every year.

## Extended Profile

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### 1 Students

#### 1.1

##### Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2827	2589	2924	3270	3658
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
865	678	1019	1215	1087
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
103	92	94	94	105
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format		<a href="#">View Document</a>		
Certified list of full time teachers		<a href="#">View Document</a>		



**2.2**

**Total number of full time teachers worked/working in the institution (without repeat count) during last five years:**

**Response: 134**

File Description	Document
Provide Links for any other relevant document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**3 Institution****3.1**

**Total expenditure excluding salary year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
424.16	260.28	184.44	309.19	351.17
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

**Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution**

##### **Response:**

Dhanraj Baid Jain College (DBJC), as an autonomous institution since 2006–07, has been proactive in developing and implementing curricula that are highly relevant to local, regional, national, and global development needs. The college offers undergraduate, post graduate and 2Ph.D programmes to meet the employability and entrepreneurship skills and talents to design and develop their career path. This commitment is evident in the programme outcomes and course outcomes of the various undergraduate, postgraduate, and research programmes it offers in the fields of commerce and science, designed to meet both current and future demands.

##### **Implementation of Outcome-Based Education (OBE) in the Curricula:**

The institution has adopted the Choice-Based Credit System (CBCS), allowing students to choose from a diverse range of subjects and technologies. This flexibility enables students to engage Various interdisciplinary courses, internships, and projects and fosters a well-rounded personality. Each programme's courses are thoughtfully designed to provide students with in-depth knowledge while enhancing their critical thinking, skill sets, and creativity.

The cornerstone of the curriculum is outcome-based education (OBE), consistently applied across all academic programmes offered by different schools. This approach focuses on achieving programme outcomes (PO), programme-specific outcomes, and course outcomes, ultimately preparing students to be competitive in the job market and nurturing potential entrepreneurs.

Dhanraj Baid Jain College is in Thoripakkam, Chennai, within the IT Corridor, the institution collaborates with software professionals on its Board of Studies to ensure alignment with the evolving needs of the software industry. DBJC offers a range of academic degrees, including B.Sc. in Computer Science, IT, and BCA, as well as B.Com. ISM and B.Com. Computer Applications. DBJC also provides M.Sc. programmes in Computer Science and IT, specifically tailored to meet the local IT sector demands.

The courses offered by the Department of Commerce and Department of Management are designed to cater to local, regional, national, and global work requirements. These courses cover a wide range of subjects such as advanced financial accounting, banking, business research methods, business taxation, consumer behaviour, human resource management, managerial skills, marketing, entrepreneurial development, portfolio management, principles of management, and self- and time management skills.

The institution capitalises on its cutting-edge infrastructure to impart comprehensive scientific and technological knowledge to its students. Through strategic Memorandums of Understanding (MoUs) with esteemed educational institutions and organisations globally, the curriculum is enriched with internships, in-plant training, and field visits, thereby elevating students' practical learning experiences. Beyond the standard curriculum, the institution offers various value-added courses tailored for civil service examinations and foundation courses for professional certifications such as CA, ACS, ICAI/ASI. The pedagogical strategy encourages self-learning, supports faculty mentoring, and places a strong emphasis on credit transfer options for online courses from platforms like NPTEL and MOOCs, all of which help students develop their skills, knowledge, and talent to increase their employability.

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

### 1.1.2

**The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements**

#### **Response:**

The programmes offered by DBJC are strongly oriented towards enhancing employability, fostering entrepreneurship, and promoting skill development. These key aspects are pivotal to the institution's commitment to preparing students for the dynamic demands in the contemporary world.

Employability is a central focus of DBJC's academic offerings. The institution recognises the importance of not only providing students with theoretical knowledge but also equipping them with the practical skills and competencies that make them highly sought after the job market. The curriculum is designed with input from industry experts, ensuring that it remains in sync with the ever-evolving needs of employers. This approach gives students a competitive edge, on making them well-prepared to enter the workforce upon graduation.

Entrepreneurship is another key pillar of DBJC's educational philosophy. The institution encourages students to think beyond the traditional job roles and nurtures their entrepreneurial spirit. Courses and programmes are structured to instil a sense of innovation and risk-taking, enabling students to develop the mindset and skills required to start their ventures. Additionally, DBJC provides resources, mentorship, and networking opportunities to support budding entrepreneurs in turning their ideas into successful businesses.

Skill development is woven into the fabric of the curriculum. Beyond theoretical knowledge, students are exposed to hands-on learning experiences, internships, and real-world projects. This practical approach helps the students to acquire diverse set of skills, ranging from critical thinking and problem-solving to effective communication and adaptability. The institution's commitment to skill development ensures that

graduates are not only academically proficient but also well-rounded individuals ready to excel in various professional settings.

To maintain the relevance of its courses, DBJC regularly revises its course syllabi. This revision process considers contemporary industry requirements, technological advancements, and global trends. As a result, students are exposed to the latest developments in their respective fields, ensuring that they are up to date with the most current practices and technologies.

DBJC's programmes are not just about education; they are about empowering students to excel in the world of work, encouraging them to become entrepreneurs, and providing them with a well-rounded skill set. The institution's commitment is staying current and relevant in an ever-changing world is a testament to its dedication to produce graduates who are not just job-ready but also poised for success in a rapidly evolving professional landscape.

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

## 1.2 Academic Flexibility

### 1.2.1

**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**

**Response:** 58.51

**1.2.1.1 Number of new courses introduced during the last five years:**

**Response:** 189

**1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**

**Response:** 323

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	<a href="#">View Document</a>
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

**Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum**

**Response:**

The Dhanraj Baid Jain College is committed to integrating cross-cutting topics such as professional ethics, gender, human values, and environmental sustainability into its curriculum. The pedagogical practices of the institution align with established principles of educational ethics, imparting fundamental principles such as integrity, honesty, transparency, respect, accountability, sportsmanship, loyalty, and discipline. The institution instills these ideals in pupils throughout their school experience, fostering comprehensive growth.

**Gender:** The institution's initiatives place major emphasis on gender sensitization, with the Women's Empowerment Cell providing counseling services, promoting gender equality, and prioritizing the safety and security of women students and faculty members. Closed-circuit television (CCTV) monitoring systems bolster security measures on the college campus, while separate girl hostels provide a secure residential setting for students. The Women's Cell also coordinates gender sensitization programs aimed at enhancing the mental and physical empowerment of female students.

**Environment & Sustainability:** Environment & Sustainability is a priority for the institution, with the inclusion of "Environment and Gender Studies" in the curriculum being a compulsory requirement for all incoming students. The institution frequently organizes workshops and seminars focused on environmental awareness and ecology, with a particular emphasis on promoting responsible utilization of natural resources. We commemorate national celebrations like Earth Day, Environment Day, and Ozone Day to emphasize the importance of safeguarding the environment.

**Human Values and Professional Ethics:** All programs offered by the institution have a dual focus: the development of human values and the cultivation of scholarly competence. The DBJC code of ethics reveals its commitment to practicing these values and principles in all institutional endeavours. A

noteworthy component of this commitment is the mandatory course on value education for all undergraduate students, designed to instil a strong foundation of ethical principles and values.

Various activities and initiatives are organized by various organizations within the institution, including NSS, NCC, the Enviro Club, the Women Development Cell, and department associations, to facilitate the all-round development of students. This concerted effort is a testament to the strong sense of social responsibility and community engagement among the student body.

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

### 1.3.2

**Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.**

**Response:** 77

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 1.3.3

**Percentage of programmes that have components of field projects / research projects / internships during the last five years.**

**Response:** 89.47

**1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 17

**1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years**

Response: 19

<b>File Description</b>	<b>Document</b>
Sample Internship completion letter provided by host institutions	<a href="#">View Document</a>
Sample Evaluated project report/field work report submitted by the students	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Program and course contents having element of field projects / research projects / internships as approved by BOS	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**1.4 Feedback System****1.4.1**

**Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:**

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

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



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 83

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
982	1018	953	816	1332

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

2022-23	2021-22	2020-21	2019-20	2018-19
1080	1080	1116	1420	1450

#### File Description

#### Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

##### Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

**Response:** 80.87

**2.1.2.1 Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
647	683	618	590	891

**2.1.2.2 Number of seats earmarked for reserved category as per GoI/State Govt. rule year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
745	745	770	980	1000

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any	<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 to cater to differential learning needs of the student**

**Response:**

The institution initiates its assessment procedure right from the time of admission. The Admission

Committee validates the learning levels of students through complete verification of academic backgrounds, the medium of instruction, economic status, special awards and achievements, as well as co-curricular and extra-curricular activities. Subsequently, after admission, an orientation program is conducted to induce first-year students and newcomers to understand. The college admits students from its inspection later to the needs of downtrodden classes. DBJC shapes and makes the downtrodden students write in-depth learning, coupled with imparting skill-based knowledge to make them employable.

- Learning Environment
- Significance of CBCS
- Importance of Degree Programme
- Ethics & Etiquette
- Library
- NSS, NCC, YRC, RRC
- Grievance Redressal Cell
- Placement Cell
- Attendance Procedure for Continuous Assessment Test.

Bridge courses make them learn English communication through the support of the English department as well as skill trainer classes. Tamil medium students are taken much care of to upgrade English and design, as well as motivate them to write assignments, tests, and examinations in English. Soft skill programs are organized to improve English speaking skills and language proficiency skills. At the next stage, students are assigned mentors who maintain complete records of every student, including details on personal information. Mentoring and counseling sessions are scheduled every week to enhance the learning capacity and social consciousness of the students. The result analysis of the CIA helps to identify the performance levels of the students to adopt the real pedagogy for teaching. Accordingly, learners with difficulty in learning are helped to improve their performance through:

- Remedial Teaching
- Peer Teaching from fast/Advanced learners.

Bridge courses are conducted for first-year students to improve their conceptual knowledge and applicability skills through English, Tamil, Computer Science, and Maths department facilitators. Career development programs provoke the thinking capacity of young minds to understand current corporate expectations. Students are encouraged to present semester in the classroom. Peer learning is being practiced in all courses to encourage them to understand subjects in the department. Strategies for advanced learners include:

- Motivating them to do online courses in SWAYAM, NPTEL/ARPIT, and other courses on reputed websites.

- TNPS and other competitive exams courses.
- Motivating students to take up training programs and cognitive courses to enhance technical skills.
- Providing opportunities for doing research, projects, internships, journal publications, and paper presentations.
- Strategies for slow learners include:
  - Regular parents' meetings to communicate the ward's performance.
  - Assessing the nature of roles of every student through mentors to improvise their irregularities at work, poor performance, and absenteeism.
  - Reinforcing critical topics for impairing performance.
  - Time-to-time assignments, regular class tests, and peer learning to improve their subject knowledge.
  - Regular counseling sessions.

Courses designed in our college curriculum wherein they learn computer theory and practicals are mandatory, which makes them employable. Additionally, tally classes are conducted for all commerce students to learn basic knowledge of tally. Students are motivated to pursue professional entrance courses and examinations of CA, CS, and CWA.

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

### 2.2.2

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

**Response:** 27.45

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

#### **Response:**

All undergraduate and postgraduate programs attract attention through an array of initiatives such as ICT-enabled teaching, the case study method, snap-judgment exercises, thematic colleges, movie screenings, group discussions, poster designing, flashcards, mathematical modeling, newspaper analysis, brainstorming sessions, market research, debates, mind-mapping, along with traditional methods like chalk and talk, as well as lecture methods. Special video lectures are arranged in specific subject areas. Regular academic activities are organized to facilitate in-depth learning in their subjects. Students participate in quiz competitions, seminars, and conferences in other colleges, which further enriches their curriculum. Homework is mandatory to enable students to upgrade their subject knowledge. Teachers focus on problem-oriented exercises in standard subject books to help students work out illustrations easier. Students are provided with question and answers in subjects taught by teachers to enhance their knowledge. Teachers also provide question banks and answers to help students perform well in examinations. Functional memoranda of understanding help students to excel in examinations.

Alumni from various departments participate and address students to provide updated subject knowledge required by the industry, and also assist in student internships and special project preparations and presentations. The library serves as a knowledge center, regularly motivating students to develop reading and writing habits to acquire knowledge. Knowledge sharing in their subjects enhances their academic performance, as well as their performance at the college level, including participation in placement drives both within and outside the college. Student council methods encourage participatory learning through:

- Classroom seminars
- Participation in departmental club activities and interdepartmental activities
- Project work
- Industrial visits to gain hands-on experience and knowledge in upgrading current technological requirements
- Participation in academically enriching clubs like quiz , literacy , earth lovers , and consumer clubs
- Problem-solving methodologies to expose students to self-directed learning strategies, problem-solving techniques, team participation skills, and disciplinary knowledge
- Real-time assignments and case studies to enhance problem-solving skills related to societal issues
- Care-based teaching to develop skills in analytical thinking and reflective judgment by reading and discussing complex, real-life scenarios
- Problem-based learning as an ideal way for students to apply their theoretical knowledge in an authentic way
- Experiential learning through hands-on practical insights in using lab facilities, fully utilized by students to enhance their creativity and technical skills
- All departmental activities are planned in consensus with students to develop their event management skills

- Experts from industry, academic, and research institutions are invited to deliver deep insights and groom students for real-time job scenarios
- Skill-oriented programs are offered to students to excel in competitive exams
- Students are encouraged to take self-learning courses on e-learning portals like SWAYAM, NPTEL, UDEMY, etc.
- Awareness programs on cancer, tobacco, drugs, and traffic rules are organized by NSS, YRC, and RRC clubs of the college to make students socially responsible and understand societal values
- The Entrepreneurship Development Cell provides a platform for innovative thinkers to implement their entrepreneurial ideas
- Activity-based learning methods like live interactive sessions, flipped classrooms, video tutorials, and role plays motivate students to understand real-time situations.

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

### 2.3.2

#### **The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues**

##### **Response:**

Implementing effective mentor-mentee schemes is not only crucial for fostering academic success but also for addressing the diverse psychological needs of students of our college. Here's how such schemes might be structured and implemented in a comprehensive manner:

**Mentor Selection:** The college would undertake a rigorous selection process to identify mentors from among its faculty members or senior students. These mentors would be chosen based on their demonstrated empathy, strong interpersonal skills, and a genuine commitment to supporting student development. Additionally, mentors would undergo specialized training to understand their roles and responsibilities effectively, ensuring they are equipped to provide comprehensive support to their mentees.

**Mentee Assignment:** Each incoming student would be carefully matched with a mentor based on various factors such as compatibility, academic needs, and shared interests wherever possible. The mentor-mentee pairing process would be conducted thoughtfully to ensure that each mentee receives personalized attention and support. While mentors may be assigned multiple mentees, the college would maintain a manageable ratio to ensure that mentees receive adequate support and guidance.

**Academic Support:** Mentors would play a pivotal role in providing academic guidance and support to their mentees. This would involve assisting mentees in navigating course selection, understanding academic requirements, developing effective study skills, and accessing resources such as tutoring services or academic workshops. Mentors would work closely with their mentees to identify areas for

improvement and develop strategies to enhance academic performance.

**Psychological Support:** In addition to academic support, mentors would serve as a trusted confidant and source of emotional support for their mentees. They would create a safe and supportive environment where mentees feel comfortable discussing psychological issues such as stress, anxiety, homesickness, or relationship problems. Mentors would offer empathetic listening, validation, and practical advice to help mentees cope with their challenges effectively. Furthermore, mentors would be trained to recognize signs of psychological distress and provide referrals to counseling services or other support resources as needed.

**Regular Check-Ins:** Mentors would establish regular check-in meetings with their mentees to maintain open lines of communication and monitor their progress. These meetings could take place in person, over the phone, or via video conferencing, depending on the mentee's preferences and availability. During these check-ins, mentors would discuss academic goals, address any challenges or concerns, and provide encouragement and motivation to their mentees.

**Training and Resources:** The college would provide comprehensive training and resources for mentors to enhance their mentoring skills and stay updated on best practices in academic and psychological support. This could include workshops, seminars, online resources, and peer support networks. Mentors would have access to ongoing professional development opportunities to further refine their skills and expand their knowledge base.

**Monitoring and Evaluation:** The effectiveness of the mentor-mentee schemes would be continuously monitored and evaluated to ensure that they are meeting the needs of students effectively. This would involve collecting feedback from both mentors and mentees through surveys, focus groups, and individual interviews.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.3

#### *Preparation and adherence of Academic Calendar and Teaching plans by the institution*

**Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.**

#### **Response:**

Creating and adhering to an academic calendar and teaching plan at D.B. Jain College, follows a structured process tailored to the specific needs and requirements of the college. Here's how it might be done:

**Committee Formation:** D.B. Jain College would likely establish a committee comprising faculty members, department heads, academic administrators, and possibly student representatives to oversee the preparation of the academic calendar and teaching plan.

**Initial Planning Meeting:** At the beginning of each academic year or semester, the committee would convene to discuss and plan the upcoming academic term. This meeting would involve reviewing the previous year's calendar and teaching plan, considering feedback from stakeholders, and identifying any special events or considerations for the upcoming term.

**Drafting the Academic Calendar:** Based on the discussion and input from the planning meeting, the committee would draft the academic calendar for the upcoming term. This calendar would include important dates such as the start and end of classes, examination periods, holidays, and any college-specific events or activities.

**Developing the Teaching Plan:** Concurrently, each department within D.B. Jain College would develop its teaching plan. This would involve determining the courses to be offered, scheduling classes, assigning faculty members to courses, and outlining the syllabus and learning objectives for each course.

**Resource Allocation:** The college administration would allocate resources such as classrooms, laboratories, teaching materials, and faculty support based on the teaching plan developed by each department.

**Communication:** Once finalized, the academic calendar and teaching plans would be communicated to all stakeholders, including students, faculty, staff, and parents where applicable. This communication would ensure that everyone is aware of important dates and expectations for the academic term.

**Adherence and Monitoring:** Throughout the term, the college administration would monitor adherence to the academic calendar and teaching plans. This would involve tracking attendance, assessing progress against learning objectives, addressing any issues or disruptions, and making adjustments as necessary.

**Evaluation and Feedback:** At the end of the term, D.B. Jain College would evaluate the effectiveness of the academic calendar and teaching plans. This evaluation would include collecting feedback from students and faculty, analyzing academic performance data, and identifying areas for improvement.

**Continuous Improvement:** Based on the evaluation and feedback received, the college would make adjustments and improvements to the academic calendar and teaching plans for future terms. This iterative process ensures that the college remains responsive to the evolving needs of its students and faculty. By following this structured process and maintaining a focus on communication, collaboration, and continuous improvement, D.B. Jain College can effectively prepare and adhere to its academic calendar and teaching plans, ultimately enhancing the overall educational experience for its students.

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



## 2.4 Teacher Profile and Quality

### 2.4.1

**Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

**Response:** 100

#### 2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
103	92	94	94	105

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.2

**Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years**

**Response:** 38.81

#### 2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years

**Response:** 52

<b>File Description</b>	<b>Document</b>
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	<a href="#">View Document</a>
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.3**

**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**

**Response:** 9.1

**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

**Response:** 937

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.4**

**Percentage of full time teachers working in the institution throughout during the last five years**

**Response:** 73.33

**2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:**

**Response:** 77

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

**Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years**

**Response:** 11.6

**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
17	15	07	09	10

File Description	Document
Result Sheet with date of publication	<a href="#">View Document</a>
Policy document on Declaration of results (if any)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Exam timetable released by the Controller of Examination	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.5.2

**Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**

**Response:** 0.5

**2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
21	20	0	0	25

**2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2526	2354	1863	2990	3363

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.5.3**

**IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution**

**Describe the examination reforms with reference to the following within a minimum of 500 words**

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

**Response:**

The Principal, in consensus with the Heads of all departments and faculty, decides to conduct the following:

- Internal Assessment tests in a centralized manner.

- The schedule for the conduct of Continuous Internal Assessment (CIA) tests is printed in the college diary for the academic year.

- The responsibility for the Exam Cell for continuous assessment tests includes:
  - Preparation of a checklist for the purchase of stationary.
  - Preparation of circulars for the question paper template, date of submission, number of question paper copies required, etc., duly signed by the HODs and faculty.
  - Collection of lists of subjects for each semester and respective question papers from the consented staff members through the HOD.
  - Printing of question papers based on the student strength.
  - Preparation of the examination timetable for continuous assessment.
  - Ensuring that students of the same class are not seated adjacent to each other to avoid malpractice.
  - Displaying seating arrangements on the college notice board.
  - Planning invigilation duties for staff based on the ratio of 1:25.
  - Staff reporting 20 minutes before the commencement of the examination on the exam day.
  - Allowing students to enter the allotted examination hall within 30 minutes of the commencement of the examination.
  - Ensuring students do not bring mobile phones, smartwatches, etc., into the exam hall, and instructing staff to switch off mobile phones.
  - Circulating attendance sheets in the exam halls to monitor the number of students present and absent in each class.
  - Collecting and handing over answer scripts to the exam cell along with the absentee's list for each session.
  - Collecting evaluated answer scripts, showing them to the students, and collecting them back for discussion with parents during Parent-Teacher Meetings.

With the implementation of a centralized Continuous Assessment System (CCCAS):

- Common dates, times, and patterns are followed for all departments.
- Room allotment, seating arrangements, and invigilation duty lists are prepared and maintained in the system.
- Answer scripts are collected at the end of each exam and handed over to the concerned staff, with attendance details maintained in a separate register.
- Daily and overall reports are prepared and handed over to the Principal.

With the implementation of ERP:

- Automated and quick report generation is facilitated along with reduced process turnaround time.
- Centralized data repository ensures trouble-free data access.
- High-level data security is maintained.
- The design is geared for unproblematic scalability.
- Minimal data redundancy is ensured.

This system helps students to prepare consistently and excel not only in internal assessments but also in end-semester examinations. The assessment process provides enough scope for students to improve their performance and analyze their progress on a time-to-time basis.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

**The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution**

#### **Response:**

Implementing learning outcomes, program outcomes, course outcomes, and graduate attributes that are integrated into the assessment process and widely publicized is a proactive approach to ensuring academic quality and transparency at D.B. Jain College. Here's how such practices might be carried out effectively:

1. **Development of Learning Outcomes and Graduate Attributes**: The college would collaborate with faculty members, academic administrators, and other stakeholders to define clear and measurable learning outcomes, program outcomes, course outcomes, and graduate attributes for each program and course offered. These outcomes and attributes would align with the college's mission, vision, and educational goals.
2. **Integration into Curriculum and Assessment**: Once developed, the learning outcomes, program outcomes, course outcomes, and graduate attributes would be integrated into the curriculum and assessment processes. Faculty members would design their courses and assessments to align with these outcomes and attributes, ensuring that students have opportunities to demonstrate their attainment throughout their academic journey.
3. **Widespread Publicity**: The college would take proactive steps to publicize the learning outcomes, program outcomes, course outcomes, and graduate attributes widely. This could include prominently featuring them on the college's website, in course catalogs, student handbooks, and other relevant

documents. By making this information readily accessible to students, faculty, staff, and other stakeholders, the college ensures transparency and accountability in its educational processes.

4. **Assessment Practices**: Assessment practices at D.B. Jain College would be designed to evaluate students' attainment of the learning outcomes, program outcomes, course outcomes, and graduate attributes effectively. This could involve a combination of formative and summative assessments, including exams, projects, presentations, portfolios, and other methods that allow students to demonstrate their knowledge, skills, and competencies.

5. **Feedback and Evaluation**: The college would collect feedback from students, faculty, and other stakeholders on the effectiveness of its learning outcomes, program outcomes, course outcomes, and graduate attributes. This feedback would be used to make improvements and adjustments to the curriculum, assessment practices, and educational programs as needed to better align with the intended outcomes and attributes.

6. **Continuous Improvement**: D.B. Jain College would engage in a process of continuous improvement to enhance its learning outcomes, program outcomes, course outcomes, and graduate attributes over time. This could involve regular reviews and updates to ensure that they remain relevant, up-to-date, and aligned with industry standards and best practices.

7. **Evaluation of Attainment**: The college would evaluate students' attainment of the learning outcomes, program outcomes, course outcomes, and graduate attributes using various assessment tools and methods. This evaluation would provide valuable data on the effectiveness of the educational programs and inform decisions related to curriculum design, instructional strategies, and student support services. By implementing learning outcomes, program outcomes, course outcomes, and graduate attributes that are integrated into the assessment process and widely publicized, D.B. Jain College demonstrates its commitment to academic excellence, accountability, and student success. These practices ensure that students graduate with the knowledge, skills, and competencies needed to succeed in their chosen fields and make meaningful contributions to society.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

## 2.6.2

**Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)**

**Response:** 91.79

**2.6.2.1 Total number of final year students who passed the examination conducted by Institution**

**during the latest completed academic year:**

Response: 794

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	<a href="#">View Document</a>
Annual report of Controller of Examinations ( COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.98



## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

**The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented**

#### **Response:**

Dhanraj Baid Jain College (DBJC) have developed well designed Research and Development cell

with more than two decades of existence to create dynamic vibrant and innovative cum creative research system. Dhanraj Baid Jain College of creating more than hundreds PhD's in Commerce and Corporate secretaryship, Mathematics and Physical education in which it is next to University of Madras departments. The research is being focused well at undergraduate level and post graduate level in teaching research methodology as well as in doing their project and institutional training which enables the employee. Frequently updated and there is a well-defined policy for promotion of research on institutional Website and implemented.

#### **Research and Development Cell Objectives (R&D Cell)**

Research is a continues process to upgrade knowledge and sharing to students.

Methodological application and community learning of new concepts and research Knowledge.

Improves faculty Knowledge Enrichment Sharing. Research process help the society through new innovative findings to the economic issues, industrial houses, consumes and social problems of society.

Motivate and develop research initiatives and research culture among the faculty members and students.

Create awareness-and motivate staff members to carry out minor and major research projects from various funding agencies

Guide the faculties to publish research papers in reputed journals with ISSN and ISBN numbers. In addition, faculties are motivated to publish papers in referred journals with impact factor and also to publish in UGC approved referred journals.

The Institutions embarked up on having own research journal titled Dhanraj Baid Jain College of Business Research with ISSN no: 2248 - 9711 since 2011 (Quarterly Journal). This research journal publishes research papers of various Universities, Scholars and Professors from Madras University and Madurai University, Annamalai University, Periyar University, Bharathiar University and Bharathidasan University.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

**3.1.2****The institution provides seed money to its teachers for research****Response:** 0**3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

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

<b>File Description</b>	<b>Document</b>
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.1.3****Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years****Response:** 0**3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Response: 00

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the award letters of the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.2 Resource Mobilization for Research

#### 3.2.1

**Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**

**Response: 0**

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	<a href="#">View Document</a>
Institutional data in the prescribed format (data template is merged with 3.2.2)	<a href="#">View Document</a>
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 3.2.2

**Number of research projects per teacher funded by government, non-government, industry, corporate houses, international bodies during the last five years**

**Response: 0**

**3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years.**

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.1)	<a href="#">View Document</a>
Copies of the grant award letters for research projects sponsored by government agencies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.2.3

**Percentage of teachers recognised as research guides as in the latest completed academic year**

**Response:** 1.94

**3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 2

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	<a href="#">View Document</a>

## 3.3 Innovation Ecosystem

### 3.3.1

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

**Response:**

The Institution offers an atmosphere that is favourable to the development of innovation and incubation.

The Entrepreneur Development Cell of the Dhanraj Baid Jain College serves as a bridge between academia and industry, facilitating meaningful collaborations, technology transfer, and industry mentorship programs. By connecting entrepreneurs with industry experts, investors, and potential collaborators, the EDC aims to enrich the entrepreneurial ecosystem and enhance the prospects of

success for emerging ventures.

Established with the vision of nurturing an environment conducive to entrepreneurial growth, the cell plays a pivotal role in empowering individuals and organizations to capitalize on their innovative ideas. Decade long established research departments of commerce , Physical Education and Mathematics facilitated development of innovations and research.

The Research centre endeavours to educate stakeholders about the significance of intellectual property rights in today's knowledge-driven economy. Through workshops, seminars, and awareness campaigns, it aims to demystify the complexities surrounding intellectual property laws and encourage proactive engagement in safeguarding intellectual assets. The patent obtained by Research supervisor Dr.E.Viswanathan, Research Dept. of Commerce on is one such a initiative.

**ENTREPRENUERSHIP EDUCATION:** Recognizing the importance of entrepreneurial education in nurturing the next generation of business leaders, the EDC organizes workshops, seminars, and training programs focused on entrepreneurship development. By imparting essential skills, knowledge, and mindset required for entrepreneurial success, the EDC empowers individuals to embark on their entrepreneurial journey with confidence.

**ECOSYSTEM DEVELOPMENT:** In addition to supporting individual entrepreneurs, the EDC is committed to fostering a vibrant entrepreneurial ecosystem characterized by collaboration, innovation, and inclusive growth. Through its advocacy efforts, networking events, and community outreach initiatives, the EDC seeks to create an enabling environment that nurtures entrepreneurship and fosters economic development. Youth Empowerment programme conducted in association with ICT academy of Tamil Nadu, Media, Entrepreneurship awareness workshop, Software development and Software debugging contest ,Tally for Entrepreneurship were the events conducted to inculcate, empower and inspire students to take initiatives and accept responsibilities to thrive in the challenging world and To become employment creators than seekers.

**IKS-** The Indian Knowledge System (IKS) is a systematic method of passing down knowledge from one generation to the next. It is an organized system and a means of knowledge transfer, not a custom. In this context, Our college has been offering students to opt Sanskrit and Hindi as language of study in addition to Tamil. Our students celebrate Gandhi Jayanthi, Independence Day, Republic Day, and Martyrs Day with a strong sense of patriotism. Many national and regional freedom fighters have made significant contributions, which are proudly presented to and ingrained in our youth thoughts. The study of the mind, brain, and consciousness may be incorporated into IKS, along with applications from yoga classes. The knowledge imparted to students and staff with the outcome of events conducted such as Panel discussion on on New Education Policy, Restrain stress with yoga, significance of Tamil language, Showcasing heritage of kerala state and with the conduct of Hindu religious festivals Navarathiri.

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

### 3.4 Research Publications and Awards

#### 3.4.1

**The Institution ensures implementation of its stated Code of Ethics for research.**

**The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:**

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

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

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	<a href="#">View Document</a>
Constitution of the ethics committee and its proceedings as approved by the appropriate body	<a href="#">View Document</a>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Bills of purchase of licensed plagiarism check software in the name of the HEI	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 3.4.2

**Number of candidates registered for Ph.D per teacher during the last five years**

**Response:** 5

**3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:**

Response: 10

<b>File Description</b>	<b>Document</b>
Ph.D. registration letters/Joining reports of candidates.	<a href="#">View Document</a>
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.3****Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years**

Response: 1.32

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

Response: 177

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

**3.4.4**

**Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 0.55**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 74

<b>File Description</b>	<b>Document</b>
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.5****Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response:** 0.88

<b>File Description</b>	<b>Document</b>
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.6*****Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution*****Response:** 2

<b>File Description</b>	<b>Document</b>
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>



### 3.5 Consultancy

#### 3.5.1

**Revenue generated from consultancy and corporate training during the last five years**

**Response: 0**

**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

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

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	<a href="#">View Document</a>
Letter from the beneficiary of the consultancy along with details of the consultancy fee	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
CA certified copy of statement of accounts as attested by head of the institution	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.6 Extension Activities

#### 3.6.1

**Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)**

**Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words**

**Response:**

The Student unit, comprising the NSS, NCC, RRC, YRC and various other Clubs and Cells, collaboratively orchestrates outreach extension activities with dedication and conscientiousness aimed at mitigating prevalent socio-economic and environmental challenges. Villages grappling with fundamental socio-economic disparities, including unemployment, poverty, illiteracy, gender inequality, drug awareness, child health, sanitation and hygiene, also environmental sustainability, have been meticulously identified for intervention.

Outreach activities are operational in our neighbourhood localities: Triplicane, Mylapore, Kannagi Nagar, Okkiyambakkam, Chengalpattu, Kancheepuram, Alathur, Shollinganallur, Tambaram and so on. Further, the L.E.A.P. Value Education Club, Electoral Literacy Club & Citizen Consumer Club have contributed immensely for the betterment of the society.

**Case Study 1**

**Activity :** Coastal Clean-up - Transforming World's Second Largest Shoreline, in collaboration with Urbaser Sumeet and Greater Chennai Corporation, Marina Beach, Chennai.

**Date :** 17/09/2022

DBJC contributed with 300 students under 30 team leaders for the event, showcasing exemplary unity and coordination on cleaning the debris, litter and waste around the shore and plastics inside the Beach sand. The students actively participated. This Initiative prioritised not only cleaning up the environment but also sending a powerful impact to the community and our future generations.

**Case Study 2**

**Activity:** Drug Abuse Awareness Rally, Counselling services in collaboration with J9 Thoraipakkam Police Station and VHS Thoraipakkam.

**Date :** 24/09/2022

The Drug Abuse Awareness Rally, aimed at educating on the dangers of substance abuse, garnered widespread participation. Students provided counseling, while medical professionals from VHS, Thoraipakkam, delivered impactful speeches. Notably, the rally raised awareness among school students about the early onset risks of drug abuse. Attendees ranged from young students to senior citizens, underscoring the event's broad societal impact on substance misuse awareness.

**Case Study 3:**

**Activity:** Blood and Stem Cell Donation Campaign - In association with Indian Red Cross Society, Egmore and Datri Foundation, Taramani, Hedwig Foundation.

**Date:** 07/05/2022

The Mega Blood Donation Camp saw active participation from college students, benefiting many at the Red Cross Blood Centre. DBJC's provision of prosthetic limbs and walking aids earned recognition for its community welfare commitment. The establishment of an emergency Whatsapp Group by NSS/YRC/RRC Club Students highlighted prompt blood donation efforts. The annual Lifesaver Award

on College Day honors top donors, reinforcing DBJC's humanitarian ethics.

#### Case Study 4:

**Activity :** Leprosy case detection campaign In Association with National Leprosy eradication programme, Chennai District. Diabetes Prevention Outreach Project In Collaboration with REACH an NGO, Kannagi Nagar, Okkiyambakkam.

**Date : 07/10/2022 to 04/11/2022**

The NLEP in Chennai District collaborated with DBJC to advance public health prevention. During the three-week Leprosy Case Detection Campaign, students actively participated, joining welfare committee members to assess health conditions in households. Recognizing their involvement, students received certificates and stipends. Partnering with the college, REACH, an NGO, facilitated student engagement, fostering empathy and awareness among marginalized communities. Pamphlet distribution and counseling sessions on diabetes management, led by REACH volunteers. The support from J11 Kannagi Nagar Police Department facilitated effective information dissemination, garnering commendation for both students and REACH volunteers, thus enhancing public engagement sessions.

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

### 3.6.2

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

**Response:** 79

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	32	5	03	18

<b>File Description</b>	<b>Document</b>
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.7 Collaboration

#### 3.7.1

**Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years**

**Response:** 40

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for**

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

#### **Response:**

The Institution ensures that it constantly updates the physical infrastructure. It has an established system to monitor the utilization of available supporting physical facilities. Significantly budgetary allocations for infrastructural support, maintenance and expansion have been earmarked annually by the institution. The college has a separate wing for the Office of CoE, Administrative Office, IQAC office, and Dept. of Physical Education. DBJC have seven blocks comprise of Main block, CoE Block, MBA Block, Alumni Block, Indoor Stadium, Skill Training Institute Block, Vis.com Block and Women's Hostel.

#### **Classrooms & Other Physical Facilities:**

Every department has a required number of spacious classrooms with high ceilings. The college has excellent infrastructure to conduct regular classes with five blocks with spacious and ventilated classrooms with all the requisite facilities, in which classrooms equipped with ICT facilities enable the members of the faculty to support their teaching sessions with audios, videos, graphs, images and PowerPoint presentations. The college has a Seminar Hall and in the Administrative Block, Principal's office. Visitors room, Auditorium, Faculty rooms, Media Centre, IQAC office, office of the Controller of Examinations, Placement cell. Counseling, NSS & NCC room, Apollo Health Care Centre. Physical Education department and separate hostel for Girls. The total campus is under 24/7 CCTV surveillance.

Physical Facilities facilitate teachers to undertake teaching learning cum research assignments to the satisfaction of main stakeholders of the college active involvement of teachers and technical support team from laboratories and Library as well sports make learning comfortable to students.

#### **Laboratories:**

A well-equipped, spacious UG and PG laboratories are attached to the computer science departments. Computers, Wi-Fi connectivity, five computer laboratories with 369 computers with necessary peripherals, 100 computers in the computer center and 150 mbps bandwidth connectivity are also available. This ensures smooth functioning of the digitized working environment for both faculties and students. A language lab functions to facilitate language learning and communication among the Student community.

**Library:**

The College has a library located in the heart of the campus. It could accommodate more than 450 Students at a time Student community, Faculty members, and Research Scholars have easy access to 45115 books. Besides, plenty of e sources and internet connections are available. The College library provides E-resources like DELNET, N-LIST and INFLIBNET for the benefit of the student. Besides, it subscribes to popular journals, magazines and news papers. TURNITIN Software is also available for checking Plagiarism. Free Wi-Fi access is provided to the students and staff.

**Seminar Hall and Auditorium:**

Savansukha auditorium which is available with a seating capacity of 500 is a big boon to our college. It is fully air conditioned, well equipped with audio-visual facilities. Small auditorium with seating capacity of 100 situated in the alumni block.

**Sports :**

The College has a spacious ground. It is used for athletic events both track and field and for games like Kabbadi, Cricket, Basketball, Football, Volleyball, Throw ball, and Ball Badminton. The indoor games like Table tennis, Badminton, Carrom, and Chess are also carried out in the indoor stadium.

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

**4.1.2**

**Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years**

**Response:** 20.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
12.83	6.22	4.70	104.58	184.37

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### **Response:**

The College Library provides open access to all students, faculty members and researchers during the library hours. OPAC (Online Public Access Catalog) helps students and staff view the availability of books and other library resources. The software ERP has been updated with a newer version during the academic year. There's an entry facility introduced for monitoring library user attendance during the year. Details of the issue of books to students, staff, and research scholars are recorded. A weekly, monthly and annual report can be generated, based on the information requested by the user, for the purchase of books, stock verification, usage report of students, staff and scholars from the ILMS. The library is updated regularly to create current awareness and Newspaper clippings are displayed on the notice board.. The Library provides the facilities of a partially automated library system for the student's enrichment of knowledge. The students get benefitted through the access of these automated facilities to gain more information and knowledge.

#### **E-Library & E-resources**

The College library provides E-resources like DELNET, N-LIST, and INFLIBNET for the benefit of the students. Free Wi-Fi access is available in the library. The library has 45115 books, 9 journals and 31 magazines along with 9 newspapers both in Tamil and English. The books are bar-coded and laser scanners are used in the circulation counter for book transactions. Apart from being a repository of several books, journals, magazines and other supplementary resources, the library preserves the Dissertations, Theses, Projects, Audio-Visual Materials and a book collection on Competitive Exams. The college has registered a digital library called NDLI. The digital library shall be accessed through desktop as well as Mobile inside the library block. TURNITIN software is available for checking plagiarism. Library is partially automated with KOHA software.

In the Library, each book is assigned an accession number with a barcode. The catalog of books consists of title, author and publication. The details of membership are entered for both staff and students with their college ID number. Important news clippings are archived for future reference. The Library plays an important role in supporting the teaching, learning and research activities. Students and Staff are provided with a separate space to read newspapers and magazines. RFID software implemented recently in our college.

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

#### 4.2.2

##### Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

**Response:** 1.21

##### 4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.7	3.8	1.46	3.85	8.73

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1



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

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

**Response:**

**Computer Labs**

The Institution provides well equipped computers with good internet facility of 500 Mbps. Computers are also provided in staff rooms. There are computers in all the laboratories and 100 computers in computer centers. The computers are highly equipped with updated software and applications. The good quality computers procured from LENOVO, HCL, DELL are supported with adequate power backup facilities using UPS and Generator. The systems are user-friendly and helpful to the students in academics. The students and faculty members are finding it very much helpful in guiding and working with subject oriented tasks given. The speed of the internet inside the campus is 500 Mbps. The college has provided projectors, smart boards, printers with scanning and copying facilities to each department for effective ICT enabled teaching-learning. Online VIVA - VOCE examinations for Ph.D. scholars and Webinars conducted and TNPSC group exams and Various Online Government exams are conducted in this Institution by the computer facilities available in this Campus. All computers in the lab are maintained by the System Engineers appointed in the institution.

**Wi-Fi Facility**

The campus has a free Wi-Fi Facility. The internet service is provided by BSNL and JIO using a separate leased line with 500 MBPS speed. All the laboratories of the different departments have Internet facilities connected through intelligent switches. All the access points are password protected. All the faculty members and students in the institution are benefited by this access to free Wi-Fi. This helps in the updating of information in academic- oriented works and activities. The modern scenario of the digital world is always connected and enriched by helpful resources of free facilities provided. There is a 24/7 CCTV surveillance security available in the institution. The students on the premises are watched in their interest to maintain discipline. Computer network using both LAN and WAN through Fibre Optic Cable (FOC). The NETFOX FIREWALL security software is used to monitor unwanted users. Also K7 and Vibranium Antivirus software are used to control the virus.

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

**4.3.2**

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

**Response:** 7.66

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

Response: 369

<b>File Description</b>	<b>Document</b>
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**4.3.3**

**Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development**

**Response:**

In today's constantly evolving educational arena, the incorporation of technology is crucial for delivering engaging and interactive learning experiences. Leading the charge in this educational transformation is the college's Audio-Visual Centre, equipped with cutting-edge infrastructure. This includes advanced video mixing tools, editing suites, and state-of-the-art hardware and software specifically designed for the creation of e-content.

At the core of this center is a dedication to cultivating inventive teaching approaches and crafting digital materials. The cornerstone of this endeavor is the video mixing equipment, enabling educators to seamlessly merge visuals and audio, captivating learners in ways traditional methods cannot match. By employing top-tier cinematic cameras, professional lighting methods, and sound recording systems, the focus is not only on producing high-quality content but also on facilitating effective learning experiences.

Within the center, the editing facility functions as a creative nucleus where raw footage evolves into top-notch content for immersive visual learning. Utilizing state-of-the-art editing software, content creators are empowered to integrate graphics and animated elements, elevating the learning journey to unprecedented levels. This platform enables faculty to unleash their creativity, generating content that surpasses the confines of conventional teaching materials.

Media studies seamlessly integrate into this pioneering environment, offering hands-on opportunities for content creation, curation, and distribution. The center serves as a laboratory where individuals delve into the intricacies of media, refining their skills and comprehending the influence of visual communication on education. It provides a dynamic platform for exploring the depths of media while gaining invaluable practical experience.

At the heart of the Audio-Visual Centre lies the lecture capturing system, an essential component of modern education that safeguards every academic moment. This system records and archives lectures, seminars, and presentations, enabling asynchronous learning and providing a valuable repository for future reference. It empowers students to revisit lectures at their convenience, strengthening their grasp of intricate subjects and nurturing a culture of lifelong learning.

The center's infrastructure for e-content development is finely tuned to cater to the varied requirements of both educators and learners. Cutting-edge computers, outfitted with industry-standard software tailored for video editing and content creation, enable users to explore innovative teaching approaches. Web-based storage ensures seamless access to resources from any location, nurturing a dynamic and inclusive learning atmosphere.

In summary, the Audio-Visual Centre shines as a symbol of educational advancement, harnessing video mixing tools, editing resources, and state-of-the-art technology for e-content creation. Beyond revolutionizing teaching methods, this facility empowers students to engage actively in their learning process. Amidst the digital revolution, this center stands as proof of technology's pivotal role in molding the landscape of education for the future.

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

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1

**Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years**

**Response:** 21.72

**4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
155.15	72.2	20.01	41.9	42.84

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 4.4.2

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

**Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words**

#### **Response:**

The classrooms are properly utilized to accommodate students of all programmes. The Self- Supporting stream from 9:00 am to 2:30 pm. The College Library functions from 9:00 am to 2:30 p.m on all working days, ERP helps in all the process of admission, attendance, academic, administration and Examination system.

#### **Library**

Library provides open access for all the Students, Faculties and Researchers. E-gate entry is in vogue. TURNITIN is used by the faculty members and research scholars to check Plagiarism.

#### **Computer Labs**

Nearly 285 computers, are available in 5 laboratories. CMS-ERP software is maintained for teaching and learning process

#### **Sports**

The courtyard of the play fields is being cleaned and maintained, and the boundaries are marked before the academic year starts.

#### **Classrooms**

ICT class rooms are furnished with LED lights and fans and RO drinking water is provided in the

classrooms.

## **Maintenance and Utilization Policies**

The Institution follows a systematic and transparent procedure in purchase, maintenance and utilization of equipments for Computer labs, Physical Education Department, Library Books and other support facilities.

### **1. Laboratory**

Maintenance and Utilization of Laboratory

### **2. College Library**

Library is partially automated with software's. Stocks are classified into all the subjects and there are separate shelves for Competitive Examinations books. Library is divided into the Stock section, Reference section, Periodical section, Research Section, E-Resource Section, Circulation Section and Reading Hall. Internal stock Verification is done regularly. Attendance of library users is entered using the gate entry register facility. These copies were submitted to the library and kept as reference books. Newspaper clippings, Current affairs, Job Opportunities are displayed. E-Book, E-Journal, and E-Database using our college's databases. Books are issued to the Staff and Students on producing ID cards. A separate cabin of 30 computers is available with online facilities. More than 30 students can be accommodated at a time.

### **3. Sport Complex**

Students are motivated, trained to participate in sports at National and International levels. Floodlights provided in the Basketball Court and in the Indoor Stadium. Fitness Centre and the Indoor Stadium play a key role in keeping the staff and students fit. Every year the Department of Physical Education organizes various National and State Tournaments. Yoga training is given to all the staff and student.

### **4. Maintenance of Computer**

The student-computer ratio is 10:1

Computer labs are maintained by System Engineers.

LENOVO, HCL, DELL, and Zenith Computer with adequate power backup facilities using UPS and Generator.

Computer network using LAN and WAN through Fibre Optic Cable.

NETFOX FIREWALL security software and K7 Antivirus software.

The internet service is provided by TIKONA 150 mbps, BSNL 200(Brand band) mbps using a separate leased line with 150 MBPS speed.

### **5. Classrooms -Maintenance**

- College IT resources that store, process must require usernames and passwords for access.
- College has AO and campus supervisor for maintenance of buildings, classrooms and laboratories.
- For maintenance of equipment, UPS, AMC and generator system.
- Swachh college scheme to maintain a clear environment.
- Campus under the CCTV surveillance.
- Provided with UPS Facilities and Smart Classrooms.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 69.77

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2121	1942	2019	2179	2392

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

**Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years**

**Response:**

The Grievance Redressal Cell at our college is dedicated to nurturing students' career aspirations and equipping them with the necessary skills and knowledge to excel in their chosen fields. With a focus on holistic development, the cell has outlined clear objectives and implemented various initiatives to support

students in their career journey.

**Objectives:**

- 1.Awareness and Inspiration: Providing students with insights into diverse career opportunities and inspiring them to pursue paths aligned with their interests and talents.
- 2.Assessment and Motivation: Conducting surveys to assess students' needs regarding higher studies and competitive exams, while motivating them to strive for excellence.
- 3.Information and Linkages : Keeping students informed about current job opportunities in modern technologies and establishing connections with recruiting firms and organizations.
- 4.Training and Development : Offering training sessions, soft skill development programs, and personality grooming modules to prepare students for the demands of the industry.

**Roles and Responsibilities:**

- 1.Career Planning Assistance : Guiding students towards fulfilling their career aspirations and providing relevant information to help them make informed decisions.
- 2.Competitive Exam Orientation : Facilitating preparation for competitive exams through guidance from resource persons and training centers.
- 3.Expert Counseling : Arranging seminars by industry experts to provide career counseling and guidance.
- 4.Motivational Programs : Organizing periodic motivational programs to inspire students in their career choices and growth.

**Work Plan:**

- 1.Employability Skills Training : Conducting comprehensive training sessions covering job preparedness, communication skills, etiquette, teamwork, and IT skills for students across all streams.

**Facilities:**

**Technology Infrastructure :**

Access to computer systems with internet connectivity for research and information gathering.

**Educational Resources :**

Availability of books on entrance exams and competitive examinations to support students' preparation.

**Digital Platforms :**

Utilization of social media platforms like WhatsApp, Telegram, and the Placement Portal for sharing career-related information.

**Faculty Mentorship :**

Engagement of faculty mentors appointed by departments to provide personalized career counseling to



students.

The GRC, in tandem with the Yuvathi Women Empowerment Cell and EDC, demonstrates our college's holistic approach towards student welfare. By synergizing their efforts, they provide a comprehensive support system that addresses not only academic concerns but also personal and professional development. This collaboration ensures that all students, regardless of gender, receive equitable access to career counseling and support services.

Moreover, GRC emphasis on awareness and inspiration fosters a culture of exploration and self-discovery among students. By exposing them to diverse career opportunities and nurturing their interests and talents, the cell lays the foundation for informed decision-making and lifelong learning.

The proactive approach of conducting surveys to assess students' needs reflects the cell's commitment to tailored support. By understanding the aspirations and challenges faced by students, the cell can tailor its initiatives and programs to meet their specific requirements, thereby maximizing their potential for success.

The establishment of linkages with recruiting firms and organizations underscores the cell's dedication to facilitating smooth transitions from academia to the professional world. By bridging the gap between students and potential employers, the cell enhances students' employability and career prospects, ultimately contributing to their long-term success.

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

### 5.1.3

**Following capacity development and skills enhancement activities are organised for improving students' capability**

- 1. Soft skills**
- 2. Language and communication skills**
- 3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4. Awareness of trends in technology**

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

<b>File Description</b>	<b>Document</b>
Report with photographs on programmes conducted for awareness of trends in technology	<a href="#">View Document</a>
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 5.1.4

**The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases**

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

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

<b>File Description</b>	<b>Document</b>
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee monitoring the activities and number of grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 84.54

**5.2.1.1 Number of outgoing students placed and progressed to higher education during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
715	582	958	966	891

#### File Description

#### Document

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

### 5.2.2

**Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years**

(eg: NET/SLET/ Civil Services/State government examinations etc.)

**Response:** 0.06

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	3	0	0

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

#### 5.3.1

**Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years**

**Response: 25**

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	8	3	3	5

File Description	Document
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 5.3.2

**Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.**

**Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words**

**Response:**

In DBJC, our commitment to student welfare and institutional development is woven into the fabric of our educational ethos. We understand that nurturing the holistic growth of our students goes beyond academics; it entails providing a supportive and enriching environment where they can flourish intellectually, socially, and emotionally. Central to our endeavor is the Tirthankara Student's Senate (TSS), the esteemed students' council that serves as the voice of our student body. Comprising dedicated individuals elected by their peers, TSS advocates for student rights, fosters dialogue between students and college authorities, and spearheads initiatives to enhance campus life. Through the TSS, students actively participate in shaping policies, organizing events, and addressing issues pertinent to student welfare and development. Ensuring a safe and inclusive campus environment is paramount in DBJC. The Anti-Sexual Harassment Cell, comprising faculty members and student representatives, is dedicated to preventing and addressing instances of sexual harassment. Through awareness campaigns, policy advocacy, and support services, the cell endeavors to create a campus culture where every individual feels respected, valued, and empowered. Additionally, our Grievances Redressal Cell provides a proactive platform for students to voice their concerns and seek resolution for any issues they encounter. With faculty members and student representatives working collaboratively, the cell ensures that grievances are addressed promptly, fostering transparency and accountability.

Discipline and integrity are core values that underpin the ethos of DBJC. The Discipline Committee, comprising faculty members and student representatives, plays a pivotal role in upholding campus regulations and fostering a conducive learning environment. Through disciplinary measures and educational initiatives, the committee promotes responsible behavior and mutual respect among students, contributing to a harmonious campus community.

Empowering women and promoting gender equality are integral to our mission at DBJC. The Yuvathi Women Empowerment Cell, led by faculty and student convenors, champions initiatives aimed at advancing the rights and opportunities of women on campus. Through mentorship programs, leadership workshops, and awareness campaigns, the cell empowers women to break barriers, pursue their aspirations, and contribute meaningfully to society.

Fostering innovation and entrepreneurship is another cornerstone of our educational philosophy. The Entrepreneurship Development Cell, in collaboration with faculty mentors and student leaders, provides resources, guidance, and networking opportunities to aspiring entrepreneurs. Through workshops, seminars, and incubation support, the cell nurtures an entrepreneurial ecosystem where students can explore their ideas, take risks, and turn their dreams into reality.

In addition to these initiatives, DBJC provides numerous channels for students to voice their concerns and actively participate in shaping their college experience. From suggestion boxes to open forums, we value student feedback and strive to create an inclusive and responsive campus community. Through collaborative efforts and a student-centered approach, we are dedicated to fostering an enriching educational environment where every student has the opportunity to thrive academically, personally, and professionally. Join us in shaping the future leaders of tomorrow in DBJC

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

**5.3.3**

**The institution conducts / organizes following activities:**

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

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

<b>File Description</b>	<b>Document</b>
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	<a href="#">View Document</a>
List of students participated in different events year wise signed by the head of the Institution	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of circular/brochure indicating such kind of activities.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.4 Alumni Engagement****5.4.1**

**Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:**

**Response:** 0

**5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

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

File Description	Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	<a href="#">View Document</a>

#### 5.4.2

#### **Alumni contributes and engages significantly to the development of institution through academic and other support system**

**Describe the alumni contributions and engagements within a maximum of 500 words**

#### **Response:**

Alumni associations play a vital role in fostering industry-institute interactions, providing valuable opportunities for present students, and facilitating the overall development of higher education institutions. The involvement and dedication of alumni play a pivotal role in fostering the growth and advancement of the institution. Alumni serve as invaluable resources, generously offering their expertise, networks, and support to enrich the educational experience and opportunities available to students. The most visible involvement of the alumni is by contributing their time to participate in activities of the university, mentoring students, leveraging their contacts to support university administration, faculty and students in their various endeavors, etc. Their contributions extend far and wide. Alumni play a proactive role in organizing industry visits and internships with valuable exposure to professionals and real-world scenarios. Moreover, they actively participate in various programs as resource persons, judges for events and competitions, and motivational speakers during departmental association events and alumni reunions.

#### The Crucial Role of Alumni in Institutional Growth

Alumni engagement stands as a cornerstone in the continued progress and development of our institution. Their involvement, and support contribute significantly to enriching the educational experience and opportunities available to current students. Let's delve into the multifaceted contributions of alumni:

1. Industry Exposure and Internships: Alumni proactively organize industry visits and internships, offering students firsthand exposure to real-world scenarios and professional networks. This bridge between academia and industry equips students with practical insights and experiences, preparing them for the challenges of the workforce.
  
1. Resource Persons and Mentors: Alumni serve as invaluable resources, participating as resource persons, judges, and motivational speakers during various programs and events. Their expertise

and success stories inspire and guide students, nurturing talent and fostering a culture of excellence.

1. Financial Support: Through scholarships, grants, and educational programs, alumni provide financial assistance to deserving students, enabling them to pursue their academic aspirations without the burden of financial constraints. This support opens doors to educational opportunities that might otherwise be inaccessible.

1. Soft Skills Training and Career Development: Alumni contribute to students' holistic development by conducting sessions on soft skills, career development, leadership, and entrepreneurship. Their firsthand experiences and insights impart crucial skills necessary for success in both professional and personal domains.

2. Role Models and Inspirations: Alumni serve as inspiring role models, sharing their success stories and journeys to motivate and guide students along their own career paths. Their involvement creates a sense of aspiration and possibility among students, encouraging them to aim high and pursue their dreams with determination.

3. Institutional Governance and Feedback: Alumni actively participate in institutional governance, engaging in grievance redressal meetings and offering valuable feedback on curriculum revision and improvement. Their input ensures that the institution remains responsive to the evolving needs of students and the demands of the job market.

Through alumni associations, a vibrant network of professionals connects, providing a platform for the exchange of ideas, solutions, and career resources. This collaborative environment fosters continuous learning and growth, strengthening the bond between alumni and the institution.

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



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

#### **Vision:**

Transformation of human mind and creation of a new culture that has patience for rules, laws, code of conduct, moral values, natural courtesies and human dignity.

#### **Mission:**

To instil an everlasting urge in the students to learn and think clearly and objectively. To develop energy, vitality and enable them to perform effectively to bring peace and prosperity in the society.

#### **Institutional Practices for Sustained Growth:**

To achieve our vision and mission, we pledge to cultivate a vibrant academic environment. Central to this environment is a curriculum that seamlessly integrates academic rigor with industry relevance. Through a blend of teaching, research, and outreach initiatives, we aim to empower our students with not just theoretical knowledge but also practical skills, enhancing their employability in a globalized world.

Furthermore, we are dedicated to providing comprehensive higher education that instils competence, motivation, and a deep sense of commitment to addressing the evolving challenges of our corporate and economic landscapes. Our educational approach emphasizes both intrinsic and extrinsic values, fostering creativity and innovation within a framework of ethical conduct.

We recognize the pivotal role of women in shaping the knowledge-sharing landscape. Therefore, we are committed to empowering women through equitable access to information and opportunities, thereby enriching our collective societal fabric.

Empowering students through the cultivation of fundamental values such as truth and righteousness is paramount to our ethos. We prioritize the delivery of high-quality education, integrating co-curricular and extra-curricular activities to foster economic independence, social commitment, and national development.

#### **Governance Structure:**

Governance of Dhanraj Baid Jain College is comprehensive participative and implemented with the representation of stakeholders in our structure of management team, governing body, academic council

and board of studies with the representation of industry, alumni and students.

### **Emphasis on Quality Education aligned with NEP:**

Central to our approach is a commitment to nurturing individuals with integrity and knowledge. We aspire to cultivate a generation of young minds equipped with not only academic prowess but also a deep sense of environmental stewardship and social responsibility. Our curriculum, aligned with the National Education Policy (NEP), emphasizes job-oriented training, faculty development programs, and ethical teaching practices.

We leverage digital learning platforms to enhance accessibility and quality education, facilitating student enrolment and engagement. Emphasizing conceptual understanding and logical decision-making, we foster innovation and critical thinking among our students.

We have implemented a Choice-Based Credit System (CBCS) for degree programs, enabling students to pursue diverse academic interests concurrently. Leveraging technology further, we aim to enrich teaching and learning experiences through e-learning platforms.

### **Short Term Perspective Plan:**

- To enhance the student's efficiency through Skill development programmes.
- To create a value, ethics and social responsibility through NCC, NSS, YRC and RRC
- To exhibit the special talents with support of Club activities.

### **Long Term Perspective Plan:**

- Digitized Teaching- Learning process towards future generation
- Enhancement of E-governance
- Promotion of Research and Development

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

## **6.2 Strategy Development and Deployment**

### **6.2.1**

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

**Response:**

**Admission of Students:** For the admission of students, the college follows the principle of "No capitation and no donation". The process involves issuing applications followed by counseling for self-financing streams. Online registration and admission facilities are also available. The admission process adheres to norms set by the state government. Students eligible as per University Norms/DCE Norms are selected based on merit. Additionally, a 25% fee concession is offered to outstanding sports students at the school level, while Jain students receive a 50% fee concession. Special privileges are extended to economically weaker section students under the EWS Quota with minimal fees.

**Industry Interaction / Collaboration:** The college has signed MOUs with various industries to enhance students' academic and technical skills and promote application-oriented learning. These collaborations include agreements with Mahindra Pride School, Apollo Shine Foundation, Eva Stalin IAS Academy, and Krishnamacharya Yoga Mandiram. International academic experts are also invited to share their knowledge with students and faculty through conferences and seminars.

**Human Resource Management:** Teaching faculty members are recruited by the College Staff Recruitment Committee following UGC norms and regulations. The HR department disseminates ethics and professionalism guidelines to all teaching and non-teaching staff members. It oversees recruitment, appraisal, remuneration, incentives, and administers welfare activities such as Employees Provident Fund (EPF) and Employee State Insurance (ESI). As part of training and development, the HR department collaborates with the Internal Quality Assurance Cell (IQAC) to conduct various faculty development programs and conferences.

**Library, ICT, and Physical Infrastructure/Instrumentation:** The library spans an area of 3950 Sq. ft, housing 40,567 textbooks and providing access to over 2 lakhs of eBooks through

N-LIST. It also offers 98 printed journals and more than 5000 E-journals from INFLIBNET, along with various exam preparation materials which includes RF-ID. The library conducts career guidance and awareness programs on online sources. Administrative departments are computerized for functions such as admissions, fee payments, student records maintenance, salary processing, and financial statements. The college premises are ICT-enabled with Wi-Fi internet facilities, advanced computer laboratories, fully air-conditioned seminar halls, and multiple sports facilities.

**Research and Development:** The Research and Development (RD) Cell, established in 2000, assists the Academic Council in promoting excellence in research, development, academic training activities, and faculty research.

**Examination and Evaluation:** The curriculum is structured with Outcome-Based Education and the Choice Based Credit System. Teaching utilizes interactive smart boards and e-learning platforms like Google Classroom. Continuous Internal Assessment includes two internal tests, two assignments, seminars, a model examination, and ICT activities. The college facilitates participation in conferences, FDP, seminars, and symposia, along with industrial and institutional visits and professional training sessions to meet competence challenges.

**Curriculum Development:** Decentralization and participative management form the basis of the institution's effective functioning. The Governing Body oversees overall operations, with support from various committees and faculty members. The college's autonomy, NAAC accreditation, and ISO

certification motivate faculty toward quality enhancement to meet new challenges.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.2.2

**Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:**

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

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

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1

**The institution has performance appraisal system, effective welfare measures for teaching and non-**

**teaching staff and avenues for career development/progression****Response:**

The college values and ensures the wellbeing of all its employees both teaching and non-teaching staff for the development and progress of the institution through provision of voluntary amenities besides statutory prerequisite.

**I Monetary Welfare Measures****1. Medical Support**

- Medical Insurance is provided to the faculty for 2 Lakhs Per annum.
- Apollo Shine Medical Centre operates on all working days to aid anyone that is in need of the same
- Covid support camps was provided at required times.
- Various Health awareness camps and Covid vaccination camps were organized for the employees of the college.
- Every year the college organizes Health-checkup camp for the employees with the Support of Apollo Hospital.

**2. Loan, Bonus & Incentives.**

- House Rent Allowance is granted and accessible.
- Festival bonus are provided to both teaching and non-teaching staff.
- After completion of Ph.D., NET, SET, incentives will be provided by the management to encourage the qualified faculties

**3. Academic Support & Career Development.**

- Financial Support for Staff members to attend Various Conference /seminar/ workshops / Faculty development programme
- On-duty is provided for faculty for attending Refresher/Orientation courses, Faculty Development Program, Professional Development Program, and Management Development Program, Seminars, Workshops and Presenting paper in conference.
- Faculties are permitted to serve as resource person/chair person.
- Permission to attend central evaluation for autonomous college/university valuation/BoS membership in university and autonomous colleges.
- Smart class Rooms & LCD screens are available for ICT enabled teaching and learning process for effective Teaching and Learning environment.

**4. EPF and ESI.**

- Employee Provident fund scheme and gratuity benefits are applicable for all the employees as per service rules.
- The Employee State Insurance (ESI) is being applicable for eligible employees at Dhanraj Baid Jain College.
- The staff members who availed ESI Leave are provided with Salary along with sufficient leave

during the illness period.

### 5. Fees Concession

- Children of teaching and non-teaching staff are granted concession on fees.

## II. General Welfare Measures

- The college offers several welfare measures for teaching and non-teaching staff by providing various leave benefits to all of its employees.
  - Casual Leave(CL)
  - Sick Leave(SL)
  - Medical Leave(ML)
  - On-Duty(OD)
  - Maternity Leave
  - Religious Leave(RL)
- Free Tea and refreshments are provided for both teaching and non-teaching staff.
- Free noon meal scheme is available for Non-teaching staff.
- Counselling, Yoga and Meditation classes are arranged.
- Bank and ATM facility is available on campus provides access at their convenient time.
- Faculty members are given access to use Library and both Indoor and Outdoor Stadium.
- Exclusive Ladies Privy is available for the ladies staff for utilization during the leisure period.
- Crèche/Day-Care facilities are provided for children of the staff members.

## III. Performance Appraisal System

- The performance appraisal system is applicable to both academic and administrative staff of the college.
- The cycle for appraisal is from April-March of every year.
- By the end of the cycle staff performance is evaluated by awarding the exemplary service of the staff.

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

### 6.3.2

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

**Response:** 64.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
79	64	49	63	61

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.3.3**

**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**

**Response:** 62.5

**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
65	63	58	57	62

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources**

**Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words**

#### **Response:**

The fund mobilization strategy of DBJC is a comprehensive approach aimed at ensuring the financial stability and sustainability of the institution. It encompasses meticulous planning, efficient allocation, and judicious utilization of funds to support both the academic and infrastructural development of the college. Let's delve deeper into each aspect of this strategy.

**Financial Planning:** At the core of DBJC's fund mobilization strategy is meticulous financial planning. The institution forecasts its financial requirements on a granular level, spanning monthly, quarterly, half-yearly, and annual periods. This proactive approach enables the college to anticipate its financial needs and allocate resources accordingly, thereby mitigating the risk of budget shortfalls or financial crises.

**Committee Oversight:** The finance committee plays a pivotal role in ensuring that financial planning is realistic and aligned with the institution's goals. This committee evaluates the feasibility of proposed financial initiatives and provides valuable insights to inform decision-making processes.

**Allocation of Funds:** DBJC adopts a prudent approach to fund allocation, aligning expenditures with both financial and resource mobilization objectives. This strategic allocation ensures that funds are directed towards priority areas, thereby maximizing the impact of investments in academic and infrastructural development.



**Mobilization of Funds:** Fund mobilization at DBJC encompasses diverse revenue streams, including fee collections, other sources of income, and management contributions. These funds are channeled towards supporting both capital and revenue expenditures, facilitating the college's growth and enhancement initiatives. By diversifying its revenue sources and leveraging internal contributions, DBJC strengthens its financial resilience and reduces dependency on external funding sources.

**Resource Management:** The institute maintains a well-structured process for resource management, involving various committees and department heads. Specific rules and guidelines are established to govern fund usage and resource allocation, ensuring transparency, accountability, and compliance with regulatory requirements. Through collaborative efforts and rigorous oversight, DBJC optimizes resource utilization and fosters a culture of fiscal responsibility across the organization.

**Utilization of Funds:** The optimal utilization of funds is overseen by the finance committee, which scrutinizes expenditures for both recurring and non-recurring expenses. The purchase committee plays a key role in soliciting quotations from vendors and evaluating proposals based on factors such as pricing, quality, and terms of service. By collaborating with relevant stakeholders and leveraging the expertise of department heads, DBJC ensures that expenditures remain within budgetary limits while fulfilling the institution's operational and developmental needs.

**Resource Mobilization Policy and Procedure:** DBJC follows a structured approach to resource mobilization, beginning with the formulation of a comprehensive college budget by the principal and department heads. This budget encompasses various expenses, including salaries, utilities, maintenance costs, and planned investments in infrastructure and equipment. Prior to implementation, the budget undergoes rigorous scrutiny and approval by top management and the governing council, ensuring alignment with strategic objectives and financial sustainability.

In essence, DBJC's fund mobilization strategy is characterized by proactive planning, efficient allocation, and transparent utilization of resources. By fostering a culture of financial prudence and accountability, the institution strengthens its financial resilience and enhances its capacity for sustainable growth and development.

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

#### 6.4.2

**Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)**

**Response:** 30

**6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	30

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the sanction letters received from government/ non government bodies and philanthropists	<a href="#">View Document</a>
Annual audited statements of accounts highlighting the grants received	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.4.3

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

**Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words**

#### **Response:**

The financial management strategy within the college's governance framework is meticulously orchestrated to ensure fiscal prudence, transparency, and compliance. At the helm of this strategy is the finance committee, a crucial body entrusted with overseeing the financial affairs of the institution. Chaired by the chairman of the governing body, the finance committee comprises key stakeholders, including the principal who serves as its secretary. Together, they convene at regular intervals to deliberate on financial matters, charting the course for budgetary planning and expenditure management.

One of the primary responsibilities of the finance committee is to draft the institution's financial budget. This task is not undertaken in isolation; rather, it involves collaboration with departmental heads, coordinators, and the principal to gather insights and projections for the college's academic activities. By leveraging the expertise of various stakeholders, the finance committee formulates comprehensive budget estimates that align with the institution's strategic objectives.

To ensure the effective implementation of the budget and adherence to financial policies, a chartered accountant assumes the role of finance manager. This individual plays a pivotal role in overseeing and coordinating the college's financial ecosystem, leveraging modern tools such as an Enterprise Resource Planning (ERP) system to streamline financial operations. Under the direction of the secretary of administration and the secretary of finance and academics, the finance manager meticulously manages both receipts and payments, maintaining a robust financial control environment.

In addition to proactive financial management, the institution places a strong emphasis on internal audits as a means of internal control and risk mitigation. Monthly internal audits, conducted by a reputable firm of Chartered Accountants, serve as a cornerstone of this governance framework. Led by a seasoned Chartered Accountant, the internal audit team meticulously scrutinizes financial transactions and assesses statutory compliance to identify any irregularities or areas for improvement.

The collaborative nature of the internal audit process is noteworthy, as it involves key stakeholders, including the finance manager and senior staff from the Accounts department. Together with the Chartered Accountant leading the audit team, they engage in rigorous discussions to address any audit objections that may arise. This collaborative approach not only fosters transparency but also facilitates knowledge sharing and continuous improvement within the financial management framework.

Upon completion of the internal audit, the audit team submits detailed reports to management, encapsulating their findings and recommendations. These reports serve as invaluable tools for decision-making, providing management with actionable insights into the institution's financial health and compliance status. Importantly, any raised audit objections are diligently addressed and resolved through concerted efforts, culminating in a note summarizing the resolved objections for management's review.

In essence, the financial management strategy adopted by the college exemplifies a commitment to excellence, integrity, and accountability. Through robust governance structures, collaborative processes, and a culture of continuous improvement, the institution ensures the prudent stewardship of its financial resources, thereby safeguarding its long-term sustainability and reputation.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –**

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and**

**post accreditation quality initiatives (second and subsequent cycles)**

**Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words**

**Response:**

The College has established a dynamic Internal Quality Assurance Cell (IQAC) in accordance with NAAC and UGC guidelines. The IQAC operates with the Principal as the Chairperson, supported by the Coordinator and representatives from management, teaching faculty, administrative staff, alumni, and students.

**Progressive refinements:**

- The IQAC plans, implements, and ensures the institution's adherence to quality assurance, following strategies set by the college management to enhance quality.
- Feedback from diverse stakeholders is collected and analysed to improve the system's quality.
- The institution also pursued ISO certifications, NIRF rankings, and other frameworks, including the submission of AQAR and AISHE every year.
- Teaching faculty are encouraged to attend more FDPs on ICT tools for the Teaching-Learning process and OBE.
- Smart classroom ICT teaching methods are employed for the development of teaching in all subjects.
- Student feedback on curricular programs, library activities, etc., enables comprehensive planning for better autonomy implementation.
- A communication hub was introduced to enhance students' English communication and public speaking skills.
- Mentors are allotted to monitor students' performance in all subjects and facilitate parent-teacher meetings.
- Students excelling in sports have found new opportunities in different events, contributing to their physical and mental well-being.
- Skill development programs are organized to enhance students' employability and entrepreneurship.
- Special programs identify student talents in cultural and technical events, boosting their confidence and leadership abilities.
- The campus maintains a green environment for a peaceful atmosphere beneficial to students.
- The updates ensure that the ERP systems remain aligned with the evolving needs of our college with the efficient management of students records, financial transactions, administrative processes and examination
- Implementing biometric and facial recognition technology offers a streamlined approach to digitalizing staff attendance, enhancing efficiency and security in the workplace.

**PRACTICE 1****AUTOMATED AND DIGITALIZED SYSTEMS**

The updates, including the integration of biometric and facial recognition technology, ensure that our ERP systems remain aligned with the evolving needs of our college, facilitating the transition to an

automated and digitalized system for efficient management of student records, financial transactions, administrative processes, and staff attendance, thereby enhancing workplace efficiency and security.

- ERP System was implemented Since 2017
- Biometric system for staff attendance payroll from 2018 onwards.
- KHOA 20.11 open source software used for Library.
- RFID technology is used for book circulation

In order to provide simpler and efficient system of governance within the institution decided to adopt and implement e-governance in maximum number of institutional activities. Our ERP has the following modules.

1. Administration
2. Finance and Accounts
3. Student admission and support
4. Examination

## **PRACTICE 2**

### **COLLABORATIVE QUALITY INITIATIVES (MOU)**

Academia-Industry connections were fostered through Memorandums of Understanding (MoUs) signed with various bodies and agencies, enhancing collaborative quality initiatives. These partnerships paved the way for joint research endeavours, internship programs, and skill development initiatives.

The students gain practical experience and industry insights, bridging the gap between academic knowledge and real-world application. Faculty members also benefit through exposure to industry trends and collaborative research opportunities, enriching the overall academic environment and contributing to the institution's reputation for excellence in education and innovation

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the 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**

**Describe any two examples of institutional reviews and implementation of teaching learning**

reforms facilitated by the IQAC within a maximum of 500 words each.

**Response:**

### **Response I: Innovative Teaching & Learning Methodologies**

In our pursuit of educational excellence, we have implemented a range of innovative teaching and learning methodologies aimed at fostering holistic development and academic success among our students. These methodologies not only enhance traditional classroom experiences but also prepare students for real-world challenges through practical application of knowledge and skills. Let's delve into the key aspects of our approach:

**Bridge Course Programme and Student Induction:** We recognize the importance of easing the transition for students entering higher education. Our bridge course programme provides foundational knowledge required for upcoming courses, ensuring students are adequately prepared for their academic journey. Additionally, our student induction programme, guided by UGC guidelines, helps students smoothly transition from secondary to higher education, setting them up for success in undergraduate and postgraduate programmes.

**Comprehensive Handbooks:** To provide clarity and support to our students, we offer comprehensive handbooks outlining programme structures, subject overviews, syllabi, session plans, course materials, and question banks. These resources serve as valuable guides throughout the academic year, empowering students to navigate their courses effectively.

**Project-Based Learning and Collaborative Activities:** We emphasize hands-on learning through project-based assignments that challenge students to apply theoretical knowledge to real-world problems. These projects foster collaboration, critical thinking, and creativity among students, preparing them for the complexities of the professional world. Moreover, collaborative learning activities encourage peer-to-peer knowledge sharing, idea exchange, and collective problem-solving, enriching the learning experience for all.

**Technology Integration:** Leveraging smart classroom technologies and Wi-Fi-enabled classes, we provide students with access to a wealth of online resources and educational apps. This facilitates interactive and multimedia lessons, real-time collaboration on projects, and engagement with diverse learning materials, enhancing understanding and participation in class activities.

**Continuous Professional Development:** We prioritize the ongoing professional development of both faculty and students through seminars, workshops, webinars, and Faculty Development Programs (FDPs). These initiatives offer opportunities for knowledge sharing, hands-on learning experiences, and exposure to the latest industry trends and academic research. By participating in these activities, faculty members and students alike stay updated on evolving teaching methodologies and learning techniques, fostering a culture of continuous improvement.

**Remedial Classes for Academic Support:** Recognizing that some students may face academic challenges, we offer remedial classes designed to provide targeted support and intervention. These classes focus on identifying and addressing specific learning needs, building foundational skills, and monitoring progress over time. With a focus on differentiated instruction, individualized support, and parental involvement, we strive to ensure every student receives the necessary support to succeed

academically.

In summary, our innovative teaching and learning methodologies prioritize student success, engagement, and holistic development. By embracing technology, fostering collaboration, and providing tailored support, we empower our students to excel academically and thrive in a rapidly evolving world.

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

### 6.5.3

**Institution has adopted the following for Quality assurance:**

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

**Response:** A. Any 5 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

**Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words**

**Response:**

**Gender Audit:**

The institution's Gender audit team plays a pivotal role in monitoring women's safety on the campus and the programs organized by the clubs of the college. The Audit team has five executive members representing faculties and two student coordinators from the Tirthankara Student's Senate.

**Curriculum Enhancements:**

The Department of English now offers Gender Studies, Recent Writings, and Women's Writing courses, while the Department of Corporate Secretaryship introduced Principles of Management and Entrepreneurial Development. The Department of Tamil emphasizes gender equity through its curriculum, including works like "Breath of Life" by Arivumathi. Additionally, all third-year students participate in a value education paper facilitated by the L.E.A.P Value Education Club.

**Social Security and Discipline:**

Essential cells and committees such as the Women Empowerment Cell and Anti-Ragging Cell have been established to ensure social security and uphold discipline. Exclusive workshops, including a 5-week life skill training program in association with Thozhamai-NGO, empower female students.

**Clubs Promoting Gender Consciousness:**

The Youth Red Cross, Red Ribbon Club, and National Service Scheme promote gender consciousness, health, and hygiene.

**Dedicated Resources:**

Dedicated resources such as Lady Security Guards, a Women's Helpline, and a Suggestion Box cater to the unique needs of female students.

**Comprehensive Healthcare Support**

**Partnerships for Healthcare:**



Healthcare facilities provided in collaboration with Apollo Shine Clinic, along with the presence of a dedicated Lady Nurse on campus, ensure comprehensive support for students' medical needs.

### **Advanced Security Measures**

#### **Continuous Monitoring:**

Advanced security measures, including CCTV cameras and safety sessions, contribute to a safer campus environment.

### **Awareness Programs and Celebrations**

#### **Range of Awareness Programs:**

Awareness programs cover various topics, including cyber-security, women's contributions in Tamil, and mental health.

#### **Prominent Speakers:**

Resource persons leading these programs are highly talented individuals with expertise in various fields. For example, Honorable Tiruchi Siva, a Member of Parliament, delivers speeches on the Significance of Gender Equality and the impact of media on society.

#### **Holistic Approach:**

National Nutrition Week, Rights to Life, Women's Health, Breast Cancer Awareness, Voice of Values, and Mental Health and Well-being programs add depth to the ongoing efforts, creating a holistic approach to gender equity.

In conclusion, despite the word limit, each aspect remains integral to DBJC's commitment to gender equity and fostering a fair and inclusive environment.

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

**6. Wind mill or any other clean green energy****Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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**
- **Liquid waste management**
- **E-waste management**
- **Waste recycling system**

**SOLID WASTE MANAGEMENT:**

Dhanraj Baid Jain College of Arts and Science (DBJC) is dedicated to effective solid waste management to minimize its environmental impact. The institution has designated waste collection points throughout the campus for the segregation of biodegradable and non-biodegradable waste. Waste bins are strategically placed, and students and staff are encouraged to dispose of their waste responsibly.

The college employs waste segregation practices to categorize waste into recyclable and non-recyclable components. Non-recyclable waste is sent to local waste disposal units following municipal guidelines. For recyclable materials such as paper, plastic, and glass, the institution collaborates with recycling agencies to ensure proper recycling procedures are followed.

**LIQUID WASTE MANAGEMENT:**

Efficient liquid waste management is a priority at DBJCAS. The college has established proper drainage systems, sewage treatment plants, and effluent disposal mechanisms. All liquid waste generated within

the institution is channeled through these systems to ensure compliance with environmental standards.

The sewage treatment plant processes wastewater from various sources, treating it to meet permissible discharge standards. Regular inspections and maintenance of the sewage treatment infrastructure are conducted to uphold its functionality. Importantly, the treated sewage water is recycled and used for watering plants across the college campus, contributing to sustainable water management practices.

#### **E-WASTE MANAGEMENT:**

Recognizing the significance of electronic waste management, DBJCAS has established e-waste collection points on campus. Discarded electronic equipment such as computers, printers, and other electronic devices are collected separately for proper disposal and recycling.

The college collaborates with certified e-waste recycling agencies to ensure that electronic waste is handled in an environmentally friendly manner. Regular awareness campaigns are conducted to educate students and staff about the importance of recycling e-waste and the potential environmental hazards associated with improper disposal.

#### **WASTE RECYCLING SYSTEM:**

DBJC has instituted a comprehensive waste recycling system to reduce the environmental impact of non-biodegradable waste. The college promotes recycling practices by providing recycling bins for paper, plastic, glass, and other recyclable materials across the campus. The institution actively engages with recycling companies to collect and process recyclable materials. Regular awareness programs and educational initiatives are conducted to encourage the college community to participate actively in recycling efforts.

In conclusion, Dhanraj Baid Jain College of Arts and Science demonstrates a strong commitment to environmentally responsible waste management across various waste streams. The institution's facilities and practices aim to minimize the environmental footprint and contribute to sustainable and eco-friendly campus operations.

<b>File Description</b>	<b>Document</b>
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<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:** A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.5

#### Green campus initiatives include

**Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words**

**Response:**

#### Green Campus initiatives:

Our institution is dedicated to creating a green and sustainable campus through various eco-friendly initiatives. To minimize pollution and promote a healthy environment, the campus restricts automobile entry and encourages the use of bicycles and battery-powered vehicles, fostering a pedestrian-friendly atmosphere. The college enforces a ban on plastic use, urging students and faculty to use steel water bottles and non-biodegradable trash cans for plastic waste disposal. Our water management policy ensures a reliable water supply through bore wells and overhead tanks, supplemented by rainwater harvesting systems that help replenish groundwater levels. The campus is lush with extensive landscaping, including a herbal garden with stoned pathways designed for effective rainwater harvesting. Energy conservation is a priority, achieved through the use of energy-efficient LED bulbs and the integration of solar energy systems.

In terms of waste management, our institution employs a comprehensive approach. A main RO plant provides clean drinking and cooking water across the campus. Waste is efficiently sorted using color-coded bins for organic, inorganic, and medical waste, and eco-friendly incinerators are used for the disposal of sanitary napkins. The campus also promotes paperless communication through internal email systems, face recognition devices for staff attendance, and an ERP system for managing assignments,

grading, and other academic processes. This digital approach extends to admissions and fee payments, which are conducted online to enhance accessibility and efficiency.

E-waste management is another critical aspect, with students encouraged to minimize e-waste generation. The institution has established a memorandum of understanding (MoU) with organizations specializing in e-waste collection and recycling. Regular tree-planting drives and the practice of gifting plants at events further underscore our commitment to sustainability. Additionally, the campus features an organic manure pit and a biogas plant, supporting our waste management and energy conservation efforts. The use of battery-powered vehicles for transporting goods and well-maintained pedestrian pathways enhance the campus's green infrastructure. Collectively, these initiatives ensure that our institution remains a model of sustainability, providing a vibrant and eco-friendly environment for all stakeholders.

In conclusion, our institution's Green Campus initiatives reflect a deep commitment to sustainability and environmental stewardship. By restricting automobile entry, banning plastic, and promoting bicycles and battery-powered vehicles, we foster a healthy, eco-friendly campus. Effective water management, extensive landscaping, and energy conservation practices further enhance our green credentials. Comprehensive waste management, including e-waste recycling and digital communication systems, underscores our dedication to reducing our environmental footprint. Through these initiatives, we create a sustainable and vibrant campus environment, setting a benchmark for eco-friendly practices in educational institutions.

File Description	Document
Policy document on the green campus/plastic free campus	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.6

**Quality audits on environment and energy are regularly undertaken by the institution**

**The institutional environment and energy initiatives are confirmed through the following**

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**
- 4.Beyond the campus environmental promotion and sustainability activities**

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

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

### 7.1.7

*The Institution has Differently-abled (Divyangjan) friendly, barrier free environment*

*Write description covering the various components of barrier free environment in your institution in maximum of 500 words*

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

#### **Response:**

DBJC, is committed to fostering a healthy and inclusive learning environment that supports students with various physical and learning disabilities. The institution has implemented several measures to ensure accessibility and provide positive reinforcement for differently-abled students.

**Ramps** are available in all buildings, ensuring that students who use wheelchairs or have difficulty can easily access classrooms and facilities. Additionally, the institution offers wheelchair services to further assist students with physical disabilities in navigating the campus.

The college's commitment to accessibility extends to its computer labs, where **NonVisual Desktop Access (NVDA)** software is installed on all systems. This screen reader software enables students with complete or partial vision loss to use computers independently. By providing NVDA, DBJC ensures that

visually impaired students can participate fully in computer-based learning and improve their digital literacy skills.

In line with its inclusive policies, DBJC has made sure that **washrooms across the campus are Divyangjan-friendly**. These washrooms are specially designed to accommodate the needs of students with disabilities, offering features such as wider stalls, handrails, and lower sinks to ensure ease of use. This facility underscores the college's dedication to creating a comfortable and accessible environment for all students.

DBJC recognizes the importance of providing support during examinations. The institution has a dedicated team known as **DBJC Scribes**, who assist students with visual and locomotor disabilities by writing their answers during exams. This initiative ensures that all students have an equal opportunity to demonstrate their knowledge and skills without being hindered by their disabilities.

To further enhance the support system for differently-abled students, **DBJC introduced the Divyangjan policy on December 3rd, 2022**. This policy encourages students to join the scribe team, fostering a culture of peer support and inclusivity within the college community. By involving students in the scribe team, the college not only provides practical assistance to those in need but also raises awareness and sensitivity towards the challenges faced by differently-abled students.

The DBJC plays a pivotal role in addressing the special learning needs of students with various disabilities, including visual impairments, loco-motor disabilities, and dyslexia. The centre organizes regular training sessions on NVDA access, typing skills, and Braille writing and reading. These sessions are designed to equip students with the necessary skills to use computers effectively and enhance their employment opportunities.

Moreover, the centre conducts awareness and sensitization programs for both students and faculty to promote understanding and empathy towards the challenges faced by differently-abled students. These programs, conducted in collaboration with clubs and committees of the college, help create a more inclusive and supportive campus environment.

DBJC also focuses on enhancing the professional skills of differently-abled students by providing training in English language typing. This initiative aims to make students technically independent and better prepared for the workplace, thereby reducing some of the barriers they may face in their professional lives.

Overall, DBJC demonstrates a strong commitment to inclusivity and accessibility, ensuring that all students, regardless of their abilities, have the opportunity to succeed academically and professionally.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional 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 such other diversities (within 500 words).**

**Response:**

Our Institution plays a pivotal role in shaping societal values and fostering an inclusive environment that embraces diversity in all its forms. Promoting unity and harmony amidst the rich tapestry of cultural, regional, linguistic, communal, socioeconomic, and other diversities is an essential task for an inclusive society through our students, Faculties, Management, Stakeholders. Embracing and celebrating these diversities not only enriches the social fabric but also contributes to the overall progress and well-being of the students to become a better citizen of our country.

Cultural diversity is a hallmark of humanity, reflecting the unique expressions of various communities. The first step towards unity is acknowledging and respecting these distinct cultural identities. By praising our culture and traditions, **Samathuva Pongal, the harvest festival of Tamilnadu**, and also **ThiruvOnam, the harvest festival of Kerala**, was very majestically celebrated by our students. Not only Particular states and also all over the traditions and cultures of Various states and customs which has been showcased for breaking down stereotypes and building bridges between different cultures.

Regional diversity, often rooted in geography and history, adds depth to a nation's identity. Our Students Created an unique awareness by riding bicycles through the neighbouring communities to give awareness talks to the general public about the evil effects of using Drugs. The Special part is our Student, **Mr. Sarath Roshan** from the Department of Computer Science. who rode a bicycle from **Chennai to Kanyakumari** to create awareness and be an inspiration to all the youths.

Communal diversity reflects the variety of religious and ethnic groups within a society. Respecting religious freedom and promoting interfaith dialogue, The University of Madras organizing Endowment lectures of our profound Founder **Seth. Dhanraj Baid** every year. In addition to many programs organized **JAIN CULTURAL MEET** where every culture and traditions of our Motherland are praised and celebrated. From Rashtrapathi to Rajasthani, From Kashmir to Kanyakumari, DBJC teaches a culture based environment and education to the wards. The Government formulates various policies to create an equality among the culture from the part of students. The Institution did their best to provide harmony among everyone.

Other diversities, such as gender, age, and abilities, should also be considered in the quest for harmony. By emphasizing this, Great Leaders such as **Mahatma Gandhi, Dr. A.P.J. Abdul Kalam, Dr. B.R. Ambedkar, Subrmaniya Bharathi, Swami Vivekanadhar** and numerous personalities have been praised and proudly taught the preachings of them on their Birth Anniversaries to create an impact among the Society.

Education is a powerful tool in fostering unity and understanding. Integrating diverse perspectives into the curriculum helps break down stereotypes and build empathy. Our institution promotes an environment where students learn about and appreciate different cultures, regions, and languages. Various Programs have been organized all around Tamil Nadu by The **DBJC Swaralaya** and contributed their best in several events such as **Christmas Celebrations, Vinayaka Chaturthi, Navratri Celebrations, Holi ( Embracing the Colours of Humanity), Chaturmasya Vrata** and more.



File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
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*

**Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.**

**Response:**

The Institution is dedicated to instilling in its staff and students a strong sense of justice and ethics. To help its students become the finest citizens of the nation, the institution hosts a number of awareness programs about their constitutional obligations, which include values, rights, duties, and responsibilities. They are essential to establishing in the nation's youth a sense of national sovereignty.

In an attempt to instill in students a feeling of constitutional obligation, the college built its curricula with programs like teaching Human Rights, Value Education, Introduction to Indian Constitution, and Modern Indian Government. These kinds of courses strive to establish an ideal society by imparting moral principles and ideals that are based on inclusivity and humanism. Furthermore, a variety of curricula have aided pupils preparing for competitive exams both directly and indirectly.

The college celebrates Independence Day and Republic Day with great zeal to remember the long path to freedom and the efforts of our forefathers to convert British India into an independent sovereign nation. It is a day for students and faculty to honour the essence of freedom and the achievement of the dreams of freedom fighters. These days act as a reminder to instil the country's pride, virtues, cultural richness, diversity, and history.

The Electoral Literacy Club organized the National Voters Day as a way to teach youth the importance of taking part in the political process. In an effort to encourage young people to vote actively and advance the country, the college has organized a voting awareness event. Through a variety of awareness campaigns run by the college's consumer club, the students learned about their rights and responsibilities as consumers through the Citizen Consumer Club.

Students are taught the importance of unalienable human rights by the college's Value Education Club along with what to do in the event that these rights are violated. In order to emphasize the significance of human rights in daily life, human rights day is honored.

The college always maintains a state of vigilance. During Vigilance Awareness Week, events were held to promote integrity and educate the students about ways to combat bribery and other forms of corruption. As part of the celebrations for National Unity Day, participants swear a pledge to cherish the

wonderful legacy of national integration.

To accomplish the goals of the Swachh Bharat Abhiyan, the Institution's NCC, NSS, YRC, RRC organises "Cleanliness Drives" in several places, including major coastal regions such as Marina Beach, Elliots Beach etc., and various smaller towns and villages. The college observes the International Day of Yoga each year as part of its efforts to improve the physical, mental, and spiritual well-being of the students.

The Institution works hard to instill in students a sense of civic duty. Students who participate in civic duty work to protect and preserve the democratic principles outlined in the Indian Constitution. This method helps students become accountable citizens and engaged members of their communities and government.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>
Any other relevant information	<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 institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

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

<b>File Description</b>	<b>Document</b>
Report on the student attributes facilitated by the Institution	<a href="#">View Document</a>
Policy document on code of ethics.	<a href="#">View Document</a>
Handbooks, manuals and brochures on human values and professional ethics	<a href="#">View Document</a>
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	<a href="#">View Document</a>
Constitution and proceedings of the monitoring committee.	<a href="#">View Document</a>
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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 PRACTICE I**

**TITLE: BEYOND THE BLEACHERS: FUELING AMBITION THROUGH ATHLETICS**

**Context:**

In DBJC, we firmly affirm that sports constitute an essential component of a comprehensive education. The integration of sports education enriches the holistic development of our students, fostering their overall personality growth.

**Objectives:**

1. Establish a dynamic talent identification framework at the grassroots level to discover and support emerging athletes with potential.

2. Enact regular performance evaluations to fuel a culture of continuous growth and pursuit of excellence among athletes.
3. Lead the advancement and upkeep of cutting-edge sports facilities, ensuring ideal settings for training and competitive events.
4. Inspire and empower students to explore diverse career pathways in sports, encompassing coaching, sports administration, and athletic development, fostering a comprehensive engagement with sports.

### **Practice:**

In DBJC, our commitment to supporting student-athletes extends beyond the sports arena. Understanding the demands of sports practice and events, we offer remedial classes for students who may have missed regular classes. Recognizing the financial challenges some may face, we provide fee concessions and sports travel allowances to alleviate any burdens. Moreover, for those unable to attend practical exams or semester exams due to their sports commitments, we organize dedicated exam sessions on specific days, ensuring they have equal opportunities to excel academically. These initiatives exemplify our institution's dedication to holistic student development, where we prioritize both academic and athletic success.

### **Advantages:**

1. **Preference during Admission:** Students with outstanding sports records receive preference during the admission process, recognizing their achievements beyond academics.
2. **Specialized Coaching:** Our institution provides specialized coaches for tailored training programs, ensuring students receive expert guidance to hone their skills in their respective sports.
3. **Opportunities for Representation:** Students have the opportunity to represent their university, state, and even national teams, showcasing their talent on various competitive platforms.
4. **Confidence and Communication Skills:** Engaging in sports activities fosters confidence and enhances communication skills among students, equipping them with valuable life skills beyond the playing field.
5. **Supportive Dietary Provision:** We offer complimentary food and beverages during practice sessions, taking into account the dietary requirements of our sports students, ensuring they maintain optimal nutrition and energy levels.
6. **Access to Government Jobs:** Students are eligible to avail government jobs through the sports quota, providing additional career opportunities based on their sporting achievements.
7. **Networking and Learning Opportunities:** Our students have the privilege of interacting with trained athletes and national players, gaining insights, inspiration, and knowledge from their experiences, further enriching their sporting journey.
8. **Representation at Various Levels:** Beyond university competitions, students are given a chance to compete at state, national, and even international levels, broadening their exposure and horizons in the sports arena.

Despite facing significant challenges, our college has demonstrated remarkable resilience and success in sports. Time constraints often hinder practice sessions, and finding sponsorships or mobilizing funds for certain sports remains a persistent issue. However, the college management is proactively taking initiatives to raise funds and promote sports and games. Despite these resource limitations, our college teams have excelled, winning numerous medals and awards in various categories during the assessment period.

## **BEST PRACTICE II**

### **TITLE: EMPOWERING FUTURES: SKILL DEVELOPMENT FOR CAREER READINESS**

#### **Context:**

In DBJC, we resolutely believe that comprehensive education extends beyond academic excellence to include the development of practical skills essential for success in the modern workforce. Recognizing the importance of equipping students with these skills, our college has implemented a robust skill development program. This initiative aims to enhance employability, foster personal growth, and prepare students for diverse career opportunities.

#### **Objectives:**

- Identify and nurture the unique talents and abilities of our students through tailored skill development programs.
- Conduct regular assessments to monitor progress and ensure continuous improvement in students' skill sets.
- Provide state-of-the-art facilities and resources to support effective skill acquisition and practical training.
- Encourage students to explore various career opportunities and industries, fostering a broad and adaptable skill set.

#### **Practice:**

In DBJC, our commitment to skill development is demonstrated through various programs organized by the Training and Placement Cell, the L.E.A.P. Value Education Club, the Women Empowerment Cell, and the Entrepreneurship Development Cell. These entities collaborate with leading companies and organizations to offer skill development classes that are relevant and up-to-date.

Key initiatives include partnerships with organizations like Magic Bus and Thozhamai NGO, which provide specialized training for our female students. Annual skill development workshops and seminars, organized by the Tirthankara Student's Senate (the student council), offer additional learning opportunities. Students are encouraged to enroll in courses offered by NPTEL, and in collaboration with NAN-MUDHALVAN (a government skill development organization) and the National Skill Development Corporation, the college facilitates a wide range of skill development programs.

Our skill development classes cover essential areas such as communication, Canva designing, MS Office, Google Docs, Sheets, Slides, email writing, and programming languages like C++, Java, and HTML. These classes ensure that students are proficient in both soft and technical skills, making them well-rounded candidates in the job market.

DBJC emphasizes the PDP and FDP are regularly organized to keep the teaching staff updated with the latest educational practices. This outreach helps in building a strong foundation for future college students and strengthens the community's overall educational framework.

#### **Advantages:**

1. **Enhanced Employability:** Students gain practical skills highly valued by employers, significantly improving their job prospects and career opportunities.
2. **Personal Growth:** Skill development classes foster confidence, problem-solving abilities, and adaptability, contributing to overall personal growth.
3. **Specialized Training:** Collaborations with various organizations provide students with access to expert training and resources.
4. **Comprehensive Learning:** The inclusion of both soft and technical skills ensures students are well-rounded and versatile.
5. **Professional Development:** Faculty development programs ensure that educators are well-equipped to provide high-quality instruction and guidance.
6. **Community Outreach:** Skill development efforts for school students enhance the educational landscape of the community.

Despite challenges such as time constraints and funding limitations, DBJC's proactive initiatives have led to remarkable success in both academic and extracurricular activities. By prioritizing skill development alongside traditional education, our college prepares students to excel in their chosen fields and contribute meaningfully to society.

## **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:**

#### **INSTITUTIONAL DISTINCTIVENESS OF DBJC**

**TITLE: EMPOWERING MARGINALIZED CHILDREN THROUGH ACCESSIBLE EDUCATION AND HOLISTIC DEVELOPMENT**

#### **Introduction**

Dhanraj Baid Jain College, stands as a pillar of educational empowerment for economically weaker children in the region. Serving students from areas like Semmancheri, Kananki Nagar, Neelankarai, and beyond, the college has been a catalyst for creating numerous first-generation graduates. The distinctiveness of DBJC lies in its commitment to providing inclusive education, fostering holistic

development, and upholding its core value of "Humanity."

### **Excellence Through Expertise**

DBJC's commitment to academic excellence is reflected in its enriched, outcome-based curriculum designed to meet industry standards. The college offers unique academic programs that ensure students gain practical knowledge and skills.

### **Life Skills and Personality Development:**

Programs such as "Develop Skill to Develop Life" provide life skills training at various levels, from personality development and reasoning skills to career skills and quantitative aptitude. These programs ensure students are well-rounded and prepared for professional challenges.

### **Professional Certifications:**

DBJC offers practical accounting courses with Tally and GST compliance, alongside other IT-related courses. These certifications enhance students' employability by providing them with industry-relevant skills. By equipping students with practical knowledge in accounting software and tax compliance, DBJC ensures that its graduates are well-prepared for the dynamic needs of the job market. IT certifications help students stay abreast of technological advancements, making them valuable assets in any organization.

### **Continuous Learning:**

The college facilitates continuous learning through access to platforms like NPTEL, Nan Mudhalvan, and NSDC, allowing students to gain in-depth knowledge across various domains. This access to a wide range of online courses and resources enables students to pursue their academic interests beyond the classroom and remain updated with the latest developments in their fields. DBJC ensures that its students develop a habit of lifelong learning, which is essential in today's fast-evolving world.

These programs equip students with the necessary expertise to excel in their chosen fields

### **Exploration and Innovation:**

DBJC encourages exploration and innovation, providing students with opportunities to engage in research, internships, and entrepreneurial activities. Key initiatives include:

#### **1. Research and Internships:**

The Young Researchers Program fosters research skills among undergraduates, while mandatory internships offer experiential learning opportunities. These experiences bridge the gap between academic learning and real-world applications. By involving students in research projects early in their academic journey, DBJC nurtures a spirit of inquiry and innovation. Internships provide students with hands-on experience in their respective fields, helping them understand industry practices and build professional networks.

#### **2. Innovation and Entrepreneurship:**

The Entrepreneur Development Cell supports students in developing entrepreneurial skills and launching their ventures. This initiative nurtures innovative thinking and prepares students for diverse career opportunities. The cell organizes workshops, seminars, and mentoring sessions with successful entrepreneurs and industry experts.

### **3. Skill Development Programs:**

DBJC offers over 50 skill enhancement programs, including courses on baking and programming languages. These programs bridge the gap between academic learning and industry requirements, ensuring students develop practical skills that enhance their employability. By offering a diverse range of skill development programs, the college caters to the varied interests and career aspirations of its students.

### **4. Engaging with the Community:**

Community engagement and social responsibility are integral to DBJC's philosophy. The college's infrastructure and extracurricular activities a vibrant campus life and contribute to student development.

### **5. Cutting Edge Amenities:**

DBJC boasts a well-equipped library, auditoriums, playgrounds, indoor stadiums, and seminar halls. The Wi-Fi-enabled campus and modern computer laboratories support digital learning and ensure students have access to the latest educational resources. The extensive library offers a vast collection of books, journals, and digital resources that support academic research and learning. The well-maintained sports facilities encourage physical fitness and teamwork among students, while the auditoriums and seminar halls provide venues for cultural and academic events.

### **6. Community Service:**

Various clubs and cells, including the National Service Scheme (NSS), Youth Red Cross (YRC), and Citizen Consumer Club, organize awareness programs, disaster management activities, and government school renovation projects. These initiatives instill a sense of social responsibility and community service among students. Through these programs, students learn the importance of giving back to society and develop a sense of empathy and compassion.

### **7. Student Support:**

The Tirthankara Student's Senate promotes values of humanity, forgiveness, and donation (of knowledge and blood), while counseling cells provide support for students with behavioral issues. This focus on personal growth and self-improvement helps students develop into well-rounded individuals. It offers a safe space for students to discuss their issues and receive professional guidance.

### **8. Cultivating Holistic Development**

Holistic development is a cornerstone of DBJC's educational philosophy. The college provides numerous opportunities for students to engage in cultural and sports activities, fostering a well-rounded education.



## 9. Cultural and Sports Activities:

Students are encouraged to participate in cultural and sports events both within and outside the college. This involvement has led to numerous awards and recognition in various competitions, highlighting DBJC's commitment to nurturing talent in diverse areas. Participation in cultural activities such as dance, music, drama, and art helps students to explore their creative potential and develop a well-rounded personality. Sports activities promote physical fitness, teamwork, and discipline among students.

## 10. Support for Athletes:

DBJC provides remedial classes, fee concessions, and dedicated exam sessions for student-athletes, ensuring their academic progress is not hindered by their sporting commitments. This support helps athletes balance their academic and athletic pursuits effectively.

## 11. Gender Equality and Inclusivity:

The college conducts gender equity programs and outreach events to promote inclusivity and empower all students, ensuring a supportive and diverse campus environment. These programs address issues related to gender discrimination and promote awareness about gender equality.

## Conclusion

DBJC distinguishes itself through its unwavering commitment to inclusive education, academic excellence, community engagement, and holistic development. By providing accessible education to economically weaker children, fostering expertise, encouraging exploration and innovation, and promoting vibrant campus life, DBJC empowers its students to become the future leaders and change makers of society. The college's dedication to the core value of "Humanity" ensures that every student is valued and supported, making DBJC a truly distinctive institution.

File Description	Document
Appropriate webpage in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Dhanraj Baid College holds UGC recognition under sections 2(f) and 12(b), and attained autonomous status in 2008. With over 50 years of academic prowess, it stands as a renowned institution in higher education. The college adopts outcome-based education and prioritizes a student-centric approach in its teaching-learning methods.

Our pursuit of excellence is underpinned by a dedicated faculty, a competency-based curriculum, modern infrastructure, a research center, ample financial support, and comprehensive welfare measures. We offer guidance for higher education and encourage entrepreneurial ventures.

Our institution's appeal extends beyond facilities to include our committed faculty. Our faculty comprises highly qualified experts in specialized fields. The student body largely consists of individuals from economically down-trodden society, many being first-generation learners. Students receive pre-placement training and other activities at no cost. Our sports teams have consistently excelled, with one student achieving gold at the international level in Taekwondo.

Education beyond the curriculum is emphasized through departmental and inter-departmental activities. The Placement Cell prepares students for suitable placements, while the Entrepreneurship Development Cell encourages startup initiatives. Financial assistance is provided to empower sports students, and the Women's Empowerment Cell ensures equal opportunities for female students. The Value Education Club fosters social responsibility, while the NSS promotes selfless service.

Eminent alumni serve as proud ambassadors of the college, enriching its legacy. Our core values include discipline, punctuality, genuineness, cleanliness, uniformity, volunteerism, competency, excellence, leadership, and good citizenship. The college aims to instill these values to meet the evolving needs of industries and corporations, fostering elevated and sustained excellence in education.

Additional campus features encompass the incorporation of solar energy, a biogas plant, sensor-based energy conservation systems, LED bulbs, energy-efficient equipment, and sustainable energy sources. Moreover, the campus offers rainwater harvesting, borewell installation, tank construction for water storage, wastewater recycling facilities, and water body maintenance.

Further improvements to the campus involve conducting green audits, energy audits, maintaining a clean and eco-friendly environment, and participating in environmental activities beyond the campus boundaries.

The institution has implemented a code of conduct for students, teachers, administrators, and staff members, and organizes periodic programs to uphold these standards.

### **Concluding Remarks :**

DBJC is dedicated to enriching students with the latest advancements in industries and technologies. We actively encourage both faculty and students to participate in workshops and conferences to enhance their technical skills and stay updated on industry best practices. Through strategic MOUs with industry partners,

DBJC ensures that students and staff acquire the necessary skills to excel in their respective fields and become industry-ready for placements. Feedback serves as a critical tool for continuous improvement in education quality. We gather feedback from students, parents, and alumni through various channels, including online platforms, to ensure inclusivity and transparency.

Our institution boasts a highly motivated faculty with a passion for teaching and self-development. We foster a culture of teamwork among senior and junior faculty members, as well as students, promoting a collaborative learning environment. Leveraging a customized ERP system, we streamline administrative processes to ensure effective data management and decision-making. At DBJC, our commitment to excellence extends beyond the classroom. We strive to impart knowledge and skills of the highest standard while keeping the cost of education affordable to attract meritorious students.

Embracing emerging opportunities, we aim to leverage our potential for excellence and introduce programs aligned with industry best practices in collaboration with professional agencies. Our college motto, "Darkness to Light," embodies our dedication to guiding individuals from obscurity to enlightenment. We believe that education illuminates paths to success, empowering our students, faculty, and staff to overcome challenges and embrace knowledge. Through unwavering dedication, we foster growth, wisdom, and resilience, illuminating the journey from ignorance to enlightenment. Our vision is to cultivate a transformative culture characterized by respect, integrity, and a commitment to lifelong learning, contributing to the establishment of a harmonious and ethical society. We aspire to ignite a passion for critical thinking and objective reasoning among our students, empowering them to play an active role in fostering peace and prosperity within our community and beyond.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	<p><b>Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.</b></p> <p>Answer before DVV Verification : Answer After DVV Verification :77</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
2.4.3	<p><b>Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)</b></p> <p>2.4.3.1. <b>Total teaching experience of full-time teachers as of latest completed academic year</b> Answer before DVV Verification : 1163 Answer after DVV Verification: 937</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
3.1.3	<p><b>Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years</b></p> <p>3.1.3.1. <b>Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years</b> Answer before DVV Verification : 22 Answer after DVV Verification: 00</p> <p>Remark : As per clarification received from HEI, and certificates are not as per the metric intent. The value seems to be ZERO, thus DVV input is recommended.</p>
3.2.1	<p><b>Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)</b></p> <p>Answer before DVV Verification : Answer After DVV Verification :0</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
3.2.2	<p><b>Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years</b></p> <p>3.2.2.1. <b>Number of research projects funded by government and non-government agencies</b></p>

**during the last five years.**

Answer before DVV Verification : 1

Answer after DVV Verification: 0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**3.4.3 Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years**

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

Answer before DVV Verification : 203

Answer after DVV Verification: 177

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**3.4.4 Number of books and chapters in edited volumes published per teacher during the last five years**

**3.4.4.1. Total Number of books and chapters in edited volumes published during the last five years**

Answer before DVV Verification : 102

Answer after DVV Verification: 74

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
43	32	05	03	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	32	5	03	18

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

4.4.1	<p><b>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years</b></p> <p>4.4.1.1. <i>Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 562"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>246.59</td> <td>152.49</td> <td>78.18</td> <td>172.43</td> <td>199.26</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 642 1046 775"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>155.15</td> <td>72.2</td> <td>20.01</td> <td>41.9</td> <td>42.84</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	246.59	152.49	78.18	172.43	199.26	2022-23	2021-22	2020-21	2019-20	2018-19	155.15	72.2	20.01	41.9	42.84
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5.1.1	<p><b>Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years</b></p> <p>5.1.1.1. <b>Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1254 1046 1386"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1919</td> <td>1582</td> <td>1765</td> <td>2230</td> <td>2420</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1467 1046 1599"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2121</td> <td>1942</td> <td>2019</td> <td>2179</td> <td>2392</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1919	1582	1765	2230	2420	2022-23	2021-22	2020-21	2019-20	2018-19	2121	1942	2019	2179	2392
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2121	1942	2019	2179	2392																	
5.2.1	<p><b>Percentage of placement of outgoing students and students progressing to higher education during the last five years</b></p> <p>5.2.1.1. <b>Number of outgoing students placed and progressed to higher education during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 2000 1046 2087"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

716	583	958	969	891
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
715	582	958	966	891

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.3.1

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	17	07	10	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	8	3	3	5

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

## 2.Extended Profile Deviations

### Extended Profile Deviations

No Deviations