



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution		Bishop Heber College (Autonomous)
• Name of the Head of the institution	Dr. J. PRINCY MERLIN	
• Designation	Principal	
• Does the institution function from its own campus?	Yes	
• Phone No. of the Principal	04312770136	
• Alternate phone No.	04312770293	
• Mobile No. (Principal)	9443427625	
• Registered e-mail ID (Principal)	bhcprincipal@gmail.com	
• Address	Puthur, Allithurai Road,	
• City/Town	Tiruchirappalli	
• State/UT	Tamil Nadu	
• Pin Code	620017	
2.Institutional status		
• Autonomous Status (Provide the date of conferment of Autonomy)	07/10/2004	
• Type of Institution	Co-education	
• Location	Urban	

• Financial Status	UGC 2f and 12(B)																														
• Name of the IQAC Co-ordinator/Director	Dr. S. ANGELINE VEDHA																														
• Phone No.	04312770136																														
• Mobile No:	9943246156																														
• IQAC e-mail ID	iqac@bhc.edu.in																														
3.Website address (Web link of the AQAR (Previous Academic Year))	https://bhc.edu.in/iqac/AOAR_2021-2022.pdf																														
4.Was the Academic Calendar prepared for that year?	Yes																														
• if yes, whether it is uploaded in the Institutional website Web link:	http://bhc.edu.in/newsite/BHC/calendar.pdf																														
5.Accreditation Details																															
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 1</td> <td>Five Star</td> <td>75</td> <td>2001</td> <td>21/05/2001</td> <td>20/05/2006</td> </tr> <tr> <td>Cycle 2</td> <td>A+</td> <td>90.50</td> <td>2007</td> <td>31/03/2007</td> <td>30/03/2012</td> </tr> <tr> <td>Cycle 3</td> <td>A</td> <td>3.58</td> <td>2015</td> <td>03/03/2015</td> <td>02/03/2020</td> </tr> <tr> <td>Cycle 4</td> <td>A++</td> <td>3.69</td> <td>2023</td> <td>14/09/2023</td> <td>13/09/2030</td> </tr> </tbody> </table>		Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	Cycle 1	Five Star	75	2001	21/05/2001	20/05/2006	Cycle 2	A+	90.50	2007	31/03/2007	30/03/2012	Cycle 3	A	3.58	2015	03/03/2015	02/03/2020	Cycle 4	A++	3.69	2023	14/09/2023	13/09/2030
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6.Date of Establishment of IQAC	20/09/2004																														
7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?																															
<table border="1"> <thead> <tr> <th>Institution/ Department/Faculty/School</th> <th>Scheme</th> <th>Funding Agency</th> <th>Year of Award with Duration</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>Nil</td> <td>Nil</td> <td>Nil</td> <td>Nil</td> <td>Nil</td> </tr> </tbody> </table>		Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount	Nil	Nil	Nil	Nil	Nil																				
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8.Provide details regarding the composition of the IQAC:																															
• Upload the latest notification regarding the composition of the IQAC by the HEI	View File																														

9.No. of IQAC meetings held during the year	5	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • If No, please upload the minutes of the meeting(s) and Action Taken Report 	No File Uploaded	
10.Did IQAC receive funding from any funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
Organized a faculty development program on student mental health, benefiting 537 faculty members.		
Conducted an induction program for 63 newly recruited faculty, covering various aspects of professional life.		
Successfully conducted administrative audits, academic audits and recognized star departments for their excellence.		
Ensured accuracy in data reporting and submission of evaluative reports on time.		
Coordinated efforts in preparing for NAAC IV Cycle Accreditation, NIRF Ranking and Magazine Rankings.		
12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:		

Plan of Action	Achievements/Outcomes
<p>The Institution has plans to create Centres for specialised studies and for the development of some projects of the College. Centre for Value Life Oriented Education, Centre for Gender Studies and Centre for Publication are some of the centres. The Institution wants to promote some research departments by giving them special infrastructural uplift and make them as centres which will be utilized by many.</p>	<ul style="list-style-type: none"> • Establishment of specialized research hubs focusing on key societal issues. • Facilitation of interdisciplinary research and collaboration among faculty and students. • Publication of research findings and dissemination of knowledge through academic journals and conferences. • Integration of ethical values and gender perspectives into curriculum and teaching methodologies.
<p>The College wants to establish a specialized centre for the development of teaching skills for a digital era. To upskill teachers, a Centre for teacher Excellence is to be created with a Lecture Capturing System and the necessary software to enable teachers, record their lectures and Broadcast it live or host it on MOOCs Platforms.</p>	<ul style="list-style-type: none"> • Empowerment of faculty through professional development in digital teaching methodologies. • Implementation of a Lecture Capturing System enabling teachers to create and deliver high-quality educational content. • Live broadcasting of lectures and hosting on MOOCs platforms for wider access. • Improvement in teaching effectiveness and student engagement through innovative pedagogical approaches.
<p>The college is planning to create a state- of the art Outbound Learning Centre in its premises with equipment for Obstacle Courses and Challenging Physical Activities. The Centre will soon be open for public utility and for the benefit of students</p>	<ul style="list-style-type: none"> • Provision of state-of-the-art facilities for experiential learning and physical challenges. • Enhancement of students' leadership, teamwork, and problem-solving skills through obstacle courses and outdoor activities. • Opening of the centre to the public for community engagement and outreach programs. • Promotion of holistic development and well-being among students through outdoor experiential learning.

<p>The College wasn't to develop a Learning Management System for its own. The Heber EduNET will be a learning platform catering to the needs of 13000+ students and 500+ faculty.</p>	<ul style="list-style-type: none"> • Development of a comprehensive online learning platform tailored to the needs of students and faculty. • Centralized repository of educational resources, course materials, and interactive tools. • Facilitation of seamless communication and collaboration between students and instructors. • Scalability to accommodate the growing student and faculty population, ensuring accessibility and inclusivity.
<p>The Heber Golden tag - A Portfolio for every student to display their achievements, and special skills and Talents. This portal is being developed and Hosted by the IT support of the College.</p>	<ul style="list-style-type: none"> • Creation of personalized digital portfolios showcasing students' holistic development through their academic achievements, skills, and talents. • Provision of a platform for students to curate and highlight their extracurricular activities, awards, and projects. • Increased visibility and recognition of students' accomplishments for academic and professional purposes. • Support for career development and job placement through the showcasing of talents and achievements to potential employers.
<p>13. Was the AQAR placed before the statutory body?</p>	<p>Yes</p>
<ul style="list-style-type: none"> • Name of the statutory body 	
<p>Name of the statutory body</p>	<p>Date of meeting(s)</p>
<p>Governing Body</p>	<p>11/04/2023</p>
<p>14. Was the institutional data submitted to</p>	<p>Yes</p>

AISHE ?	
<ul style="list-style-type: none"> • Year 	
Year	Date of Submission
2022-2023	05/04/2024
15.Multidisciplinary / interdisciplinary	
<p>The college provides a diverse range of courses in both undergraduate and postgraduate programs, embracing both multidisciplinary and interdisciplinary approaches. Students have the opportunity to explore Non-Major Elective Courses (NMEC) and SkillBased Elective Courses (SBEC), allowing them to enroll in courses offered by other departments within the college. These SBEC courses are designed to foster inter-disciplinary learning. Additionally, the college offers specialized interdisciplinary programs such as Master of Social Work, Bachelor of Science in Environmental Sciences, Master of Environmental Sciences, M.Sc. Data Science, and M.Sc. Actuarial Sciences. These programs span multiple disciplines, including Psychology, Sociology, Statistics, Biology, Chemistry, Zoology, Ecology, and Botany. Encouraging interdisciplinary projects is also a significant aspect of the college's approach to education. Besides, the College offers an interdisciplinary course viz., Environmental Studies which has been made as a mandatory course during their II year Undergraduation.</p>	
16.Academic bank of credits (ABC):	
<p>Starting from the Academic Year 2004-2005, our College has embraced the Choice Based Credit System (CBCS), which empowers students to tailor their academic journey. To encourage continuous learning and skill enhancement, students are encouraged to enroll in online courses provided by platforms such as SWAYAM, NPTEL, and MOOC. Upon successful completion of these courses, students earn additional credits. Furthermore, students have the opportunity to earn credits by participating in Summer/Winter Projects and internships during their academic tenure. This hands-on experience not only enriches their learning but also enhances their practical skills. In alignment with the National Education Policy of 2020, our College has joined the National Academic Repository (NAD). This affiliation facilitates seamless credit transfer through the Academic Bank of Credits, ensuring that students' academic achievements are recognized and valued on a national level.</p>	

17.Skill development:

Departments across the college offer skill-based courses, add-on programs, value-added courses, and diploma courses to enhance both subject-specific knowledge and employability skills among students. Regular curriculum updates are conducted to align with the evolving demands of the national and global job markets, ensuring students acquire relevant skills.

The Deanery of Training and Placement oversees initiatives aimed at fostering employability skills, including programs focused on communication, resume building, and interpersonal skills. Additionally, all undergraduate students benefit from a dedicated life skills course integrated into their curriculum, covering essential areas such as communication, personality development, and numeracy skills.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

All undergraduate students are required to study Tamil, Hindi, Sanskrit, or French as their Part I language for a minimum of two to four semesters. Additionally, various departments, including Tamil, English, Economics, Hindi, History, and Social Work, offer courses aimed at integrating Indian culture and knowledge systems into their respective fields of study. The Department of Tamil provides a Diploma Course in Nattapura Nigalthu Kazhaigal, focusing on ancient Tamil traditional performing arts. Furthermore, both undergraduate and postgraduate students are enrolled in a course on Value and Life Oriented (VLO) Education, emphasizing the importance of upholding the social and cultural values of Indian society. The college also provides resources such as books related to Indian literature in Tamil, English, and translation to facilitate students' learning and exploration of these subjects.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Every program's vision and mission are aligned with Graduate Attributes, Program Outcomes (POs), and Program Specific Outcomes (PSOs) established since 2019. These outcomes, along with Course Outcomes (COs) and Student Learning Outcomes (SLOs), are approved by the College's Academic Council following deliberations by the Boards of Studies. The alignment of outcomes with the institution's vision and the mapping of POs to COs are assessed on a 3-point scale. Course Coordinators determine the K levels of SLOs and COs and prepare question paper blueprints before the start of each course. The percentage of Higher Order Thinking Skills (HOTS) and Lower

Order Thinking Skills (LOTS) questions proposed by course coordinators for each course undergo approval by the concerned Boards of Studies and the Academic Body, comprising the Deanery of Academics, External and Internal Experts, and the COE. The outcome-based syllabi are publicly available on the College's website and shared with students by their course teachers. Revised Bloom's Taxonomy guides question paper setting and assessment methods. Teachers have autonomy in assigning assignments, seminars, and innovative components for Continuous Internal Assessment (CIA). Contemporary and skill-based courses utilize innovative assessment methods. Attainment calculation is conducted through both direct and indirect methods.

20.Distance education/online education:

The college recognizes the importance of distance and online education for lifelong learning. Exploring opportunities in collaboration with IGNOU Nodal Centre and NPTEL Local Chapter is underway. A policy mandates each department to offer one Value-Added course per semester, regardless of students' study stream. During 2020-2021, both Continuous Internal Assessment and End Semester Examinations were conducted online via Heber Online Xam Portal, ensuring secure question paper distribution. Faculty members are proficient in ICT tools through workshops. MOOC and online platforms like SWAYAM, NPTEL are utilized, with over 600 students completing online certificate courses. Online classes employ various interactive tools, enhancing blended learning experiences.

Extended Profile

1.Programme

1.1 62

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.Student

2.1 12826

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	View File

2.2

4311

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3

12753

Number of students who appeared for the examinations conducted by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.Academic

3.1

1671

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.2

552

Number of full-time teachers during the year:

Extended Profile	
1.Programme	
1.1 Number of programmes offered during the year:	62
File Description	Documents
Institutional Data in Prescribed Format	View File
2.Student	
2.1 Total number of students during the year:	12826
File Description	Documents
Institutional data in Prescribed format	View File
2.2 Number of outgoing / final year students during the year:	4311
File Description	Documents
Institutional Data in Prescribed Format	View File
2.3 Number of students who appeared for the examinations conducted by the institution during the year:	12753
File Description	Documents
Institutional Data in Prescribed Format	View File
3.Academic	
3.1 Number of courses in all programmes during the year:	1671
File Description	Documents
Institutional Data in Prescribed Format	View File
3.2	552

Number of full-time teachers during the year:		
File Description	Documents	
Institutional Data in Prescribed Format	View File	
3.3	552	
Number of sanctioned posts for the year:		
4.Institution		
4.1	4373	
Number of seats earmarked for reserved categories as per GOI/State Government during the year:		
4.2	156	
Total number of Classrooms and Seminar halls		
4.3	1810	
Total number of computers on campus for academic purposes		
4.4	2587.48	
Total expenditure, excluding salary, during the year (INR in Lakhs):		

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

This Autonomous Institution, which operates under the Bharathidasan University, is dedicated to providing high-quality higher education with a focus on comprehensive personal development. The institution offers a wide range of programs, including language and literature, basic sciences, humanities, management studies, international accounting, and aviation. These programs, totalling 61, are offered under the Choice Based Credit System and comply with the regulations set by the UGC, AICTE, and Tamil Nadu State Council for Higher Education. The curriculum

includes additional courses such as certificate, diploma, and PG diploma courses, extra credit courses, and value-added courses. Basic science programs are funded by the DST-FIST grant and DBT-STAR Scheme. Developing lifelong learners is a core aspect of the institution's approach to education.

In 2022, the curriculum is reviewed and updated by the pre-Board of Studies constituted by the students and classteachers only. This provides wider opportunity for learners to review the Courses they learn. The suggestions of pre-BoS were carried to BoS, which includes the Head as the Chairman, staff members, subject experts from other institutions, a university representative, distinguished alumni, students, and an industry expert. The curriculum is then revised based on feedback from students, alumni, parents, employers, and industry experts during the Board of Studies meetings conducted annually.

File Description	Documents
Upload additional information, if any	View File
Link for additional information	https://bhc.edu.in/bhc_syllabus/index.php

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

10

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	View File
Details of syllabus revision during the year	View File
Any additional information	View File

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

2631

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

148

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

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

62

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

Environmental Studies, is a mandatory one credit course offered to

all the UG students in the first semester. As part of the course students take up environmental service learning. Gender Studies is offered to all UG students in the Fifth Semester. Value Life oriented Education is the Ethics course taught for 2 semesters for the First Year Undergraduates.

In 2022-2023, Eight generic elective courses for all PG students was introduced. The courses focus on Human Rights, Teaching skills and Professional Ethics for the Post graduates in the Second year second semester. Service Learning was introduced as part of the Part- III in all UG Programmes. All II year students underwent the Service Learning course. Students underwent a project in which they identified an area in which they could serve the society based on the discipline specific knowledge.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

56

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	View File

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

3632

File Description	Documents
List of students enrolled	View File
Any additional information	View File

1.3.4 - Number of students undertaking field work/projects/ internships / student projects	
4146	
File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File
1.4 - Feedback System	
1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni	A. All 4 of the above
File Description	Documents
Provide the URL for stakeholders' feedback report	https://bhc.edu.in/files/sss_report_2022_2023.php
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	View File
1.4.2 - The feedback system of the Institution comprises the following	A. Feedback collected, analysed and action taken made available on the website
File Description	Documents
Provide URL for stakeholders' feedback report	https://bhc.edu.in/files/sss_report_2022_2023.php
Any additional information	View File
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of Students	

2.1.1.1 - Number of students admitted (year-wise) during the year

4719

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

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

4373

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

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

Emphasizing inclusive education, the institution provides a wide range of learning opportunities to students. Special programs are organized to meet the unique needs of different student groups. Through the Bridge Course, students' subject and language proficiencies are assessed to provide essential support in understanding their selected programs. Continuous formative assessments ensure a comprehensive learning experience for all. Student assessment incorporates both academic performance and classroom activities.

The institution provides specialized programs tailored for advanced learners to enhance learning levels. These encompass coaching for competitive exams, Extra-credit courses for self-paced learning, opportunities for exchange programs, and internships. Additionally, the institution cultivates innovation through initiatives like the Heber-Hackathon, empowering students to present their inventive concepts. For students who require additional support, personalized instruction is offered. This includes academic enhancement sessions, peer-led teaching, mentorship meetings, and skill development initiatives, all aimed at facilitating their progress. In general, the institution

exhibits a strong dedication to advancing inclusive education and assisting students with a range of learning needs. Through these initiatives, it cultivates an environment where all students are empowered to excel and realize their maximum potential.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://bhc.edu.in/NAAC/AOAR/2022-2023/CRITERION-II/2.2/2.2.1 Student Achievement.pdf

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
16/06/2022	12826	552

File Description	Documents
Upload any additional information	View File

2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

The institution prioritizes a "Learning by Doing" approach, seamlessly incorporating it into their educational framework. Continuous Internal Assessment (CIA) comprises seminars, quizzes, debates, group discussions, and open book tests. Additionally, the Innovative Component assesses students' critical thinking skills by evaluating their inventive ideas related to their courses.

Student-centric techniques aimed at fostering continuous learning encompass Participative Learning, which employs a variety of methods such as group seminars, students' creation of e-content, hands-on practice, computer-assisted learning, debates, and more. Experiential Learning enables students to acquire practical experience through field trips, industrial visits, project work, and hands-on practice across various fields. Problem-Solving Methodology integrates activities such as social surveys, brainstorming sessions, hackathons, and panel discussions, enhancing analytical, decision-making, and synthesis skills.

Project-Based Learning is introduced to final-year undergraduate and postgraduate students, urging them to employ principles in tackling real-world challenges, cultivating research proficiency, and fostering collaboration. By integrating these impactful teaching and learning approaches, the institution cultivates an environment conducive to nurturing critical thinking, practical expertise, and problem-solving abilities. This prepares students to meet the demands of the job market and excel in their chosen fields.

File Description	Documents
Upload any additional information	View File
Link for additional Information	https://bhc.edu.in/NAAC/AOAR/2022-2023/CRI-TERION-II/2.3/2.3.1-Participative-Learning.pdf

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

The institution ensures convenient information access through 24/7 complimentary Wi-Fi across the campus. It features 144 ICT-equipped classrooms, each furnished with a desktop and LCD projector. The learning experience is enhanced with virtual lab facilities and hybrid courses. Departments have established Knowledge Repository Portals, providing learners access to various software applications spanning fields such as programming, bioinformatics, chemistry, mathematics, and visual communication. The Centre for Language Empowerment and Development (LEAD) actively trains over 4000 students annually through language software applications. The campus is equipped with a Lecture Capturing System, 12 seminar halls equipped for video-conferencing, and 5 Smartboards with navigational software. As a Local Chapter of SWAYAM-NPTEL, the institution offers access to MOOCs. Faculty members utilize interactive tools, Google Classroom, and various online platforms for teaching, particularly amid the pandemic. Moodle LMS enhances the teaching-learning process. Specialized computer laboratory courses are available to enhance students' skills in various disciplines. Differently-abled students benefit from assistive technologies such as the Braille Library, Screen Readers, and Voice Recording facilities. Internet access and printing equipment are provided for all students, with hands-on practice available for computer science and related fields. The institution's extensive integration of technology and

innovative approaches enriches the learning environment, facilitating a comprehensive educational experience.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://bhc.edu.in/NAAC/AOAR/2022-2023/CRI-TERION-II/2.3/2.3.2_screenshots_ICT_tools.pdf
Upload any additional information	View File

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

552

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

The institution meticulously organizes its academic calendar, encompassing all Curricular, Co-Curricular, and Extra-Curricular events. Led by the Principal, the Calendar Committee, consisting of various faculty members, deliberates on and finalizes examination dates, holidays, and major events. Once approved, the plan is published in the College Calendar, serving as a guide for stakeholders to plan their activities. Department Heads review the detailed plan in staff meetings, assigning roles and responsibilities to staff members. Teaching schedules are synchronized with the College Calendar, with Course Coordinators appointed and specific dates set for preparation, discussions, and assessments. The academic plan is communicated to students through official Class Groups, ensuring all activities are aligned with the schedule. The institution diligently follows the College Calendar, making minimal changes only when necessary, communicated through circulars and WhatsApp groups. Historical data reflects the institution's unwavering commitment to the planned schedule, maintaining impeccable adherence to the Academic Calendar and Teaching Plan by all stakeholders.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File
2.4 - Teacher Profile and Quality	
2.4.1 - Number of full-time teachers against sanctioned posts during the year	
552	
File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	View File
Any additional information	View File
2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year	
359	
File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	View File
2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)	
4859.44	
File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	View File
2.5 - Evaluation Process and Reforms	

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

5

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	View File

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

550

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	View File

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

The examination process has undergone a significant transformation, now embracing a computerized approach that offers seamless online registration and fee payment modes. The ERP system plays a crucial role in consolidating Internal Marks and maintaining accurate attendance records. Results are efficiently processed and published online, while examination-related information is easily accessible through the Online Examination Portal. Faculty members are equipped with training to effectively utilize IBOSS Software for examination management. Moreover, visually impaired students now benefit from the Voice Recording Facility, eliminating the need for scribes. Notable examination reforms include provisions for retakes in cases of missed exams, incorporation of objective type questions, consideration of library hours for CIA marks, and an innovative component in CIA to assess creativity. Key aspects of the examination process, such as question paper setting by external experts and centralized

evaluation involving internal and external evaluators, ensure the integrity of assessments. Additionally, students have the option for reevaluation within 10 days of result publication. Moreover, to enhance efficiency, hall tickets for Internal I and II are introduced and issued via the college website, while remuneration for examiners is facilitated through NEFT payments. Furthermore, question-wise mark entry is implemented in adherence to guidelines provided by IQAC.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://bhc.edu.in/NAAC/AOAR/2022-2023/CRITERION-II/2.5/Academic%20Council Minutes 2022-2023.pdf

2.6 - Student Performance and Learning Outcomes

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

The institution prioritizes OBE and ensures transparency in its education system. Programme Outcomes and Course Outcomes are shared with students and faculty to align everyone with the programme. This commitment to quality education is evident through displaying the outcomes on the website and promoting stakeholder feedback for continuous improvement. Faculty members receive orientation on the Learning Outcome-based Curriculum Framework (LOCF) through workshops and training offered by the Deanery of IQAC and Academics. The curriculum design considers students' needs and graduate attributes. Course coordinators, in consultation with faculty members, design the course curriculum, which is reviewed annually in the BoS meetings and ratified by the Academic Council. Communication of POs, PSOs and COs is facilitated through the institution's website, making syllabi accessible to stakeholders. Student Induction Programmes and faculty development activities educate students and faculty about OBE principles and practices, including assessment and evaluation methods based on Revised Bloom's Taxonomy. Student Council members also play a role in educating their peers about the OBE model, and students receive OBE syllabus copies through the LMS platform. The institution's commitment to OBE principles ensures that all stakeholders are aligned with its Vision, Mission and Core Values, promoting a holistic and outcome-driven educational experience.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	View File
Link for additional Information	https://bhc.edu.in/files/academics.php

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

The attainment of Programme Outcomes (POs) and Course Outcomes (COs) at Bishop Heber College is systematically evaluated to ensure students' academic and technical development. The college uses a combination of direct and indirect assessment methods to measure student performance and progress toward achieving POs and COs. Direct assessment involves evaluating students' marks from internal and end-semester examinations, as well as various internal assessment components such as quizzes, seminars, presentations, and assignments. Indirect assessment includes surveys and feedback collected from stakeholders, providing insights into student experiences and areas for improvement. The college maps COs to POs and Programme Specific Outcomes (PSOs) to track students' knowledge and skill development across disciplines. Course-wise action plans outline targeted measures to improve student attainment, such as incorporating online certification courses, Systematic experiments, and technology-based teaching methods. Ongoing monitoring and evaluation, including biannual reviews and feedback from students and stakeholders, guide continuous improvement in teaching methods, curriculum, and assessment strategies. By embracing a data-driven approach and fostering continuous enhancement, Bishop Heber College ensures that its graduates are well-prepared for successful professional and social contributions.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://bhc.edu.in/NAAC/AQAR/2022-2023/CRI-TERION-II/2.6/2.6.2_Evidence_2022-2023.pdf

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by

Institution	
4311	
File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	https://bhc.edu.in/NAAC/AOAR/2022-2023/CRI-TERION-II/2.5/Annual_Report_2022-2023.pdf
2.7 - Student Satisfaction Survey	
2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink	
https://bhc.edu.in/files/sss_report_2022_2023.php	
RESEARCH, INNOVATIONS AND EXTENSION	
3.1 - Promotion of Research and Facilities	
3.1.1 - The institution's research facilities are frequently updated and there is a well-defined policy for promotion of research which is uploaded on the institutional website and implemented	
<p>Bishop Heber College has a specialized Deanery focused on Research and Development, aiming to enhance academic excellence through research. This includes implementing Research Policies that cover areas such as promotion, ethical considerations, plagiarism checks, and offering consultancy services. Scholars' research activities are overseen by various Research Committees, including the Research Advisory Committee, Plagiarism Standing Committee, and Research Ethics Committee. The research forum called "Synergy," which includes scholars from all departments, addresses the issues and concerns faced by researchers. The college boasts 17 recognized Research departments housing 224 Ph.D. scholars under the guidance of 104 supervisors. Its research infrastructure includes a Centralized Heber Analytical Instrumentation Facility, funded by DST-FIST, along with a comprehensive library and specialized computer labs. Faculty and scholars are acknowledged yearly for their research endeavors through Institutional incentives and awards, leading to significant research output. The college proudly presents 480 publications in indexed journals, with</p>	

229 articles indexed in Scopus and 40 in Web of Science, among other notable databases. Additionally, its students have authored books, contributed to research papers, and created innovative products and applications. The institution's Scopus h-index of 34 reflects its dedication to producing influential research. The institution's strong track record in publishing, along with the achievements of its Ph.D. scholars and students, showcases its significant influence in academia.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://bhc.edu.in/files/randd.php
Any additional information	View File

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

5.73

File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	View File
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View File
List of teachers receiving grant and details of grant received	View File
Any additional information	View File

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

1

File Description	Documents
e-copies of the award letters of the teachers	View File
List of teachers and details of their international fellowship(s)	View File
Any additional information	View File

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

19.36

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	View File

3.2.2 - Number of teachers having research projects during the year

2

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://bhc.edu.in/NAAC/AOAR/2022-2023/CRITERION-III/3.2.2/3.2.2.%20-%20Evid.%20for%20uploading.pdf
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

104

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	View File
Institutional data in Prescribed format	View File

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

2

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	https://bhc.edu.in/NAAC/AOAR/2022-2023/CRITERION-III/3.2.4/3.2.4.%20-%20Evid.%20for%20uploading.pdf
Any additional information	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

Bishop Heber College actively promotes innovation and entrepreneurship through several initiatives. The Institution Innovation Council and Incubation Centre are instrumental in supporting students' creative pursuits. Students have benefited from the programs focused on Intellectual Property Rights (IPR), entrepreneurship, and skill development. The college emphasizes practical learning through practice school, fieldwork, and project work integrated into undergraduate and postgraduate programs, fostering hands-on training and managerial skills for future entrepreneurial endeavors. With 79 Memorandums of Understanding (MoUs) signed with external agencies, the college facilitates internships and collaborative activities, allowing students to apply classroom knowledge in real-world scenarios. Annual events like the 'Heber Hackathon' and 'HEATS' showcase and reward innovative projects, recognizing and encouraging budding talent. Faculty development programs inspire creativity among teachers, enabling them to support students' innovative pursuits

effectively. The College's Incubation Centres and Entrepreneurship Development Cell play a pivotal role in nurturing various ventures, including healthcare products, environmentally sustainable solutions, and training programs in areas like beekeeping and farming. Students actively contribute through start-ups, published works, apps, and innovative products. Overall, Bishop Heber College creates an ecosystem that fosters creativity, empowers students, and cultivates an entrepreneurial spirit, making a significant impact within the campus and the broader community.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://bhc.edu.in/files/centres-list.php

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

6

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	View File

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software

A. All of the above

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	View File

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

11

File Description	Documents
URL to the research page on HEI website	https://bhc.edu.in/NAAC/AOAR/2022-2023/CRITERION-III/3.4.2/3.4.2%20-Evid.%20for%20Uploading.pdf
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	View File

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

480

File Description	Documents
List of research papers by title, author, department, and year of publication	View File
Any additional information	View File

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

0.03

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://bhc.edu.in/NAAC/AQAR/2022-2023/CRITERION- III/3.4.4/3.4.4.%20Evidences%20(fo r%20uploading).pdf

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

678

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

14

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	View File

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

23.85

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View File
List of consultants and revenue generated by them	View File
Any additional information	View File

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

14.68

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View File
List of training programmes, teachers and staff trained for undertaking consultancy	View File
List of facilities and staff available for undertaking consultancy	View File
Any additional information	View File

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

The institution places a strong emphasis on extension activities, considering them an integral aspect of its curriculum to cultivate socially conscious and responsible students. These activities are viewed as avenues for students to engage meaningfully beyond the classroom, promoting service-oriented values, self-reflection, and continuous learning. Under the Deanery of Extension, the college has established 30 clubs where students actively participate in community service initiatives. These efforts help build robust connections with neighboring communities, including 8 Panchayats and 23 adopted villages. The college's NCC and NSS units play a significant role in fostering leadership qualities, patriotism,

and a spirit of selfless service among students, earning recognition for their contributions to nation-building. In times of natural disasters, the Department of Social Work leads professional support and aid efforts for affected communities, with student volunteers and faculty actively involved in providing essential services. The college is actively engaged in national programs like the Unnat Bharat Abhiyan and serves as a Nodal Agency for the Childline India Project, sponsored by the Ministry of Social Justice and Empowerment, addressing the needs of distressed children in Tiruchirappalli District. These initiatives aim to prevent child marriages and offer support to vulnerable children, demonstrating the college's commitment to social responsibility and community welfare.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://bhc.edu.in/NAAC/AOAR/2022-2023/CRITERION-III/3.6.3/3.6.3.%20Reports%20of%20Extension%20Activities%20(for%20Uploading).pdf

3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

9

File Description	Documents
Number of awards for extension activities in during the year	View File
e-copy of the award letters	View File
Any additional information	View File

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

233

File Description	Documents
Reports of the events organized	View File
Any additional information	View File

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year**13822**

File Description	Documents
Reports of the events	View File
Any additional information	View File

3.7 - Collaboration**3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work****2913**

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	View File

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)**79**

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

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

The institution spans a 33.25-acre campus, with 14.70 acres of built-up area and continually enhances its infrastructure for efficient knowledge sharing and an eco-friendly environment. All 144 classrooms and 12 seminar halls feature ICT facilities, while the Science Departments include 20 laboratories equipped with major and minor instruments from various funding agencies. The Campus houses a DST-FIST-sponsored centralized Heber Analytical Instrumentation Facility and an e-studio. Research support includes 14 research labs, 2 computer labs, 20 computer labs for students and 3 language labs. Specialized facilities such as the Centre for Incubation and Innovation, Centre for Environmental Sustainability and Botanical Garden provide hands-on training. Amenities include free Wi-Fi, a kiosk facility and a central LED digital board. Student services include the Centre for Student Services and Deanery of Training and Placement, promoting skill development and employability. Extension clubs foster values and nationalism. The institution offers 5 boys' hostels, 7 girls' hostels and an international guest house with dining facilities. For visually impaired students, there are Braille libraries/Android tablets/audiobooks/voice recording facilities/the Heber Navigator app. The library spans three floors, with stack rooms/reference sections/a digital library/research carrels/reading halls. The campus also supports 18 Heber Centres that offer training programs to boost students' skills.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://bhc.edu.in/NAAC/AQAR/2022-2023/CRI-TERION-IV/4.1.1/4.1.1-Facilities.pdf

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

The Institution prioritizes sports and cultural activities to foster students' comprehensive development. The Department of Physical Education has state-of-the-art facilities for both indoor and outdoor sports and games and an exclusive fitness Centre with 2 trainers, covering 25464.38 square metres.

Indoor Sports Facilities/ Yoga Centre

- UGC funded Rev.C.H.Firbank A/C Multipurpose Indoor Stadium (30mx20m).
- Semi-Indoor Stadium (25mx12m)

Outdoor Sports Facilities

- Athletic Track with a Hockey Field (100m×82.30m)
- Tennis Court (23.77m×10.97m) - 2
- Cricket Net (96Ft×15Ft) - 4 Nets
- One Volleyball Court (9m×18m)
- One Volleyball Floodlit Court (9m×18m)
- Basketball Court (Floodlit) (28m×15m) - 1
- Badminton Court (13.40 m×6.10 m) in Hostels - 4
- One Ball Badminton Court (24 m×12 m)
- Football Field/Cricket Ground (131.50m×103.00m) with a lush green field
- One Archery Field
- Walkers Zone with tactile path is open to the general public from 5 - 7 AM.
- Obstacle and Outbound training Area with Rope and Bar activities for Team building.

Fitness Centre

- Air-Conditioned Fitness Centre (18.28m×13.71m)

Facilities for Cultural Activities

Auditorium Capacity Multipurpose Auditorium 1400 Auditorium IV-floor (MP building) 800 A/C Auditorium (GJ building) 325 A/C Gallery Hall 220 A/C Seminar Hall Admin block 150 A/C Seminar Hall CS block 200 Auditorium (Library) 500 Conference Hall 150 Open-Air Stage 5000

File Description	Documents
Geotagged pictures	View File
Upload any additional information	View File
Paste link for additional information	https://bhc.edu.in/sports/index.php

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

156

File Description	Documents
Upload any additional information	View File
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

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

701.57

File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	View File

4.2 - Library as a Learning Resource

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

The Integrated Library Management Software automates the Institution Library with the following specifications.

- Name of the ILMS software: NIRMALS ProTM 2.2.0 (Networked Information Resource Management for Academic Library System)
- Nature of Automation: Fully Automated
- Version: NIRMALS ProTM 2.2.0
- Year of Automation: 2004
- Updated: 2014

Library is upgraded with RFID Technology in the year 2023 with ILMS automation software KOHA.

- Nature of Automation: Fully Automated
- Version: 23.05.02.000

The functional modules supported by ILMS are

- Acquisition Control System

- Builds the database of Titles recommended by Book Selection Committee
- Bibliographical Control Systems
- Creates database of Department's Collection
- Circulation Control System
- Serial Control System
- Online Public Access Catalogue (OPAC)
- Self-Check-out System/Self-Check-in System
- Gate Entry Monitoring System (GEMS)

Physical Facilities of Library

- Area of the Library (3 Floors) is 18,522 Sq. Ft
- The Library housed in a three-story facility with 3 Floors of Stack Rooms, 2 Reference sections,
- Digital Library, Research Carrels and Reading Halls with daily/weekly publications
- The Library offers access to in-depth academic resources-128299 Books, 13445 Reference Books, 319 Periodicals, 491 rare books and 3179633 e- Resources
- The Library has 29 computers for OPAC, bibliometric analysis and other online resource access in the Digital Library Section (LAN/Wi-Fi enabled)

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://bhc.edu.in/library_new/index.php

**4.2.2 - Institution has access to the following:
e-journals e-ShodhSindhu Shodhganga
Membership e-books Databases Remote
access to e-resources**

A. Any 4 or more of the above

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	View File

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals

during the year (INR in lakhs)**14.79**

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

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)**4.2.4.1 - Number of teachers and students using the library per day during the year****1453**

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

4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

The Centre for Data and Information Services (DIS) of the Institution has a well-defined IT Policy, which includes procurement of Computing Equipment and Software, Usage of Equipment and Internet, Data Security and other IT related services. It also ensures the safe and secure services to students, staff and other stakeholders.

The IT Policy is implemented

- for the effective utilization of IT resources
- for educational/research and instructional purposes
- to provide Wi-Fi/LAN access to authorized personnel
- to ensure privacy/security to users with authenticated login
- to ensure compatibility of all hardware and software purchase, etc.

Network Security

- Watch Guard Firebox M4600/M5800 installed to avoid access of unauthorized site and to provide restricted access
- Server and storage facility constantly upgraded to protect the data from hackers/to provide security from unauthorized access

IT Infrastructure

- Central IT facility setup with 8 IBMX3650M3 servers and IBM D3500 storage system with hotswappable controllers and Optic Fiber connectivity capable of storing upto 8TB data
- 1810 and 120 computers available for academic and administrative purpose respectively
- Wi-Fi enabled campus with 158 access-points
- 236 CCTV Surveillance Cameras
- 383.85 Lakhs was spent for updating the IT facilities during 2022-2023.
- The State-of-the-art e-Studio facility
- Lecture Capturing System is also installed

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://bhc.edu.in/files/policy/IT-Policy.pdf

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
12826	1810

File Description	Documents
Upload any additional information	View File

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus

A. 50 Mbps

File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	View File

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

A. All four of the above

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://youtu.be/GdApCjRDp6U
List of facilities for e-content development (Data Template)	View File

4.4 - Maintenance of Campus Infrastructure

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

1885.91

File Description	Documents
Audited statements of accounts	View File
Upload any additional information	View File

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

The institution excels in managing its physical, academic and support facilities to promote seamless operations and efficient resource utilization. Classrooms and seminar halls boast modern amenities, fostering effective teaching and learning experiences. Cleaning and maintenance routines ensure a healthy and productive academic environment. In science and computer laboratories, stringent safety protocols and regular maintenance uphold high functionality standards, creating a conducive learning space. The

CDIS promptly resolves technical issues and continuously upgrades IT infrastructure, providing students with access to up-to-date software. The library employs advanced cataloging systems for efficient resource management and ease of access. It undergoes regular updates to align with academic needs and the latest developments in various fields. The sports complex hosts a structured calendar of events and activities, encouraging physical fitness and extracurricular engagement among students. The Center for Music & Performing Arts maintains musical instruments, equipment and costumes, supporting cultural events and performances. The institution prioritizes environmental consciousness, implementing a comprehensive system for facility upkeep and resource management. Maintenance of civil, mechanical and electrical systems is overseen by specialized units, ensuring the integrity of infrastructure and buildings. An ISO 9000-accredited agency handles maintenance, pest control and cleaning across administrative, academic and residential buildings.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://bhc.edu.in/NAAC/AQAR/2022-2023/CRI-TERION-IV/4.4.2/4.4.2-additional.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

938

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	View File
Upload any additional information	View File

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

742

File Description	Documents
Upload any additional information	View File
Institutional data in prescribed format	View File
5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology	A. All of the above
File Description	Documents
Link to Institutional website	https://bhc.edu.in/files/cdse.php
Details of capability development and schemes	View File
Any additional information	View File
5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year	
715	
File Description	Documents
Any additional information	View File
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File
5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances	A. All of the above

through appropriate committees	
File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	View File
5.2 - Student Progression	
5.2.1 - Number of outgoing students who got placement during the year	
643	
File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File
5.2.2 - Number of outgoing students progressing to higher education	
1295	
File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	View File
5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year	
5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year	
43	

File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

50

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

The Student Council functions as a coalition of students spanning all fields, overseeing both academic and extracurricular affairs within the campus while advocating for the student community. They collaborate to foster student-centric initiatives, bridging gaps between students, faculty, and administration. Within Bishop Heber College, the Student Council is divided into the Student General Council and the Student Executive Council. The Student General Council comprises class representatives elected and endorsed by class leaders, while executive members are nominated by department heads from final year representatives. From the Student Executive Body, office bearers including the President, Vice-President, Secretary, Joint Secretary, Treasurer, Joint Treasurer, Documentation Secretary, Sports Secretary, and Fine Arts Secretary are elected. They actively contribute to campus and community welfare. The student body serves as a cornerstone of the institution's smooth operation and progression towards educational excellence. They participate in various committees and bodies such as the Academic Council and Pre-Board of Studies, demonstrating leadership through organizing events like Teachers' Day and observing national holidays.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://bhc.edu.in/files/documents/STUDENT_COUNCIL.pdf

5.3.3 - Number of sports and cultural events / competitions organised by the institution

5

File Description	Documents
Report of the event	View File
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

Being an institution with a rich legacy and influence in Central Tamil Nadu, it has established an extensive Alumni network. The Alumni Association operates as an independent entity, registered separately, and operates autonomously. Currently, there are 13 Alumni Chapters in locations such as San Jose and New Jersey in the USA, and Shillong, Bengaluru, Chennai, Namakkal, Thanjavur, Trichy, Tirupur, Salem, Coimbatore, Erode, and Karur in India. Annually, office bearers of the Association are nominated by its members, and office space within the campus is allocated for Alumni representatives. The Alumni significantly contribute to the institutional culture and ethos. The Alumni Association consistently engages in efforts to support the institution's growth across academic, cultural, infrastructural, and financial domains. Notable Alumni are invited as Guest of Honour during the Achievers Day to inspire current students. Additionally, the Alumni Meet, known as SHEBAA, attracts alumni from around the world to the campus annually. 1. Alumni Contribution for the Institutional Projects - Rs. 20,800/- 2. Alumni Contribution for Departments - Rs. 1,667,222/- Total Contribution of Alumni in 2022-2023 is Rs.16,88,022/-

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://bhc.edu.in/Centre/HAC/index.html
5.4.2 - Alumni's financial contribution during the year	A. ? 15 Lakhs
File Description	Documents
Upload any additional information	View File
GOVERNANCE, LEADERSHIP AND MANAGEMENT	
6.1 - Institutional Vision and Leadership	
6.1.1 - The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution	
<p>Bishop Heber College has meticulously aligned governance with its vision and mission, achieving notable milestones from 2017 to 2022. These encompass curriculum development, infrastructure enhancement, entrepreneurship promotion, and impactful research initiatives. Looking forward to the period of 2022-2033, the institution has crafted a comprehensive perspective plan with well-defined short, mid, and long-term goals, equipped to tackle challenges proactively. Through transformational leadership, the College remains steadfast in its commitment to holistic education, guided by its core values and overarching vision.</p> <p>Over the years, Bishop Heber College has demonstrated a proactive approach towards academic excellence, social responsibility, and sustainable development. From fostering a conducive learning environment to empowering students and communities, the institution continues to make meaningful contributions towards nation-building and societal progress. Bishop Heber College's journey is characterized by a relentless pursuit of excellence, underpinned by its core values and inspired by its vision to create socially conscious individuals. As it moves forward, the college is poised to further elevate its impact and fulfill its mission of holistic education, ensuring inclusivity, equity, and transformational growth for all stakeholders.</p>	

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://bhc.edu.in/files/corevalues.php

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

Effective leadership in the institution is exemplified through decentralized and participative management practices. Trust, autonomy, and innovation serve as the cornerstone values, fostering a culture of collaboration and freedom. Institutional employees have the opportunity for in-person meetings with the head without prior appointments, promoting mutual trust and accountability. The Autonomy Governing Board operates independently according to UGC norms, with representation from various stakeholders. The General Body of the College also functions independently, ensuring democratic decision-making processes. Students' voices are valued through an open-door policy, allowing them to express concerns directly to institutional leaders. The Student Council, comprising representatives from each department, acts as ambassadors and facilitates dialogue between students and management. Shared leadership is embraced across academic and administrative processes, with task-based committees and deaneries operating autonomously. The institution invests in succession planning, mentoring potential leaders through international programs. This approach promotes decentralization and participative management, enhancing overall efficacy and fostering a conducive environment for institutional growth and development.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	View File
Paste link for additional Information	https://bhc.edu.in/organogram.png

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

The 'Academic Audit and Star Department Evaluation' stands out as a significant initiative. Envisioned to establish and achieve high-quality benchmarks across departments, this activity has been a part of the institution's annual plan since 2008, conducted by the Internal Quality Assurance Cell (IQAC). The annual audit process is comprehensive, focusing on quality indicators recommended by NAAC, along with department-specific milestones. To streamline the auditing process, the IQAC has developed the Heber e-Portal Template for AQAR (HePTA), facilitating data collection and assessment alignment. Internal and external evaluators assess departmental performance, ensuring confidentiality throughout the process. Departments are scored on a scale of 100, with different scoring ranges determining Star ratings. Recognizing excellence, the management rewards top-performing Departments with cash awards ranging from Rs. 20,000 to Rs. 50,000, fostering a culture of continuous improvement and best practices. This initiative has instilled healthy competition among departments, elevating standards and contributing to holistic development. Moreover, it has bolstered the institution's rankings in accrediting bodies like NIRF, demonstrating its commitment to quality assurance and strategic planning. Through initiatives like the Academic Audit and Star Department Evaluation, the institution ensures alignment with its strategic/perspective plan, driving continuous improvement and excellence across all facets of its operations.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://bhc.edu.in/NAAC/AQAR/2022-2023/CRITERION-VI/6.2.1/Academic%20Audit-L.pdf
Upload any additional information	View File

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

The institutional bodies operate with efficiency and effectiveness, reflecting decades of administrative acumen. Policies, guidelines and codes of ethics have been refined over time to ensure authenticity and impactful outcomes. Each area of governance has a meticulously laid-out policy with 21 broad areas, facilitating smoother administrative mechanisms. The institution boasts a well-defined organogram, illustrating its organizational structure, reporting lines, decentralized approach and micro-

leadership. The College Governing Body, chaired by the institution's Chairman and comprising representatives from various stakeholders, deliberates on policies, developmental goals and major administrative decisions. The Bursar oversees financial matters, including budgeting, auditing and financial controls. The Academic Council focuses on academic matters, including the introduction of new programs, examination reforms and academic facilities. The Staff Council discusses academic and administrative affairs, ensuring the smooth execution of plans and processes. Secretarial functions are managed by non-teaching staff, while task-centered committees are convened by the Principal and Vice-Principals. Heads of Departments provide academic leadership, while coordinators manage day-to-day affairs and faculty members engage in teaching, research and extension activities. This comprehensive administrative setup ensures the efficient functioning of the institution, fostering a conducive environment for effective teaching, learning and holistic development.

File Description	Documents
Paste link to Organogram on the institution webpage	https://bhc.edu.in/organogram.png
Upload any additional information	View File
Paste link for additional Information	https://bhc.edu.in/files/policy.php

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

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Documen	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	View File

6.3 - Faculty Empowerment Strategies

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

avenues for their career development/ progression

The institution prioritizes the welfare and career development of its teaching and non-teaching staff through a comprehensive Employee Welfare Policy offering professional development opportunities, counselling services, and financial assistance for festivals and emergencies. Statutory welfare measures include Employee Provident Fund, Employee State Insurance, maternity leave, and medical leave. Non-statutory measures include marriage leave for self-financed teachers, group insurance schemes, and flexi-timing for employees with special needs or serious illnesses. Financial assistance is provided for paper presentations, minor research projects, and patent registrations. Furthermore, the institution offers employee welfare measures such as casual leave for employees with children with special needs, fee concessions for employees' children, interest-free festival loans, and financial assistance for medical treatments. Awards and recognitions are given to encourage research and academic achievements, including Best Researcher and Life-Time Achievement Awards. Infrastructure facilities, including fully air-conditioned gymnasiums and indoor stadiums, are provided for employees' use. Free access to ICT and library facilities, eco-friendly environments and barrier-free infrastructure enhance employee welfare. These welfare initiatives aim to motivate employees, fostering a conducive work environment and facilitating the institution's vision and mission. By prioritizing the wellbeing and career development of its staff, the institution ensures efficient operations and benefits all stakeholders involved.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://bhc.edu.in/files/policy/Staff-welfare-policy.pdf

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

8

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

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

24

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	View File

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

98

File Description	Documents
Summary of the IQAC report	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

The College has established a robust mechanism for internal and external audits to ensure accurate and efficient financial transactions. Employing a full-time Chartered Accountant and an Auditor, the institution maintains accounts in compliance with required standards, audited annually by a statutory auditor. Department-level auditing of income and expenditure occurs through

Administrative Audit, with each Department furnishing details using the designated template, reviewed by internal auditing team comprising the Bursar, Dean of Academics and Dean of IQAC. This process enhances financial transparency and identifies areas for improvement. External audits of government accounts are conducted annually by officers from the Joint Director of Collegiate Education and every five years by the Auditor General. The Bursar oversees day-to-day financial transactions, conducts administrative audits and ensures adherence to financial policies. The Dean of Sciences, alongside the internal audit team, conducts lab audits to review expenditure in science laboratories, ensuring accuracy and transparency in financial records and effective fund utilization. The Internal Purchase Committee, headed by the Bursar, ensures adherence to purchase norms, preventing malpractice and ensuring value for money. Through these measures, the institution maintains transparency and accountability in financial transactions, purchases and transport facilities, fostering trust among stakeholders and enabling smooth college operations.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://bhc.edu.in/NAAC/AQAR/2022-2023/CRITERION-VI/6.4.1/Lab%20Audit%202022.pdf

6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

8

File Description	Documents
Annual statements of accounts	View File
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	View File

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

The Institution's resource mobilization policy is intricately linked to its vision and mission, aiming to provide Quality Higher

Education to all students. In the aided stream, funds from the government support 17 programmes, with student fees covering running costs such as teaching materials and lab requirements. In the self-financed stream, fees support staff salaries, infrastructure upgrades, and student-related expenses across 37 programmes. Various strategies drive fund mobilization, including support from UGC and government agencies, international collaborations, endowment funds, alumni contributions, and income from renting facilities and shopping complexes. Additionally, departments mobilize resources through donations, with audits ensuring proper utilization. Optimal resource utilization is a priority, with regular reviews ensuring alignment with proposed plans. Both financial and infrastructural resources are managed efficiently to benefit students, with careful scheduling enabling maximum use of classrooms, laboratories, libraries, and sports facilities. Overall, the Institution's resource mobilization efforts are guided by its commitment to providing accessible and quality education, ensuring that funds are utilized effectively to support academic endeavors and enhance student experiences.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://bhc.edu.in/files/policy/Fund-Mobilisation-Policy.pdf

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

IQAC's efforts have been instrumental in ensuring quality sustenance across all institutional endeavors, aligning with the institution's vision and mission for holistic education and societal impact. IQAC has played a pivotal role in actualizing the Institution's long-term plans outlined in the previous Perspective Plan (2012-2022). It provided expertise, oversight, and evaluation to ensure alignment with envisioned milestones. In teaching-learning initiatives, the institution introduced need-based programs like MA History, MA Economics, and B.Com, alongside innovative vocational programs and PhD courses. Community engagement initiatives included setting up a training center for entrepreneur

skill development and integrating environmental-service learning programs into the curriculum. Infrastructure development saw the establishment of additional classroom blocks, an indoor stadium, gymnasium, and hostels, enhancing facilities for students and faculty. Environmental initiatives included campus-wide solarization, waste management facilities, and the establishment of an outbound learning center, promoting sustainability. In embracing e-governance, the institution established an in-house ERP, aligning with national digital initiatives. The institution's academic audit process fostered healthy competition, driving departments to set higher benchmarks for quality enhancement and ranking improvements. Professional development initiatives focused on faculty upskilling and career development, while orientation programs ensured newly joined faculty members were aligned with institutional values and norms.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://bhc.edu.in/files/policy/6.3.1%20St aff-welfare-policy.pdf

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

IQAC plays a pivotal role in reviewing the institution's teaching-learning and assessment processes, focusing on pedagogy and technology. Two significant initiatives include:

I. OBE Based Curriculum: All 52 programs (UG & PG) align with the institution's vision and mission, emphasizing whole person education. The curriculum maps to Bloom's Taxonomy Levels, ensuring learners achieve expected outcomes. Attainment calculations and articulation matrices identify gaps, with ongoing assessments and curriculum revisions based on recommendations. Action plans by course coordinators strengthen the formative assessment loop.

II. Teaching-Learning Assessment Enhancement Measures:a) **ICT Enabled Teaching-Learning Assessment:** IQAC organizes workshops to enhance faculty expertise in ICT-enabled teaching-learning assessment. Faculty produce SLO videos as e-content, integrating ICT tools into lesson plans for engaging learning experiences and periodic SLO attainment assessments.

b) Institutional Academic Performance Indicator (API): IQAC designs a tool to assess faculty API across departments, evaluating teaching competency, research output, additional responsibilities at college and department levels. Scientific scoring procedures enable objective interpretations, facilitating follow-up action plans for faculty development.

These initiatives promote continuous improvement in teaching-learning processes and faculty performance, aligning with the institution's commitment to holistic education and academic excellence.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://bhc.edu.in/NAAC/AOAR/2022-2023/CRI-TERION-VI/6.4.1/Lab%20Audit%202022.pdf

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	https://bhc.edu.in/NAAC/AOAR/2022-2023/CRI-TERION-VI/6.1.1/Annual%20report%2022-23-L.pdf
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Our college is committed in creating a more inclusive and supportive environment for women. We have implemented stringent security measures such as well-lit areas under CCTV surveillance, 24/7 security services, and biometric entry systems for women's hostels. Women's safety is paramount, highlighted by prominently displayed helpline numbers and grievance boxes for addressing concerns. The Centre for Gender Studies is offering a Diploma in Gender Studies program to promote awareness and understanding of healthy gender dynamics and equality among students. We prioritize the safety and well-being of women on campus with robust infrastructure, logistical support, counseling services, and various activities tailored to their needs. Our campus boasts a female majority, with a workforce comprising two-thirds women. Exclusive facilities like reading rooms, and girls' dining spaces in the mess and canteen cater to the specific needs of women staff and students. We have introduced a dedicated women's lounge for both students and faculty, providing a comfortable space for rest and recovery. Additionally, we have taken steps to ensure access to essential hygiene products by installing napkin dispensers and incinerators in all ladies' restrooms, alleviating any worries or discomfort. We offer regular access to medical professionals, including a lady gynecologist visiting the campus once a week and fitness coaches in the gym. Mentorship programs, counselling services, and gender awareness initiatives further reinforce our commitment to fostering a supportive and equitable environment.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://bhc.edu.in/files/chcf.php

<p>7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment</p>	<p>A. Any 4 or All of the above</p>
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File Description	Documents
Geotagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

Bishop Heber College entered an MoU with JOE Engineering, Chennai through the Innovation and Incubation Cell for Environmental Entrepreneurship on 5.5.2022 with an intention to create awareness on waste recycling and entrepreneurship skill development. This helps students to manufacture paper folders, Paper bags and other stationery items from paper waste. The MoU aims at making the college a zero-waste campus in two years

To manage the solid waste discarded in the campus the institution segregates waste collected at various points. The waste collected is segregated and then re-processed to create new ones. Hence, the three Rs of Waste Management Reduce, Reuse and Recycle are adhered to on campus.

The paper recycling plant was established in February 2022. In this plant, waste paper from various departments, admin offices, COE office and other departments is procured and recycled. About 200 files are produced per day and a file is sold at Rs.20 to Rs.40. The college recycles 1500 kg of paper waste annually.

The centre for Vermicompost is fully functional in the college since 2020 and has generated a total income of 81,160/- thus far and 42,890/- in the academic year 2022-23. Vermi-compost is produced by composting waste materials by using earthworm. Earthworm digest as low as two percent of the food consumed by it and hence excrete about ninety eight percent of food consumed. The excreta of earthworm is considered a natural manure.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geotagged photographs of the facilities	View File
Any other relevant information	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	A. Any 4 or all of the above								
<table border="1"> <thead> <tr> <th data-bbox="76 443 539 510">File Description</th> <th data-bbox="539 443 1445 510">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 510 539 611">Geotagged photographs / videos of the facilities</td> <td data-bbox="539 510 1445 611" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="76 611 539 678">Any other relevant information</td> <td data-bbox="539 611 1445 678" style="text-align: center;">View File</td> </tr> </tbody> </table>	File Description	Documents	Geotagged photographs / videos of the facilities	View File	Any other relevant information	View File			
File Description	Documents								
Geotagged photographs / videos of the facilities	View File								
Any other relevant information	View File								
7.1.5 - Green campus initiatives include									
7.1.5.1 - The institutional initiatives for greening the campus are as follows: <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping 	A. Any 4 or All of the above								
<table border="1"> <thead> <tr> <th data-bbox="76 1176 539 1243">File Description</th> <th data-bbox="539 1176 1445 1243">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 1243 539 1344">Geotagged photos / videos of the facilities</td> <td data-bbox="539 1243 1445 1344" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="76 1344 539 1480">Various policy documents / decisions circulated for implementation</td> <td data-bbox="539 1344 1445 1480" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="76 1480 539 1547">Any other relevant documents</td> <td data-bbox="539 1480 1445 1547" style="text-align: center;">View File</td> </tr> </tbody> </table>	File Description	Documents	Geotagged photos / videos of the facilities	View File	Various policy documents / decisions circulated for implementation	View File	Any other relevant documents	View File	
File Description	Documents								
Geotagged photos / videos of the facilities	View File								
Various policy documents / decisions circulated for implementation	View File								
Any other relevant documents	View File								
7.1.6 - Quality audits on environment and energy undertaken by the institution									
7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 	A. Any 4 or all of the above								

5. Beyond the campus environmental promotional activities

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

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

A. Any 4 or all of the above

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

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

The College has an inclusive learning environment which is respectful, welcoming, and designed to support all students. Incorporating culturally relevant materials into the curriculum, using diverse teaching methods and styles, fostering relationships

with families and communities through parent-teacher meets and community outreach programs and promoting equity and inclusion in the classroom are approaches employed by the college.

While inclusive classrooms directly benefit students who need additional learning support, other students can also benefit from this learning setting. The institution offers physical accessibility, assistive technology, alternative teaching strategies, and supportive resources for disability-inclusive learning.

Gender identity issues are addressed in the right manner to create a safe and inclusive environment where students feel comfortable expressing their gender identity without fear of discrimination or harassment. Gender sensitization programs are conducted on a regular basis to ensure the well-being of all on the campus.

The college employs strategies to create a learning environment that acknowledges and respects the unique cultural experiences and perspectives of each student, while promoting academic success. Various disciplines organize programs on community development, celebration of multi-religious festivals, old age home visits, blood donation camps and cultural site visits. By promoting an inclusive learning environment, students can feel valued and empowered.

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

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

Bishop Heber College takes pride in the fact that in addition to providing a sound academic foundation to the students the college consistently strives to develop the

individuals as better citizens of the nation. In this regard, the college, apart from imparting

professional education, also inculcates a feeling of togetherness among the students through various practices and programs that benefit the community. Various disciplines and Part V clubs have always been in the practice of organizing activities that not only initiate but also motivate the students to adopt various practices that promote Unity in Diversity. The faculty and students of the college imbibe rich values that help build the family and nation.

The college ensures that the students participate very enthusiastically in all such activities. The academic year 2022-23 was bustling with multifarious sensitization activities including Birth Anniversary celebrations, observing commemorative days, Blood donation camps, Tree Plantation, Cleaning the neighbourhood, Model United Nations for young minds, Workshops and lectures on Intellectual Property Rights, Awareness programs on Human Rights, Child rights, Legal Literacy and commemorating National Science Day, World water day, Awareness on Breastfeeding and Women’s Health and Suicide Prevention that made the students realize their fundamental duties as responsible citizens of the nation.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	View File

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

A. All of the above

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

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

The college regularly celebrates and organizes national and international commemorative days, events and festivals which are elaborately listed out in the annual day report. College Day was celebrated on 21 May 2022. Hon'ble Minister K.N. Nehru, Minister for Municipal Administration, Urban and Water Supply, Government of Tamil Nadu and Hon'ble Minister K. Ponmudi, Minister for Higher Education, Government of Tamil Nadu were the Chief Guests. Achiever's Day was celebrated on 20 May 2022. Padmashri Mr. S. Damodaran, Founder, Gramalaya NGO and Illustrious Alumnus (1980-1983) of our college, was the Chief Guest. Academic toppers, Organizers of conferences and workshops and those who cleared SET/NET exams were honoured.

Ms.Aishwarya Nataraj, Southern Railways, Member of Indian Basketball Team-Italy-2011 was the Chief Guest for the 56th Annual Sports Meet held on 18 May 2022. Independence Day was celebrated on 15 August 2022. No Drive Day was observed in the College campus on 17 September 2022 to create awareness on environmental issues. Staff and students came to college on foot or by using the public transport or cycle. Graduation Day for the class toppers was held on 26 March 2022. Mr. C. Jebasihamony, Deputy Director, Engine Assembly & Integration Entity (EAIE), ISRO Propulsion Complex (IPRC), Mahendragiri, was the Chief Guest. For all other students Graduation Day was held in five batches. In addition to these several workshops, special lectures, FDPs and invited talks were organized by the Deaneries of Academics and IQAC. All the departments celebrate the festivals of our nation with religious harmony.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

Title: Enhancement of Learner Experience and Scholarly Exploration by Library Automation

Objectives:

1. To implement RFID technology and a web-based OPAC for efficient library operations and improved accessibility.
2. To expand online resources and databases to support digital literacy and distance learning.
3. To provide online learning opportunities for faculty development in teaching and research.

Context:

Bishop Heber College emphasizes supporting student academic growth and scholarly exploration. Library automation enhances resource management, user experience, and research skills.

The Practice:

Library is automated using Integrated Library Management System (ILMS)

1. Automation with NIRMALS ProTM 2.2.0, upgraded with RFID technology in 2023 using KOHA.
2. ILMS supports acquisition, circulation, serial control, OPAC, self-checkout, and gate entry monitoring systems.

3. 29 computers for OPAC and online resource access in the Digital Library Section.
4. Access to over 3 million+ academic resources, including books, periodicals, and e-resources.
5. Accessibility features include a Braille section, audio books, and DIVYANJAN-friendly resources.

Evidence of Success:

1. Increased publication output attributed to easier resource access.
2. Enhanced skills and increased online course participation among faculty and students.
3. Improved placement outcomes linked to enhanced student aptitude/skills and knowledge updation through e-learning resources and integrated digital learning platforms.

File Description	Documents
Best practices in the Institutional website	https://bhc.edu.in/NAAC/AQAR/2022-2023/CRI-TERION-VII/7.2_Best%20Practice.pdf
Any other relevant information	https://bhc.edu.in/NAAC/AQAR/2022-2023/CRI-TERION-VII/7.2_Best%20Practice.pdf

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

The Language Empowerment and Development Centre is a godsend to the institution catering to all the first-year students of both the shifts. Bishop Heber College takes pride in the fact that this is a most advanced and fully functional, hi-tech language learning facility in Southern India, since 2003. The faculty and students of the college benefit from the high-end English Learning software installed in the 120 personal computers, enabling them to gain hands on experience. The Centre is thrown open to the community for an enriching learning experience. The Centre entered an MoU with the CSI School of Nursing and organizes workshops and training programs periodically. The LEAD Centre offers various programs to enhance and hone the language skills of both the students and faculty (teaching and non-teaching). A Faculty

Induction Programme for the Newly Recruited Staff members was held from 19.07.2022 -22.07.2022., Strategies for Transformational Teaching and Learning Experiences, for the Faculty of Language departments Tamil, French, and Sanskrit & Hindi, was offered for 2 days 20.09.2022 -21.09. 2022.Orientation on Language lab for students of Bishop Solomon Doraisawmy college, Karur, was conducted on 11.01.2023. Orientation on English Language for the Digital Age, Lab Staff, Fourth and fifth standard students of CSI Mission Primary School, Woraiyur, Trichy on 27.01.2023. Workshop/ Training Programme on "English for Specific Purposes and Communication", for the First-year students of CSI School of Nursing, Trichy, was organized for a week, 24.02.2023 - 02.03.2023.

File Description	Documents
Appropriate link in the institutional website	https://bhc.edu.in/NAAC/AQAR/2022-2023/CRI-TERION-VII/7.2_Best%20Practice.pdf
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

Bishop Heber College aims to:

- Achieve a competent score in NAAC reaccreditation and institutional recognition through India Rankings 2023.
- Identify potential leadership for the institution.
- Increase the number of internships through industrial tie-ups.
- Establish collaborations with international institutions to promote student and staff exchange.
- Create academic facilities for innovative practices, start-up initiatives and entrepreneurial activities
- Facelift the academic and administrative infrastructures.
- Augment sports facilities by establishing new additional basketball grounds.