SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ST. JOSEPH'S COLLEGE

NEAR TEPPAKULAM POST OFFICE
620002
www.sjctni.edu

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Jesuit visionaries founded St. Joseph's College (SJC) in 1844 with the noble aim of educating the humanity *for the Good and the True ("Pro Bono et Vero")*. The vision and mission made this 175-year old, *Special Heritage Status College* a beacon of light for all men and women aspiring to pursue holistic higher education.

A pioneering educational institution in central part of Tamil Nadu, SJC is owned by the Society of St. Joseph's, registered under Societies Regulation Act (1860). A private, aided Christian minority institution affiliated to Bharathidasan University, SJC enjoys autonomous status for the past four decades.

SJC is consistent in its performance and progress in NAAC accreditation process. The college secured 28th position in NIRF ranking (2018). The college was recognized by UGC as a College with Potential for Excellence in 2004 and again in 2014. SJC is the only college in the Southern Eastern Region of India to have received the coveted honour of Special Heritage Status from UGC in 2015. The college received DST-FIST fund in 2008 and 2014 and DBT-STAR status in 2014.

SJC consciously caters to the educational needs of wide and divergent sections of the society with a marked emphasis on the preferential option for the poor, the marginalized, first-generation learners and other deprived sections.

The college has century-old museum housing antiques and artifacts, a well-renowned herbarium and 125-year-old musical band. It has a library with 168273 volumes of books including 5121 rare ones and 209 print journals.The staff strength is 293 teaching and 144 non-teaching in all. SJC offers 15 Undergradute, 18 Postgraduate, one PG-Diploma, 13 M.Phil., 15 Ph.D. and two B.Voc. programmes.

The outreach programme (SHEPHERD) introduced in 1985 is an integral part of the curriculum which is based on the cardinal principle of "paying back to the community".

The illustrious alumni are Bharat Ratna Dr. APJ Abdul Kalam, renowned physicist Prof. G.N.Ramachandran, former CEC Shri N. Gopalaswamy, Vir Chakra Awardee Major M.Saravanan, Advisor to the Governor of Jammu and Kashmir K. Vijay Kumar IPS, Arjuna Awardee Arockia Rajiv and many more.

Vision

To form through intellectual inquiry and experiential learning, globally competent, committed and holistic persons to become men and women in the service of others and empowered to live and promote just, humane life.

Mission

- To foster learning environment wherein students of diverse background can develop their unique gifts and build competencies through reflection, service and creation of knowledge
- To serve continually as a University College of holistic learning and demonstrate best practices with innovative and value-driven pedagogy
- To make significant contributions in higher education through Teaching, Training and Research

Values

- Excellence with Ethics
- Social and Eco-justice
- Quality, Access, Equity and Aesthetics

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The school system introduced in 2014 integrates related disciplines under seven schools and widens the prospects of cross-discipline exposures. The important elements of school system are the Self-paced Courses, Comprehensive Exam, Common Core Courses, Between School Electives, Within School Electives, Skill-based Electives, Extra Credit Courses and Partial Online Courses
- Curriculum-embedded soft skills training for all UG and PG students and internship for UG students
- Programme diversity through introduction of UGC approved B.Voc. programmes in Visual Communication and Software Development and System Administration in 2014
- 1816 students placed through on-campus and off-campus recruitment drives while 650 students on an average opt for higher studies every year
- Professional and global learning opportunities through accredited coaching classes for Foundation Programme of ICAI & American Transfer Programme with Concordia College, New York
- Financial scholarship and free noon meals by the management for 1934 students per year
- Assessment-linked library referencing system for UG and PG students
- A separate mentoring and career counselling department
- Centre for Entrepreneurial development programmes under Prime Minister *Yuva Yojana Scheme*
- Efficient examination management with the declaration of results approximately in 13 days
- 158 faculty (46.82%) are doctorates and of them 116 are research supervisors
- Research activities for the assessment period: 218 PhDs and 923 M.Phil. degrees awarded, completion of 47 research projects and 19 ongoing
- 159 books are authored and edited
- Institute-industry collaboration through 20 MoUs
- Top-up skills programme for young staff members as per pre-fixed schedule
- Mobilisation of funds to the tune of 8.5 crores through UGC, DST-FIST and DBT-STAR programmes
- Central instrumentation centre facilitates advanced researches by the science scholars of the institutions in central region of Tamil Nadu
- University champion in sports for 35 years out of 37 years of existence of the affiliating university namely Bharathidasan University
- Outreach programme as an integral part of the curriculum for five credits
- Education and Training in Nature Conservation and Eco Development for 3560 students
- Digitization of academic and administrative activities through indigenously developed software

Institutional Weakness

- Absence of adequate number of patents and start-ups
- Limited revenue generation through consultancy work
- Performance of students in civil service and competitive exams
- Tapping CSR funds for institutional development
- Inadequate students and staff diversity
- High repairs and maintenance cost due to the conditions of century old buildings

Institutional Opportunity

- Becoming deemed-to-be university based on the knowledge and experience gained through four-decade of autonomy and the school system
- Transition to Learning Management System
- Scope for introducing new specialisation in each discipline as part of curriculum diversity
- Better alignment with government initiatives like entrepreneurship development, incubation, start-ups and digitization
- Increasing the frequency of coaching programmes for NET/SET, GATE and CAT
- Scope for improvement of intake of JRF scholars
- Strengthening of e-content resources as part of digital infusion in the curriculum
- Promoting the 'study abroad' and 'transfer' programmes to facilitate lateral student mobility
- Open access to intellectual resources like rare books, reprints and manuscripts
- Facilitating the participation of fine arts team in national and international events/competitions

Institutional Challenge

- Low English proficiency among the students at the entry level
- Faculty exchange and student exchange programmes with premier Indian and foreign institutes of higher learning
- The college has made good progress in the development of e-content by faculty. However, the resources remain a major constraint to the full-fledged implementation of credit-based Massive Open Online Courses
- Though several initiatives are underway, only one patent is published.
- Attaining better student diversity by attracting more students from other states and countries
- Improved networking with the industry for curriculum enrichment
- Excessive use of social media leading to distractions and demotivation among the students

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum is constantly updated on a need-based manner in alignment with the changing expectations and demands of the stakeholders.

- The college offers 65 programmes (17 UG; 18 PG; 14 M.Phil.; 15 PhD and 1 PG Diploma)

encompassing 3105 courses in all and carried out 100% syllabus revision

- The School System introduced in 2014 facilitated better integration of related disciplines into seven schools. The new system enabled the students to get cross-discipline exposures essential for multi-skilling and enhanced employability
- Syllabus-embedded Internship and Project Work, Open Online Courses (OOC), Comprehensive Examination, Skill Based Electives, Core Electives, Extra Credit Courses and courses on NET/SET augment the quality and employability of the students
- 719 new courses introduced and these constitute 23% of the total number of courses offered
- Focus of the courses: 72% on skill development, 81% on entrepreneurship and 73% on employability
- 62 programmes are offered under CBCS/Elective
- 50 self-paced courses are offered to encourage autonomous learning
- Seven cross-cutting courses are offered at institutional level and 163 courses bear cross-cutting issues at departmental level. Seven textbooks are published by the institution on cross-cutting courses
- 72 value-added courses offered outside the class hours and 4447 students benefitted
- Five-credit structured community work done through outreach programme
- Feedback from stakeholders are regularly gathered, analysed and used as input for curriculum revisions

Teaching-learning and Evaluation

The teaching, learning and evaluation is a student-centered dynamic activity of the institution with time-bound technology infusion.

Teaching-learning

- The teacher-student ratio is 1:23
- Full time teachers against sanctioned posts are 100% with an average experience of 9.3 years
- 166 teachers are doctorates and of them 116 are research supervisors
- All teachers use ICT tools for teaching, learning or evaluation
- Faculty use digital academic planner to plan their teaching strategy
- The overall demand ratio in admission is 1:2.5
- Student diversity includes 1468 women (nearly one-fourth of total strength), 39 PwDs and 141 overseas and other states students
- The fast learners have career guidance, NET/SET, GATE and IAS coaching classes, MOOC, accredited CA Foundation Course, MBA Twinning Programme and American Transfer Programme
- The slow learners have remedial classes, tutoring system and peer-learning circles
- The teaching-learning practices include internship, summer projects, guided seminars, industrial visits, lectures and simulation
- Mentoring programmes with a mentor: mentee ratio of 1:23
- Previous semester question papers, MCQ bank and other e-resources are available on the website

Evaluation

- The semester results are usually released in 13 days
- Library referencing, computer-based test, case study, quiz, snap test, seminar, group discussion, panel discussion, field visit and written composition form part of the internal assessment
- IT-integration in examination includes computer-based testing, marks entry portal, e-hall tickets, online publication of results and seating allotment module through indigenously developed software

- Average graduation outcome is 80%

Research, Innovations and Extension

The college made good strides in procurement of funds and research publications. It is a pioneer in the introduction of curriculum-embedded outreach programme.

Research

- Active researches are undertaken in 15 research departments under 118 research guides. In all, 205 PhD degrees are awarded and a patent published
- Rs. 4.22 crores received from 44 individual research projects
- The faculty publications include 765 articles in UGC approved research journals, 718 conference proceedings and 158 books including edited chapters
- Bibliometrics: 516 citations and h-index 8

Innovation

- A month-long New Entrepreneur and Enterprise Development Scheme (NEEDS) based training programmes, sponsored by the EDI of Government of Tamil Nadu, was organised six times by the college
- Pre-incubation activities resulted in the indigenous development of software for academic and administrative purposes
- Rs.148.82 lakhs generated through consultancy and corporate training
- 20 functional MoUs leading to 113 collaborative activities towards research, faculty exchange and student exchange

Extension

- 86 villages and 20 urban slums adopted by the Outreach Department
- 170 outreach programmes organised in collaboration with industry and NGOs mutually benefitting the people of adopted villages and 91.7% of the students.
- 36 awards and recognitions for extension activities
- Herbal garden unit of the college at Nagamangalam offers facilities for training and preparation of native medicines and seed ball

Infrastructure and Learning Resources

As part of preparation for Dodransbicentennial (175th year) celebrations, the college has undertaken massive renovation of its century-old buildings to the tune of Rs. 15 crores. The other facilities include

- 117 classrooms, five smart classrooms and 18 seminar halls
- 1180 computers, seven computer labs, an ICT centre and two language labs
- A well-equipped media centre with green matte facility
- 24/7 browsing facility to staff and students through 200 Mbps internet connectivity and 96 controlled Wi-Fi access points

- Central instrumentation centre and science laboratories with equipment and instruments funded by DBT-STAR, BSR, CPE and DST-FIST
- Two rooms for counselling sessions and two rooms for conducting skill development activities
- A large central library with 1,68,273 books including 5121 rare books of archival values and 209 print journals besides 2919 books in department libraries
- UGC-granted Rs. 1.40 crores for augmenting the infrastructure of the century-old museum-cum-herbarium as part of special heritage status assistance
- A multi-purpose gymnasium with 50-bedded sports hostel under construction with the financial assistance of Rs. 1.75 crores from the UGC
- Five men's hostels and one women's hostel to accommodate 1839 inmates in 592 rooms
- The college has 19.61 acres of playground which represents approximately one-fourth of the total area of the campus. The user rate for sports facility is around 650 per day
- Six open-air stages, prayer hall, health care centre, yoga centreand guest rooms
- Seven generators with a capacity of 783 KVA power

Student Support and Progression

The college considers its students the focal point in all its actions and believes in providing freedom with responsibility for making them successful and humane leaders of the society. Toward this end, the college has a vibrant student council with well-defined roles.

- The Students' Council is formed every year through a democratic process. The elected representatives receive training on team-building and leadership skills. The office bearers are members of various administrative and academic bodies
- The council is also entrusted with the task of organising events/celebrations like inter-departmental cultural fest and sports competitions, inter-religious festivals, International yoga day, rallies and flash mob performance on social awareness themes. It also conducts passport, pan card, aadhaar card and driving license camps/melas for students and staff
- 10817 students received government scholarship to the tune of Rs. 5,54,50,953 while 6748 students received Rs. 43,31,801 as management scholarship
- Career guidance including coaching for competitive examinations was provided to 8149 students besides vocational training for 1807 students
- 1755 students have secured campus placements while 141 students have qualified in entrance and competitive examinations. 516 students are pursuing higher studies after their graduation in 2017-18
- The college alumni/ae association has 13607 active members and their financial and non-financial contributions amount to Rs. 43,70,540. It also organises job-oriented courses, provides scholarships including breakfast for deserving students, institutes endowments, releases address directory and maintains a guest house

Governance, Leadership and Management

The college emphasizes participative style and decentralized decision-making process at all levels of management to achieve higher level of involvement among the staff. The system has incentivized the participative management and e-governance initiatives. The basic premises for the perspective plans of the college are propagating social justice; building employment and entrepreneurial competencies; mentoring with special care for the low achievers; sustaining the quality and diversity and fostering national integration and

environmental consciousness.

- The college with 23 departments under seven schools keeps a flat organizational structure for administration. It has 293 faculty members, 144 non-teaching staff and 7041 students
- Faculty members are provided with facilities like in-house dispensary and medical lab, counselling, 24/7 free internet, cooperative loan, staff association, welfare fund, fee concession for staff pursuing PhD and loan for non-teaching staff
- 78 professional enrichment programmes organized for teaching and non-teaching staff
- 42% of the faculty attended professional enrichment programmes conducted by UGC-HRDC and other institutions
- The 43 unique quality initiatives by IQAC include Parent-Teacher Meet, Open Forum, Exit Poll, Students' Council Feedbackand Performance Appraisal of teaching and non-teaching staff
- Personal Growth Lab is an initiative of MBA to map the students' competence and bolster employment prospects
- Open Online Courses are embedded into the syllabus as part of technology infusion in the curriculum
- The college received Rs. 10,91,01,731 as grants from the UGC and other governmental agencies and Rs. 1,00,39,000 from non-governmental bodies
- The college had a few minor queries in the RJDCE auditonly and these were satisfactorily resolved

Institutional Values and Best Practices

The enshrined value of the institution is the total formation of each individual within the human community. Towards this end, the college cares for curricular, co-curricular and extra-curricular aspects in equal measure. The college emphasizes on educating the marginalized and downtrodden through a holistic approach in consonance with the Jesuit charism.

- St. Joseph's College is predominantly a men's college but it has 1468 women on its roll which is nearly one-fourth of the total strength
- Facilities available for differently-abled students include provision for lift, ramp / rails, braille software facilities, friendly rest rooms and scribes for examinations
- Soft skill training is institutionalised by establishing a separate centre and embedding the soft skills course with the curriculum
- The rainwater harvesting system is in place around every building. The water collected across the campus are diverted to a small pond meant for fish rearing
- The green day of the year is an occasion for the staff and the students to use bicycles or public transport system to commute to college
- The college promotes paperless environment by employing in-house software for administration
- The environmental awareness creation is accorded top priority by arranging live-in programmes for students in the hill laboratory unit of the college at Kodaikanal. 99 extension activities organised for the betterment of local communities and 30 activities to promote universal values

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. JOSEPH'S COLLEGE
Address	Near Teppakulam Post Office
City	Tiruchirappalli
State	Tamil Nadu
Pin	620002
Website	www.sjctni.edu

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Rev. M. Arockiasamy Xavier SJ	0431-2700320	9994977210	0431-2701501	iqac2019ssr@mail.sjctni.edu
IQAC / CIQA coordinator	S. Alfred Cecil Raj	0431-4226469	9486781270	0431-4226478	sac63raj@gmail.com

Status of the Institution	
Institution Status	Self Financing , Grant-in-aid and Private

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

Recognized Minority institution	
If it is a recognized minroity institution	Yes 1_Minority_Certificate.pdf
If Yes, Specify minority status	
Religious	Religious Christian Minority
Linguistic	
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-01-1844
Date of grant of 'Autonomy' to the College by UGC	18-05-1978

University to which the college is affiliated		
State	**University name**	**Document**
Tamil Nadu	Bharathidasan University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	13-10-2016	View Document
12B of UGC	13-10-2016	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
AICTE	View Document	30-04-2018	12	MCA MBA

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	17-12-2014
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	NBA NIRF
Date of recognition	01-04-2018

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Near Teppakulam Post Office	Urban	75.864	270960

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Botany	36	HSC	English	55	55
UG	BSc,Computer Science	36	HSC	English	198	189
UG	BCA,Information Technology	36	HSC	English	132	132
UG	BSc,Mathematics	36	HSC	English	204	198
UG	BSc,Statistics	36	HSC	English	66	65
UG	BA,English	36	HSC	English	201	200
UG	BA,History	36	HSC	English	69	69

UG	BA,Tamil	36	HSC	Tamil	69	69
UG	BBA,Business Administration	36	HSC	English	132	129
UG	BCom,Commerce	36	HSC	English	270	266
UG	BCom,Commerce Computer Application	36	HSC	English	66	66
UG	BA,Economics	36	HSC	English	69	69
UG	BSc,Chemistry	36	HSC	English	106	106
UG	BSc,Electronics	36	HSC	English	44	44
UG	BSc,Physics	36	HSC	English	156	150
UG	BVoc,Bvoc Software Development And System Administration	36	HSC	English	55	42
UG	BVoc,Bvoc Visual Communication Technology	36	HSC	English	55	49
PG	MSc,Botany	24	UG	English	18	17
PG	MSc,Biochemistry	24	UG	English	22	22
PG	MSc,Biotechnology	24	UG	English	28	28
PG	MSc,Computer Science	24	UG	English	88	59
PG	MCA,Computer Science	36	UG	English	116	66
PG	MSc,Information	24	UG	English	44	18

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	Technology					
PG	MSc,Mathematics	24	UG	English	79	79
PG	MA,English	24	UG	English	79	79
PG	MA,History	24	UG	English	28	15
PG	MA,Tamil	24	UG	Tamil	28	10
PG	MBA,Business Administration	24	UG	English	120	120
PG	MCom,Commerce	24	UG	English	40	40
PG	MCom,Commerce Computer Application	24	UG	English	44	44
PG	MA,Economics	24	UG	English	29	9
PG	MA,Human Resource Management	24	UG	English	79	77
PG	MSc,Chemistry	24	UG	English	56	56
PG	MSc,Electronics	24	UG	English	28	20
PG	MSc,Physics	24	UG	English	61	61
PG Diploma recognised by statutory authority including university	PGDCA,Information Technology	12	UG	English	99	47
Doctoral (Ph.D)	PhD or DPhil,Botany	36	PG	English	6	4
Doctoral (Ph.D)	PhD or DPhil,Biotechnology	36	PG	English	1	0

Doctoral (Ph.D)	PhD or DPhil,Computer Science	36	PG	English	12	5
Doctoral (Ph.D)	PhD or DPhil,Mathematics	36	PG	English	16	9
Doctoral (Ph.D)	PhD or DPhil,Statistics	36	PG	English	2	1
Doctoral (Ph.D)	PhD or DPhil,English	36	PG	English	9	6
Doctoral (Ph.D)	PhD or DPhil,History	36	PG	English	1	0
Doctoral (Ph.D)	PhD or DPhil,Tamil	36	PG	Tamil	10	1
Doctoral (Ph.D)	PhD or DPhil,Business Administration	36	PG	English	2	0
Doctoral (Ph.D)	PhD or DPhil,Commerce	36	PG	English	12	6
Doctoral (Ph.D)	PhD or DPhil,Economics	36	PG	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Human Resource Management	36	PG	English	6	3
Doctoral (Ph.D)	PhD or DPhil,Chemistry	36	PG	English	12	5
Doctoral (Ph.D)	PhD or DPhil,Physics	36	PG	English	10	4
Doctoral (Ph.D)	PhD or DPhil,Taxonomy And Systematics Of Plants	36	PG	English	1	0
Pre Doctoral (M.Phil)	MPhil,Botany	12	PG	English	10	0

Pre Doctoral (M.Phil)	MPhil,Biotechnology	12	PG	English	10	1
Pre Doctoral (M.Phil)	MPhil,Computer Science	12	PG	English	25	22
Pre Doctoral (M.Phil)	MPhil,Mathematics	12	PG	English	50	45
Pre Doctoral (M.Phil)	MPhil,Statistics	12	PG	English	4	0
Pre Doctoral (M.Phil)	MPhil,English	12	PG	English	45	43
Pre Doctoral (M.Phil)	MPhil,History	12	PG	English	4	0
Pre Doctoral (M.Phil)	MPhil,Tamil	12	PG	English	20	4
Pre Doctoral (M.Phil)	MPhil,Commerce	12	PG	English	25	7
Pre Doctoral (M.Phil)	MPhil,Economics	12	PG	English	16	2
Pre Doctoral (M.Phil)	MPhil,Human Resource Management	12	PG	English	10	5
Pre Doctoral (M.Phil)	MPhil,Chemistry	12	PG	English	25	18
Pre Doctoral (M.Phil)	MPhil,Physics	12	PG	English	25	22
Pre Doctoral (M.Phil)	MPhil,Taxonomy And Systematics Of Plants	12	PG	English	1	1

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				57				94
Recruited	0	0	0	0	57	0	0	57	75	19	0	94
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				2				6				134
Recruited	2	0	0	2	5	1	0	6	94	40	0	134
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				59
Recruited	58	1	0	59
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				72
Recruited	64	8	0	72
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	56	1	0	86	21	0	166
M.Phil.	0	0	0	6	0	0	78	33	0	117
PG	0	0	0	0	0	0	5	5	0	10

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Pre Doctoral (M.Phil)	Male	62	1	0	1	64
	Female	144	2	0	0	146
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	17	6	0	0	23
	Female	20	1	0	0	21
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	28	0	0	0	28
	Female	19	0	0	0	19
	Others	0	0	0	0	0
PG	Male	793	12	0	7	812
	Female	720	6	0	3	729
	Others	0	0	0	0	0
UG	Male	4230	97	0	11	4338
	Female	388	1	0	0	389
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	252	195	132	354
	Female	45	58	64	72
	Others	0	0	0	0
ST	Male	15	45	30	45
	Female	0	1	4	8
	Others	0	0	0	0
OBC	Male	152	113	143	127
	Female	187	146	141	97
	Others	0	0	0	0
General	Male	145	282	109	86
	Female	17	12	25	28
	Others	0	0	0	0
Others	Male	1935	1761	1957	2072
	Female	186	136	126	117
	Others	0	0	0	0
Total		2934	2749	2731	3006

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biochemistry	[View Document](#)
Biotechnology	[View Document](#)
Botany	[View Document](#)
Business Administration	[View Document](#)
Bvoc Software Development And System Administration	[View Document](#)
Bvoc Visual Communication Technology	[View Document](#)
Chemistry	[View Document](#)
Commerce	[View Document](#)
Commerce Computer Application	[View Document](#)
Computer Science	[View Document](#)
Economics	[View Document](#)
Electronics	[View Document](#)
English	[View Document](#)
History	[View Document](#)
Human Resource Management	[View Document](#)
Information Technology	[View Document](#)
Mathematics	[View Document](#)
Physics	[View Document](#)
Statistics	[View Document](#)
Tamil	[View Document](#)
Taxonomy And Systematics Of Plants	[View Document](#)

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
65	65	65	65	63

File Description	Document
Institutional Data in Prescribed Format	View Document

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6527	6461	6339	6016	5449

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
1918	2078	1932	1641	1649

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6514	6461	6337	6014	5448

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of revaluation applications year-wise during the last 5 years

2017-18	2016-17	2015-16	2014-15	2013-14
152	153	238	326	278

3.3 Teachers

Number of courses in all programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
589	750	605	548	613

File Description	Document
Institutional Data in Prescribed Format	[View Document]()

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

2017-18	2016-17	2015-16	2014-15	2013-14
293	289	277	282	284

File Description	Document
Institutional Data in Prescribed Format	[View Document]()

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

2017-18	2016-17	2015-16	2014-15	2013-14
293	289	277	282	284

File Description	Document
Institutional Data in Prescribed Format	[View Document]()

3.4 Institution

Number of eligible applications received for admissions to all the programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11995	9780	8672	8060	7288

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
2916	2682	2709	3229	3109

File Description	Document
Institutional Data in Prescribed Format	View Document

Total number of classrooms and seminar halls

Response: 135

Total number of computers in the campus for academic purpose

Response: 875

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

2017-18	2016-17	2015-16	2014-15	2013-14
810.11	949.59	901.90	783.92	367.33

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution

Response:

The curriculum is designed keeping in mind the developmental needs of the society and also in congruence with the guidelines proposed by the UGC, the Parent University and the TN State Council for Higher Education. Through the inclusion of alumni/ae, industrialists and subject experts in Board of Studies and Academic Council, interaction with members of the local communities through outreach programme and market need assessment by faculties, the college assesses the local, regional, national, and global needs of the society. The whole process of need identification is carried out by the departments in adherence to the common pattern prescribed by the college. Based on the nature, relevance and requirements of needs to be addressed, the Curriculum Development Cell prepares the Programme Outcomes (POs) while the departments prepare Programme Specific Outcomes (PSOs) and Course Outcomes (COs) for UG, PG and M.Phil. programmes.

The process of curriculum development is suitably designed to identify the needs, develop appropriate curriculum and assess the outcomes of the whole exercise. This process involves major curriculum revisions once every three years for UG and every two years for PG and M.Phil. Prior to the revision, department level meetings and interactions with the different stakeholders are organised to ascertain the nature of their needs. For instance, policy designers, scientists, industrialists, parents, alumni and outgoing students usually help in identifying the local, regional, national and global needs while the people of adopted villages help in identifying the needs of the neighbourhood.

Faculty consolidate the inputs of stakeholders for developing a draft copy. The draft is subsequently sent to the experts and alumni for specific suggestions. At pre-board meeting, necessary modifications are done in the proposed syllabi based on the expert-inputs. The Board of Studies then deliberates on the draft and approves the syllabi. In the next stage, the Academic Council deliberates and ratifies the syllabi of various departments. Finally, the minutes of the Academic Council is presented before the Governing Body for approval.

In 2014, the college embarked on the introduction of school system at the institutional level to provide cross-discipline exposures and multi-skills through lateral mobility across different disciplines for augmenting employment and self-employment opportunities.

The special features of the school system such as Self-paced courses, Interdisciplinary courses, Compulsory Internship and Project work, Massive Open Online Courses (MOOCs), Comprehensive Examination, Skill Based Electives, Core Electives, choices in core subjects in select departments and extra credit courses ensure that the curriculum stays relevant and meets the dynamic needs of the society at large.

File Description	Document
Any additional information	[View Document](#)

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

Response: 100

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 65

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 65

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document](#)
Details of program syllabus revision in last 5 years	[View Document](#)
Any additional information	[View Document](#)

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 100

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
589	750	605	548	613

File Description	Document
Program/ Curriculum/ Syllabus of the courses	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Average percentage of courses having focus on employability/ entrepreneurship	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 23.16

1.2.1.1 How many new courses are introduced within the last five years

Response: 719

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

Response: 3105

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 95.38

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 62

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

In order to have a better convergence of various disciplines, greater academic flexibility is envisaged at the institutional and the departmental levels. At the institutional level, common courses on *Environmental*

Studies, *Essentials of Humanity*, *Fundamentals of Human Rights* and *Formation of Youth* provide a holistic view of the cross-cutting issues to enable students imbibe these values. The Department of Human Excellence (Formerly Department of Foundation Courses) has brought out books on *Environmental Studies* and *Essentials of Ethics* for the UG students.

To foster the concepts of human values and professional ethics, a unit on Cyber Crime is included in *Computer Literacy* which is a common course for all I UG students. The college also conducts curriculum-embedded two-credit Soft Skills programme for UG and four-credit programme for PG students. The Soft Skill course is embedded with the curriculum and taught during the regular classes. Joseph Academy of Soft Skills, established exclusively for conducting soft skills programmes, has released two books to impart human values and professional ethics.

Besides, the college offers *Community Work-Outreach programme* to share and practise what the students have learnt in the classrooms. As part of the outreach programme, students are taken on field visits for exposure to environmental issues and are also encouraged to take active part in street plays, demos and other environment-related activities in and around Tiruchirappalli.

In addition to the common courses offered to all students, the departments are given autonomy to identify the issues relevant to them and to have a bearing on gender, sustainable environment, human rights, civic responsibilities and ethics. Cross-cutting issues are embedded in almost 160 courses to kindle in students a sense of social justice, responsibility, compassion, sensitivity and concern for the environment as espoused by the college in its statement of goals and objectives.

The college organises a variety of activities at institutional and departmental levels to complement the cross-cutting issues discussed in the classroom. Communal Harmony Campaign, AIDS Awareness Day, Green Consumers' Day, International Women's Day, Human Rights Rally and Inter Departmental Cultural Competition for Women are a few of these activities.

File Description	Document
Any additional information	View Document

1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 72

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 72

File Description	Document
List of value added courses	View Document
Brochure or any other document relating to value added courses	View Document

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 14.12

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1337	1039	1136	618	317

File Description	Document
Any additional information	[View Document](#)

1.3.4 Percentage of students undertaking field projects / internships

Response: 92.8

1.3.4.1 Number of students undertaking field projects or internships

Response: 6057

File Description	Document
List of programs and number of students undertaking field projects / internships	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise
A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
Any additional information	[View Document](#)
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 2.09

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
141	164	143	122	81

File Description	Document
List of students (other states and countries)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 2.79

2.1.2.1 Number of seats available year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3302	3034	3064	3656	3524

File Description	Document
Demand Ratio (Average of Last five years)	[View Document](#)
Any additional information	[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 91.79

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

2017-18	2016-17	2015-16	2014-15	2013-14
2772	2445	2597	2892	2714

File Description	Document
Average percentage of seats filled against seats reserved	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

After admission, the communication skills of the new entrants are tested through a common assessment. Based on the performance, students are placed either in basic or intermediary stream in *Communicative English* programme (Bridge Course). Majority of the students are admitted to basic stream due to their vernacular medium and rural background. All the first-year undergraduate students undergo this semester long stream-based programme for 90 hours. Since 2016-17, the programme has been offered in the beginning of the academic year itself. The programme is executed and monitored by a Core Committee. The language lab and a customised text-cum-workbook act as effective supplant.

Bridge Course for teaching the fundamental concepts in various courses is conducted for all the MBA students in the beginning of the programme to minimise the conceptual gap among the students. A few departments have stream-based core courses like Basic Mathematics and Business Mathematics (Advanced) for commerce students.

Mentoring system is in vogue with a mentor: mentee ratio of 1: 23. Mentors' Meet, held twice a semester, helps the mentees to interact with the mentor in person. Mentoring system provides an opportunity for identifying the varied academic needs and suggesting appropriate measures, for slow and fast learners, which normally include the following:

Slow Learners

- Remedial classes after regular class hours are conducted in core courses based on the performance of the students in their first continuous internal assessment and/or mid-semester test.
- Tutoring system enables the departments identify and provide individualized care to the slow-learners mid-way through the course.
- PINNACLE, an initiative of the alumni of the Statistics Department, provides career counselling and career guidance to the students of BSc. Statistics.

Fast Learners

- Career guidance cum coaching for NET/SET preparation and other competitive examinations.
- Students can enrol for foundation course through Accredited CA Foundation coaching classes conducted in the campus.
- Pondicherry University (a Central University) and Society of St. Joseph's College offer two-year concurrent MBA Twinning Programme to PG students.
- Credit transfer arrangements with Concordia College, New York through American Transfer Programme for students desirous of completing four semesters in St. Joseph's College and three semesters abroad to earn an American degree.
- Extra credit courses are offered within the curriculum structure to enable the students to earn extra credits besides their regular credits in PG programmes. Massive Open Online Courses offered by SWAYAM, NPTEL, etc. are also recognised as extra credit courses.
- SJC-IAS Academy organises IAS coaching classes for students of St. Joseph's and other colleges.
- Department of Information Technology offers a concurrent diploma programme, PGDCSA to postgraduate students.

File Description	Document
Any additional information	[View Document](#)

2.2.2 Student - Full time teacher ratio

Response: 22.28

File Description	Document
Any additional information	[View Document](#)

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.6

2.2.3.1 Number of differently abled students on rolls

Response: 39

File Description	Document
List of students(differently abled)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other document submitted by the Institution to a Government agency giving this information	[View Document](#)
Any additional information	[View Document](#)

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

Response:

The status of autonomy has bestowed the teachers with considerable degree of independence in designing the curriculum as well as learning strategies. In addition, every teacher has freedom to decide on the internal assessment components for 20 marks.

Student-centric learning has been the practice of the college for a long period and this has been reinforced with new ways of learning such as Core Electives, Inter Departmental Courses, Skill-based Electives, Self-paced Learning and embedded Partial Online Courses. Students are given the privilege of opting courses of their choice in accordance with CBCS. The following activities have been adopted by the faculty at different levels and they embellish student-centric methods:

Experiential learning

- Summer projects in select departments
- Laboratory sessions
- Instrumentation centre for advanced experiments in science
- Drama fests and role plays in language classes
- Community outreach programme
- Embedded internship programme
- Educational field and industry visits

Participative learning

- Training by corporate entities and prospective recruiters
- MOOCs
- Expert lectures and workshops
- Presentations and guided seminars
- Need-based industrial visits
- Group discussions
- Peer-learning circles of fast learners assisting slow learners
- Guided library work
- Webinars
- Video conferencing

Problem solving

- Case studies
- Soft skill programme
- Developing models
- Project-based learning
- Start-up *melas*

The Lecture method is enriched with audio-visual presentation and hand-outs. Internship has been made mandatory for the final-year undergraduate students since 2014-15. UG students of select departments and

all PG students have project works in their final year while a few departments have mini-projects too. Laboratory sessions with standard operating procedures facilitate hands-on training and autonomous learning for students of science streams. The Language Lab is accessed by students during off-the-class hours to hone their communication skills.

The invited talks and workshops enable the students to have an exposure to the latest trends and issues in their own discipline and also learn the ways and means to handle them. These events are structured as (i) Association sponsored talks, (ii) Endowment / Memorial Orations and (iii) National / International Colloquia.

File Description	Document
Any additional information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 293

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 22.28

2.3.3.1 Number of mentors

Response: 293

File Description	Document
Any additional information	View Document

2.3.4 Preparation and adherence to Academic Calendar and Teaching plans by the institution

Response:

27-05-2019 01:05:36

The Principal and the Dean-IQAC, in consultation with the members of the College Council, prepare the Academic Calendar of the College. A series of meetings are conducted prior to the preparation of the academic calendar to finalize various activities for the year. The academic calendar encompasses the Teaching-Learning-Evaluation schedules and list of meetings and events planned for an academic year. The hard copies of the Academic Calendar are issued to the students and the staff, while the soft copy is uploaded on the college website.

The Heads of the Department have an important role in implementing the activities planned in the college calendar. The Deans, Vice-Principals and Controller of Examinations supervise the overall implementation. The changes in the college calendar are usually done at the college council meeting after taking into consideration the circumstances warranting such changes. However, in unforeseen circumstances the standing committee is authorized to make changes in the calendar.

Staff Orientation Programme and Faculty Development Programmes (Top-up Skills) are organized to enhance the professional competence of the teachers. During the orientation programme, departments plan their academic events, dates and the faculty in-charges for various events. The department level events include association activities, club activities, workshops, conferences, alumni activities, placement activities, parent-teacher meeting, extra-curricular activities and educational tours and trips.

Faculty use the Academic Planner Booklet to plan their day-to-day academic activities. The booklet comprises proforma for cumulative teaching plan, continuous assessment strategy and daily teaching plan. The cumulative teaching plan and continuous assessment strategy are prepared by the staff in the beginning of the semester and the same is handed over to the head of the department. At the end of every semester, the faculty submits the filled-in daily planner to the HoDs for onward submission to the IQAC office. In November 2017, the whole process was digitized in the form of e-planner.

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Any additional information	[View Document](#)

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 53.23

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
149	150	155	158	146

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<u>View Document</u>
Any additional information	<u>View Document</u>

2.4.3 Teaching experience per full time teacher in number of years

Response: 9.28

2.4.3.1 Total experience of full-time teachers

Response: 2718

File Description	Document
Any additional information	<u>View Document</u>

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 4.56

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	1	2	1

File Description	Document
Institutional data in prescribed format	<u>View Document</u>
e-copies of award letters (scanned or soft copy)	<u>View Document</u>

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 3.15

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	11	8	8	7

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

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

Response: 13.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	17	13	14	12

File Description	Document
List of programs and date of last semester and date of declaration of result	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 3.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
152	153	238	326	278

File Description	Document
Any additional information	[View Document](#)

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 9.03

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
13	11	22	34	27

File Description	Document
Any additional information	[View Document](#)

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

The office of Controller of Examinations (CoE) is on automation spree with the introduction of several software applications to enhance and sustain the efficacy of Examination Management System (EMS). The CoE has also introduced transparency in evaluation with the students obtaining the photocopy of their answer scripts if he or she so desires. Special supplementary examinations options are available for the outgoing students who fulfil the required norms.

Every new initiative of the CoE is meticulously planned in order to ensure smooth functioning. The diversity of the variables and components of the CIA are such that the daily attendance makes significant impact on the learning activities.

The following are the positive impact of reforms and IT integration on the examination procedures and processes:

Process (), Reforms (•) and Impact (°)

() **Issue of Application**

- Online application and fee payment

  ○ Enhanced accuracy in filling-in the forms by students
  ○ Expeditious processing of application forms and fees

() **Issue of Hall Tickets**

- Online Hall Tickets

  ○ Saves time and resources of students as commuting is avoided
  ○ Avoidance of issue of duplicate copies of printed Hall Tickets

() **Question Paper Pattern**

- Introduction of 30 MCQs in Section – A with OMR sheet and computer-based tests

  ○ Familiarization with online mode of competitive examination
  ○ Green initiative - paperless environment

() **Self-paced Learning**

- Departments decide the course options and the semester
- Students have the option to choose one from the various courses offered

  ○ Flexibility of learning for the students and academic freedom for the department

() **Skill-based Elective Courses**

- No written examination
- Skill assessment by the trainers

  ○ Hands on training for students
  ○ Gaining skills in a particular domain

() **Comprehensive Examination**

- Computer-based MCQs for both formative and summative assessments
- Covers the syllabi of core courses

  ○ Refreshes the knowledge of outgoing students and supports them for competitive exams
  ○ Enables students to synthesise and integrate ideas

() **CIA marks**

- Online CIA mark entry and concurrent access by students

- ○ Accurate and speedy release of CIA marks
- ○ Progress of the students can be monitored

() **Library Marks**

- Booklets are issued to students for recording library references
- Guidelines and provisions for assessment of students' library visit

- ○ Fostering reading habits
- ○ Enhanced usage of the library facilities
- ○ Systematic recording of library visits and usage

Continuous Internal Assessment (CIA)

The reforms introduced in continuous internal assessment system are:

- Centralised system for conducting CIA arrears at a pre-specified time
- Provision for CIA improvement
- Duration of test proportionate to credits and marks. 50 marks for two-hour test and two credits
- Computer-based internal assessment

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.5.5 Status of automation of Examination division along with approved Examination Manual
A. 100% automation of entire division & implementation of Examination Management System (EMS)

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	[View Document](#)
Current Manual of examination automation system	[View Document](#)
Annual reports of examination including the present status of automation	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are derived from the Graduate Attributes (GAs). The GAs, a set of individually assessable outcome-based components, provide the outline and direction for framing the course outcomes for all the courses. GAs are indicative of the degree holders' potential to acquire competence at appropriate levels and apply them to real-life situations.

The graduates of St. Joseph's College are expected to

- critically evaluate the fundamental ideas and experiences with open mind and sense of reasoning.
- identify, analyse and solve problems by applying tools relevant to their field of study.
- help people around them with needs specific to health, safety, culture and environment drawing on their own experience.
- make use of the IT tools for effectively solving the discipline-specific problems.
- use communication skills to seek and provide ideas, information, answers and thereby become instruments for resolving conflicts.
- engage in independent and life-long learning necessary to understand the world at large and improve their own quality of life.

Mechanism for evolving and disseminating information relating to curriculum

As part of the preparation of POs, PSOs and COs, a series of meetings are conducted at various administrative levels of the college. In tune with the guidelines of Curriculum Development Committee (CDC) the Deans prepare the POs which provide the direction and template to the department for the preparation of PSOs and COs for a given programme. The PSOs and COs are sent for expert opinion along with the syllabi.

Once approved by competent authorities, the curriculum objectives are displayed on the college website. Besides, PSOs are displayed at vantage points of the respective departments. POs are kept at prominent places of the campus and also displayed on digital screens. All the students and the faculty receive a booklet of the syllabi containing POs, PSOs and COs in the beginning of the academic year. However, the

modus operandi for distribution of booklet was modified in 2017 with the introduction of downloadable copies of syllabi available on the college website. This has ensured easier and faster access to the syllabi. At the beginning of the academic year, freshers and their parents are briefed about POs during the common orientation programme and PSOs and COs at the departmental level. Course in-charges are entrusted with the responsibility of briefing the students about the features of COs.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

Assessment of the programme outcomes is done through Direct and Indirect modes. The details of the modes are as follows:

Direct Assessment

Grades obtained in formative and summative evaluations are the direct measures of attainment of specific Course Objectives (COs). The CGPA score is one of the important measures of the extent of fulfilment of the PSOs. The graduate programmes follow credit-based continuous evaluation system. The elements of formative assessment (weightage given in parenthesis) for theory are assignment (35%), library referencing (5%), mid semester test (30%) and end semester test (30%). The summative assessment carries 100% weightage, of which, MCQ is for 30% and the rest is descriptive. However, practical examinations have slightly different assessment pattern with Assignment/Record Maintenance/Viva-voce carrying 40% weightage.

Evaluation of attainment of POs for Direct Assessment Tools is carried out as follows:

The grades obtained in each course are indicative of the degree of achievement of the COs for that course. Grading of the courses and programmes is done as follows:

- In UG programme, each course has seven grades namely O, A+, A, B+, B, C and RA. The grade 'RA' indicates   a student's failure in a course. The performance indicators of final result are Outstanding, Excellent, Very Good,   Good, Above Average and Average based on the cumulative grade point average.
- In PG programme, each course has six grades namely O, A+, A, B+, B and RA. The grade 'RA' indicates a student's failure in a course. The performance indicator of final result are Outstanding, Excellent, Very Good, Good and Above Average based on the cumulative grade point average.
- Semester Grade Point Average indicates the academic performance of the students in different semesters.

Sequel to the parent university revising the system of grading as per UGC guidelines, the college changed its grading system in 2016.

Indirect Assessment

Feedback from different quarters and the performance in the competitive examinations are taken as measures for the attainment of PSOs. The same is also used to refine the PSOs in the subsequent r evisions. The tools for indirect assessment are listed below:

- *Course Outcome Feedback* is collected from the faculty in-charge of the course.
- *Graduate Exit Feedback* is obtained from the final-year students to assess the attainment of PSOs.
- *Alumni Feedback* system was introduced a few years back.
- *Industrial Feedback* is taken annually from the industries on the performance of students employed and those who have undergone vocational/summer training, internship and project works.

The performance of the students in competitive examinations like GATE, NET/SET, CAT, MAT, XAT, GRE, IELTS and TOEFL is also considered for assessing the degree of attainment of PSOs.

Overall assessment of POs

The combination of the components discussed in the direct and indirect assessment modes is used to measure the attainment of POs.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.6.3 Average pass percentage of Students

Response: 81.9

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 1918

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 2342

File Description	Document
List of programs and number of students passed and appeared in the final year examination	[View Document](#)
Any additional information	[View Document](#)
Link for annual report	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.52

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 1.82

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
2.58	1.5	1.82	1.85	1.35

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 0

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of teachers and their international fellowship details	[View Document]
e-copies of the award letters of the teachers.	[View Document]

3.1.4 Institution has the following facilities

1. **Central Instrumentation Centre**
2. **Animal House/Green House / Museum**
3. **Central Fabrication facility**
4. **Media laboratory/Business Lab/Studios**
5. **Research / Statistical Databases**

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

Response: A. Any four facilities exist

File Description	Document
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]

3.2 Resource Mobilization for Research

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments,Chairs in the institution during the last five years (INR in Lakhs)

Response: 421.53

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
32.48	24.63	184.21	158.27	21.94

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.2.2 Number of research centres recognised by University and National/ International Bodies

Response: 15

3.2.2.1 **Number of research centres recognised by University and National/ International Bodies**

Response: 15

File Description	Document
Names of research centres	View Document
Any additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 53.33

3.2.3.1 **Number of teachers recognised as research guides**

Response: 152

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 285

File Description	Document
Details of teachers recognized as research guide	View Document
Any additional information	View Document

3.2.4 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.77

3.2.4.1 Number of research projects funded by government and non-government agencies during the last five years
Response: 44

File Description	Document
Supporting document from Funding Agency	[View Document]()
link to funding agency website	[View Document]()

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

Entrepreneurship Cell (Formerly *Promoting Business Leaders' Cell*) of the college has developed a system to identify the students interested in exploring entrepreneurship as a career option. In this regard, the cell adopts a multipronged approach to groom entrepreneurial spirit among enthusiastic and proactive students. It provides a gamut of services for promoting new ideas and entrepreneurial ventures through a dedicated development centre available on the campus. The specific activities and the outcomes of the cell are:

- Establishing networks with organisations and alumni outside campus
- Pre-incubation activities by establishing in-house resource centre and linkage-based knowledge sharing
- Mentoring the *PM Yuva Yojana* centre of the college which offers first-hand information and orientation on developing feasible, scalable and sustainable start-ups using ICT.
- SJC-ERP, an in-house resource centre, is engaged in IT-related activities like the development of a variety of software applications by students through staff mentorship. Through this centre, the college has developed Administrator's Portal, Faculty Portal, Student Portal, Staff Appraisal System and Automation of Examination Management System.

Department of Management Studies has an exclusive incubation centre to identify and groom the creative potentials of the students. The centre has signed an MoU with the Seed and Angel investors to support the incubating enterprises. The start-up ideas developed by the students are presented in a *Mela* (festival) organised by the centre during which Seed and Angel investors are invited to scrutinise the ideas and provide necessary financial assistance. Best ideas are rewarded with cash prize by the centre.

The Outreach Department maintains a herbal garden at Nagamangalam village. A variety of plants grown here are distributed to nearby villages for medicinal purposes. Training on herbal medicine preparation is given to the students to enhance the usage of herbs and to encourage them to grow these herbs on their own.

Workshop on seed ball preparation is conducted for the students in order to increase the green cover to ensure regularity of monsoons and restore natural resources. Nearly 14,000 seed balls have been produced with the help of fertile red soil, cow dung and seeds and the students spread out the seed balls in their

adopted villages.

The college has established a vermi-compost yard with an outlay of five lakh rupees. The bio-fertilizers produced from the vermi-compost yard are used for gardening purpose and the excess produce is sold to outsiders at a nominal price.

In 2012-13, the college organised a one-month incubation-cum-training programme under New Entrepreneurs and Enterprise Development Scheme (NEEDS) for the budding entrepreneurs of Tamil Nadu. The Entrepreneurship Development Institute of the Government of Tamil Nadu sponsored the programme and the trainees were selected by the district collectors of various districts and the respective District Industry Centres. In total, the college conducted six training programmes under NEEDS.

File Description	Document
Any additional information	View Document
link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 77

3.3.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
17	16	14	18	12

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document
Any additional information	View Document

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 0

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of innovation and award details	[View Document]
e- copies of award letters	[View Document]

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 35

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	10	3	6	1

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	[View Document]
e- sanction order of the Institution for the start ups on campus	[View Document]

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

File Description	Document
e- copies of the letters of awards	[View Document](#)

3.4.3 Number of Patents published/awarded during the last five years

Response: 1

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

File Description	Document
List of patents and year it was awarded	[View Document](#)
Any additional information	[View Document](#)

3.4.4 Number of Ph.D.s awarded per teacher during the last five years

Response: 1.74

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 205

3.4.4.2 Total number of teachers recognised as guides during the last 5 years

Response: 118

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
Any additional information	[View Document](#)
URL to the research page on HEI web site	[View Document](#)

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 2.68

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
268	155	116	136	90

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document]
Any additional information	[View Document]

3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years

Response: 2.94

3.4.6.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
171	171	188	191	118

File Description	Document
List books and chapters in edited volumes / books published	[View Document]
Any additional information	[View Document]

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response: 2.58

File Description	Document
BiblioMetrics of the publications during the last five years	[View Document]
Any additional information	[View Document]

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 12

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
Soft copy of the Consultancy Policy	[View Document](#)
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	[View Document](#)
URL of the consultancy policy document	[View Document](#)

3.5.2 Revenue generated from consultancy during the last five years

Response: 5.22

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1.20	2.46	1.56	0.00	0.00

File Description	Document
List of consultants and revenue generated by them	[View Document](#)
Audited statements of accounts indicating the revenue generated through consultancy	[View Document](#)

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 15.32

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
10.44	4.88	0.00	0.00	0.00

File Description	Document
List of teacher consultants and revenue generated by them	View Document
Audited statements of account indicating the revenue generated through training	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The institution's commitment to the stakeholders and to the community at large is reflected in Vision - Mission statements. The college has been translating its social commitment through its outreach department Science and Humanities for People's Development (SHEPHERD) since 1985. It is a programmed outreach activity for two-way transfer of knowledge between the students and the people of rural communities residing in the 86 villages and 20 urban slums. The basic premise of this outreach programme is to realise the 'lab-to-land' exercise by which students impart their knowledge and skills for the empowerment of the rural community as a solemn duty of 'paying back to the community'. Students get to understand the problems prevalent in the adopted villages/urban slums and find solutions.

The Outreach programme is an integral part of the curriculum and each student should complete a 5-credit course titled "Community Service Work and Gender Studies" to earn a degree. Students adopt villages and involve in various activities like teaching in rural schools, arranging workshops for the rural school teachers and organising awareness programmes. Opportunities are given to the students, with hands on experience, to learn herbal medicine preparation, identification of medicinal plants, various techniques of organic farming and the marketing techniques of the value-added products viz. herbals and agriculture products. Students also conduct science exhibition in villages through Outreach Department. In all, 170 outreach programmes were organised.

It is mandatory for all the students to actively take part in various activities of the outreach programmes and these programmes help the students to

- learn to respect others and be sensitive to the needs of the others
- understand the social realities of rural areas
- appreciate the rural masses and their issues

- strengthen their service mentality to be men and women for others
- become more human in the relationship with nature, others and self

The themes of such programmes focus on adjustability, independency, appreciation of one's strengths and weaknesses and causing attitudinal changes.

The different departments of the college collaborate with units such as Outreach Department, NSS, NCC, AICUF, MAM and YRC. The faculty and the students are encouraged to involve themselves in the social outreach programmes like organizing seminars, rallies, blood donation camps, organ donation campaign, social awareness campaign and cleanliness drive.

File Description	Document
Any additional information	View Document
link for additional information	View Document

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 19

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

2017-18	2016-17	2015-16	2014-15	2013-14
9	4	4	2	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 170

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
46	33	33	30	28

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 91.66

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5711	5619	5777	5915	5144

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Government or NGO etc	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 22.6

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

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2017-18	2016-17	2015-16	2014-15	2013-14
24	25	23	22	19

File Description	Document
Number of Collaborative activities for research, faculty etc	[View Document]
Copies of collaboration	[View Document]

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 292

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
63	64	63	42	60

File Description	Document
e-copies of linkage related Document	[View Document]
Details of linkages with institutions/industries for internship	[View Document]

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 7

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
0	3	0	3	1

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	<u>View Document</u>
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	<u>View Document</u>

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

The college management provides the best possible infrastructure to support teaching and learning in the campus. The institution has the following facilities:

- 117 classrooms of which five are equipped with smart boards

- Eight lecture halls and two board rooms equipped with computers, LCD projectors and audio system to facilitate the conduct of meetings, seminars, workshops and conferences
- 450 computers in four computer laboratories to conduct practical classes, online tests and staff evaluation
- 195 computers in ICT centre with browsing facilities for students
- 200 mbps broadband connectivity and 78 controlled Wi-Fi access points and optical fibre connected network for campus-wide internet access
- The Department of Management Studies has nine kiosks and learners' corner
- Two language labs with 79 computers and accessories to enhance the language skills of the students
- 12 advanced research instruments in the Central Instrumentation Centre including SEM and Particle Analyzer obtained through DST-FIST assistance
- UGC, DST-FIST, DBT-STAR, BSR-funded instruments are available in the labs besides other instruments
- All science departments have separate laboratories
- A well-equipped media lab
- Two rooms for helping students with counselling sessions
- Two rooms for conducting skill development activities
- An exclusive room for PwDs
- Separate wing for office of the Controller of Examinations within administrative building
- Exclusive building for Outreach Programme (SHEPHERD)
- 1,68,273 books and 209 print journals in the fully computerised central library. Besides, 15 research departments have separate libraries with 2919 books for PG students and research scholars
- A century-old museum-cum-herbarium, a UGC approved heritage structure, preserves antiques and artefacts of historic importance. The herbarium has 5000 volumes of books and rare reprints and also subscribes to 70 journals. It has environmental training centre in Kodaikanal and three botanical gardens
- Separate administrative offices for shifts I and II with individual cabins for every non-teaching staff
- Department staff rooms with computers, printers and other accessories
- Six hostels including one for sports persons and one for girls with 592 rooms in all for 1839 inmates. Nearly one-third of the total students on roll are the inmates of the hostels run by the college. The hostels have dining halls, playgrounds and recreational amenities
- Clinical lab for immediate health needs
- Lift facility, ramps and braille software are available for the benefit of PwDs
- Six open-air stages for organising functions like convocation, cultural programmes and college day

- Separate rooms are provided for NCC, NSS, YRC, AICUF, Nature Club and Student Council
- Seven generators with a total capacity of 783 KVA power

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

Sports and Games

The college has excelled in sports and games and is the university champion in athletics for 35 years out of 37 years of the competition history. Sports persons are provided with performance-based scholarship in mess fees and tuition fees to the tune of Rs.45 lakhs per year. Sports students are given privileges to enable them to attend training sessions as well as to participate in tournaments. The sports department has a president, director, assistant director and an assistant. The services of sports alumni/ae and personnel from the State and District Sports Council are utilised for training the college teams in games and sports.

The college has 19.61 acres of playground which represents approximately one-fourth of the total area of the campus. The playground includes

(The years of introduction of the sports and games and size of the track/court are mentioned in parenthesis.)

- a regular 400-meter track with necessary facilities and materials to conduct all track and field events (1913)
- a pavilion with 3 galleries with a seating capacity for 1000 spectators and a gym

- a football field (1916, 110x75 Sq. Mts.)
- seven volleyball courts (1923,18x9 Sq. Mts. each) and a gallery
- four basketball courts (1928, 28x15 Sq. Mts. each) including two with gallery and floodlight
- four ball badminton courts (1924, 13.40x6.1 Sq. Mts.)
- one cricket ground with matting and pitches for net practice (1966, 30x10 Sq. Mts.)
- two kabadi courts (1990, 12.5x10 Sq. Mts.)
- two shuttle courts (13.4x6.1 Sq. Mts)
- a hockey ground (1917, 100x60 Sq. Mts.)
- a throw ball court (2016)
- a tennikoit court (2016)
- an obstacle field (1987, 12.5x10 Sq. Mts.)

Besides, the college has infrastructural facilities for indoor games like table tennis, chess and carom. An

exclusive centre for yoga is available in Jubilee Building. A multi-purpose Gymnasium with a 50-bedded sports hostel is under construction with the financial assistance from the UGC.

Fine Arts and Cultural Activities

The college has six auditoriums and halls, namely, Lawley Hall, Barbier Hall, SAIL Auditorium, Xavier Hall, Loyola Auditorium and the Community Centre besides three open-air stages. The Fine Arts Wing has an exclusive hall with a green room to plan and practise for cultural events. Students interested in fine arts and cultural events are trained and encouraged to take part in intra and inter collegiate competitions. The Fine Arts Coordinator and the team members are entrusted with the responsibility of training and ensuring student-participation in competitions. The college orchestra has an exclusive music room with necessary equipment and a well-equipped audio system. Professional trainers are arranged by the fine arts committee for training the students. A separate building is earmarked for the hundred and twenty five-year-old Camboulives College Band.

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 135

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)
Any additional information	[View Document](#)

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 74.86

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

27-05-2019 01:06:09

2017-18	2016-17	2015-16	2014-15	2013-14
684.32	777.55	758.21	558.1	193.6

File Description	Document
Audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

Library is automated with Integrated Library Management Software with the modules for Bibliographic Control, Circulation Management, Report Generation Module, customization of Digital library with D-Space software, Systematic Mapping of Internet Learning E-resources (SMILES), Web-Online Public Access Catalogue System, Library Gate Entry Management System and Library Users Statistics Module.

The details of the software are presented below:

Name of the ILMS Software: NIRMAL Suite 2014 Premium Package

Nature of automation   **:** Full

Version   **:** 2014

Year of automation   **:** 2000

New features included in the 2014 version are Acquisition Control System, Serials Control System, Self-check in and -checkout System, Exit Point Recheck System and Digital Repository Advanced Management System.

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

The 175-year old college library has a substantial collection of rare books and old gazettes in archive form. The library preserves 5121 rare books of archival values despite facing natural calamities like the massive floods of 1977. Of these, 482 books have been digitized for posterity and wider access. The rare books are stacked in cardboard boxes to protect them from vagaries of nature. Presently the title and table of contents of the books are available on the library website and on request, the soft copy of the books are shared free of cost.

The Centre for Christian Research (CCR) was established to collect, preserve and exhibit palm manuscripts and rare books on Christian literature with specific orientation to Tamil Christian Literature.

Literature of the past that are found in palm leaves and old manuscripts are collected and preserved well in the centre. The research oriented search is made to unearth the forgotten literatures hidden in palm leaves and publish them in book format for posterity. Research scholars are given opportunities and facilities to access the manuscripts.

The Rapinat Herbarium, a taxonomic research centre, preserves a collection of nearly three-lakh specimens and the duplication of these specimens are sent to the Society of Royal Botanical Garden, Kew, UK as exchange. The digital wing of the herbarium has so far digitized 20,000 of the total specimens. The details about the plant wealth of the campus along with the photographs of individual plants is available in the book entitled 'Campus Flora'.

Newton Natural History Museum houses marine specimens, insect specimens, snake specimens, numismatics and philately besides rare artefacts, geological materials and rock particles.

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

4.2.3 Does the institution have the following

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 15.54

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
12.67	11.86	16.94	25.92	10.31

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 13.42

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

Response: 915

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college has been updating its IT facilities periodically.

- ICT centre facilitated video conferencing, web-conferencing, e-learning and training programmes on short learning objects in 2013-14.
- A new LED display was installed to provide more digital visibility to the college events.
- 15 Wi-Fi devices and ten surveillance cameras were installed in 2014-15.
- The panoramic 360 degree view is available on the web for virtual tour of the campus.
- Two additional touch screen display systems were installed in 2015.
- A state-of-the-art sound studio with control room and audio booth with all necessary gadgets was setup in 2015-16.
- Two language labs were updated with infrastructure, computers and software.
- The library was automated with RFID tags for books and RFID reader.

The management has been substantially augmenting the IT facilities since 2016 with the following:

- Internet connectivity was increased from 50 to 200 Mbps to have better Internet service.
- Intra-net connectivity provided to all the buildings in the campus with 40 Gbps fibre optical cable.
- A new firewall 'Dell sonic wall 4600' was installed for security of the campus network with features like IP NAT, DMZ, Port blocking and content filtering.
- The campus was upgraded with wired and wireless network for structured networking through 60 VLAN connections and was enabled with two L3 switches and twenty four L2 switches with uninterrupted power support.
- 96 Wi-Fi access points were installed to cover the entire campus. The access points have controlled Wi-Fi, dual radio system and power radiation less than 26 dbm to avoid health hazards for students and staff.
- Hot-Spot (TACITINE) software was installed to provide user registration, IP assignment, login and time limit cum bandwidth control management.
- The campus security beefed-up with 54 surveillance cameras
- Antivirus software Kaspersky (900 users) and MacAfee (101 users) were installed
- Software modules are indigenously developed in 2017 by ERP centre for effective student and staff information management.
- Mobile app for student attendance and biometric attendance system for research scholars were introduced in 2016-17.
- A centralized server room with 18 servers was set up.
- Five new digital TV notice boards were installed in 2016-17
- IoT lab was established in 2017-18

The computers are periodically updated as follows:

- 149 computers with Dual Core and core 2 duo to Core i3 & i5 by 2014
- 126 Computers are updated from core 2 duo to Core i3 & i5 by 2015

- 130 Computers are updated from core 2 duo to Core i3 & i5 by 2016
- 75 Computers are updated from core 2 duo to Core i3 & i5 by 2017
- 28 Computers are updated from core 2 duo to Core i3 & i5 by 2018

File Description	Document
Any additional information	[View Document](#)

4.3.2 Student - Computer ratio

Response: 7.46

File Description	Document
Any additional information	[View Document](#)

4.3.3 Available bandwidth of internet connection in the Institution (Lease line) ?50 MBPS

35 MBPS - 50 MBPS

20 MBPS - 35 MBPS

5 MBPS - 20 MBPS

Response: ?50 MBPS

File Description	Document
Any additional information	[View Document](#)

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)
Any additional information	[View Document](#)
Link to photographs	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 75.89

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

2017-18	2016-17	2015-16	2014-15	2013-14
560.73	745.05	855.66	533.70	252.74

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)
Audited statements of accounts.	[View Document](#)

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

Response:

The infrastructure policy of the college is designed, developed and revised keeping in view the statutory requirements, technological developments, infrastructure need analysis and the guidance of the Governing Body. The responsibility for provisioning and maintaining infrastructure is jointly shared by different authorities of the institution under the overall leadership of the college Secretary.

The Secretary is empowered to deal with all matters pertaining to the acquisition, upkeeping and disposal of campus infrastructure. The second line of leadership including the Deputy Principal, Vice Principal (Infra), Centre Directors and HoDs should seek the advice and consent of the Secretary on matters involving infrastructure. Written complaints regarding infrastructure maintenance are dealt by the Secretary. Out-pass issued by the Secretary is essential for moving the physical assets out of the campus.

The Vice Principal (infrastructure) looks after the day-to-day maintenance of the entire college campus. The staff under him perform classroom maintenance, campus cleaning, gardening, plumbing, repairs and maintenance of electrical appliances and hall upkeep. Non-regular works such as painting, carpentry, etc. are outsourced.

The Centre Directors, through the support staff, upkeep the systems, instruments and equipment available in the centre. They also maintain a stock register for the equipment used by the centre and submit the same to the Secretary for scrutiny as and when asked.

Other unique features in infrastructure maintenance are:

- Under earn-while-you-learn scheme, 35 students are employed as part-timers for maintenance of laboratory equipment, development and maintenance of the college website and installation and maintenance of software.
- The Electronics Department initiated JOSTRONICS, a faculty-student venture, to take care of the installation and maintenance of CCTV cameras, LED displays and touchscreen devices.
- The security guards are outsourced through registered security agency for the campus security. To ramp-up campus security, the college management has provided Walkie Talkies to them.
- The Central Workshop takes care of the general maintenance. Sophisticated instruments and equipment are under Annual Maintenance Contracts.

The following steps are taken to make the campus user-conducive:

- Classroom furniture are checked and repaired regularly.
- Gardening and watering plants are systematically done with the use of drip irrigation system and sprinklers.
- All electrical and electronic repairs are attended by the in-house staff and students as per the call register available with the Secretary. Two of the electricians are 'C' certificate holders.
- The college maintains healthy ambience through eco-awareness displays like Plastic Free Campus and Litter-Free Area.
- The grounds and various courts are maintained well for the smooth conduct of the events. Draining system is in place in the *Mahe* ground to reduce the effect of water logging.
- The campus is illuminated with automated solar powered lamps.
- The departments with labs have their own workforce. The instruments and equipment in the departments are maintained by the lab assistants.

The college has a well-set mechanism to perform auditing of materials in different departments and other facilities like library, instrumentation centre, etc.

File Description	Document
Any additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 35.68

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

2017-18	2016-17	2015-16	2014-15	2013-14
1745	1925	1997	2407	2743

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 21.8

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1598	1566	1333	1226	1029

File Description	Document
Any additional information	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

    1. **Guidance for competitive examinations**
    2. **Career Counselling**
    3. **Soft skill development**
    4. **Remedial coaching**
    5. **Language lab**
    6. **Bridge courses**
    7. **Yoga and Meditation**
    8. **Personal Counselling**

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document]
Any additional information	[View Document]
Link to Institutional website	[View Document]

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 26.08

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

2017-18	2016-17	2015-16	2014-15	2013-14
2273	1842	1708	1477	849

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document]
Any additional information	[View Document]

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 6

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
284	316	148	571	488

File Description	Document
Details of of students benefited by Vocational Education and Training (VET)	View Document
Any additional information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 18.76

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

2017-18	2016-17	2015-16	2014-15	2013-14
567	351	393	286	158

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 26.9

5.2.2.1 Number of outgoing students progressing to higher education

Response: 516

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

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 100

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
70	42	15	12	2

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

2017-18	2016-17	2015-16	2014-15	2013-14
70	42	15	12	2

File Description	Document
Upload supporting data for the same	
Number of students qualifying in state/ national/ international level examinations during the last five years	

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years

Response: 61

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

2017-18	2016-17	2015-16	2014-15	2013-14
31	8	11	9	2

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	
e-copies of award letters and certificates	
Any additional information	

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

Response:

The college has a vibrant Students' Council which elects its office bearers every year. Elections are held democratically in conformity with the guidelines and procedures as laid down by the college authorities in alignment with the Lyngdoh Committee recommendations. The elected body, which has a vice principal acting as an advisor, comprises a chairperson, three vice-chairpersons, four secretaries (Shifts I & II) out of which two are reserved for girls (one each for Shifts I and II), two fine-arts secretaries (Shifts I & II), and representatives of each class. Apart from these, student representatives are also appointed for sports and all service units.

All student representatives receive trainings on Organising, Team-building and Leadership Skills soon after the students' council election. Office bearers and class representatives are entrusted with the task of organising events/celebrations like

- INDEP (an INter-DEPartmental Cultural Fest)
- Inter-departmental sports competitions
- Teachers' Day
- Fresher's Day
- WINDEP (an inter-departmental cultural fest exclusively for women students)
- Inter-religious festivals viz. Christmas, Ramzan, Diwali and Pongal
- International Yoga Day
- Flash Mob performance on social awareness during recess

Students' Council organises different camps/melas for all students to obtain documents such as passport, pan card, aadhaar card and driving license. The council also organises awareness rallies on issues of national and social importance. Free eye check-up and blood donation camps are also organised by the council.

The office bearers of the students' council play a vital role in various administrative and academic bodies of the college:

- The student chairman is a member of the academic council of the college. He shares his suggestions and opinions on behalf of all students in the academic council meetings.
- The chairman also takes part in the core committee meetings of the IQAC.
- The office bearers of the students' council are consulted whenever the academic calendar is revised.
- Student nominees offer constructive feedback on curriculum in the meetings of the boards of studies of every department.
- Students' council representatives are members of Internal Complaints Committee, Anti-ragging Committee, Students' Welfare Committee and various clubs in all departments.

Besides, the Students' Council representatives bring students' grievances to the notice of the college administrators. The final-year class representatives are the ex-officio secretaries of departmental associations. Class representatives also assist staff members in organising fests, association meetings and club events in their respective departments. Students' Council members also share space in the dais with the dignitaries during important events like college day, association day, fine arts day and staff retirement function.

File Description	Document
Any additional information	[View Document](#)
Link for Aditional Information	[View Document](#)

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 14

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
19	16	15	11	9

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The College Alumni Association, registered under the Society of St. Joseph's College, has 13607 active members. All outgoing students become (annual) members of the association. The association presently has chapters in Chennai, Coimbatore, Dubai and the United States of America. It holds two executive committee meetings on an average every year. The association

- offers job-oriented training courses in cosmetology, fashion-designing, *aari* work, embroidery and tailoring
- runs clinical laboratory for the students and the public, where medical tests are done for a nominal fee
- organises reflexology therapy once a week
- organises alumni reunion every year and honours achievers and social activists during alumni reunion
- releases address directory of outgoing students every year
- maintains alumni guest house
- provides breakfast for 67 economically backward students of the college on all working days
- sponsors convocation kits
- institutes endowment funds

The alumni/ae of the college contributed Rs.19,32,072 towards construction of the new office building for alumni association named after Bharat Ratna Dr. APJ Abdul Kalam, Rs.15,47,864 for construction of the guest rooms, Rs.2,67,596 for furniture and other equipment, Rs.3,63,900 towards the purchase of clinical lab equipment for health care centre and Rs.2,59,108 for scholarships to poor students. The association has

helped in Air conditioning of Jubilee building, departments of Computer Science, Economics and Commerce AV Hall. The US alumni chapter organises special programmes and classes for students of Tamil origin to improve their Tamil language skills.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.4.2 Alumni contribution during the last five years(INR in Lakhs)
? 15 Lakhs

10Lakhs - 15 Lakhs

5 Lakhs - 10 Lakhs

2 Lakhs - 5 Lakhs

Response: ? 15 Lakhs

File Description	Document
Any additional information	[View Document](#)
Alumni association audited statements	[View Document](#)

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 44

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	9	9	6	5

File Description	Document
Report of the event	[View Document](#)
Number of Alumni Association / Chapters meetings conducted during the last five years	[View Document](#)

Criterion 6 - 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

Response:

Nature of Governance

A multi-layered, student-centered system is in vogue in the college to devise, execute and review the strategies and policies for constantly improving the quality of education. The specific needs and aspirations of students act as the driving force for the governance related reforms in the college. The leadership layers, their composition and functions are presented below:

The *Governing Body* is the apex statutory decision-making body. It is chaired by the Chairman (Provincial of Jesuit Madurai Province) and co-chaired by the Vice Chairman (the Rector of the college), with the Principal acting as its Secretary. The other members include representatives from management eminent external experts, representatives of the UGC, State Government and the Parent University. It also has seven faculty members as special invitees. The Governing Body meets twice a year to decide the strategic priorities and policies of the college, to assess the progress of the college, to approve funds allocation for different activities and to provide directions for the future.

The *Academic Council*, headed by the Principal, governs the academic functioning of the college and also suggests measures for improving the standards of teaching-learning and evaluation. Meeting periodically, it approves the curriculum designed by the Curriculum Development Cell, the syllabi proposed by the Boards of Studies of various disciplines and the proposed reforms in evaluation process. Academic Council comprises the college administrators, external experts belonging to educational field and the industry, representatives of the State Government and Parent University and student representatives.

The *College Council* is involved in planning and implementation of the academic activities.

Perspective Plans

The perspective plans derived from the vision and mission of the college are

- fostering a learning environment suitable for holistic development
- building employment and entrepreneurship competencies through experiential learning
- propagating and practising social justice by admitting socially and economically disadvantaged sections of the society
- accompanying the academically disadvantaged students through remedial courses
- sustaining quality and diversity in teaching, training and research
- infusing the values of diversity, social commitment, national integration and environmental consciousness
- developing curriculum that builds global competencies
- infusing values which encourage life-long openness to learning and growth and
- ensuring care and concern for each student through mentoring.

Participation of teachers in the decision-making bodies

Teachers have their representation in apex administrative and academic bodies like Governing Body and Academic Council. Besides, all committees constituted by the Principal as mandated by different authorities have teacher-representatives to foster collaborative administration. A few of the committees are students' grievance redressal committee, internal complaint committee and anti-ragging committee, prevention of sexual harassment committee, staff grievance redressal committee and students' discipline committee. Further, the president of the teachers' association is a member of the college council.

To provide further impetus to collaborative decision-making, faculty members are nominated to the administrative positions like Deputy Principal, Vice Principal, Dean and CoE.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.1.2 The institution practices decentralization and participative management

Response:

The college started its journey way back in 1844 with single student and three Jesuit teachers. Today, it has 7046 students including 395 PhD scholars, 23 departments under seven schools and 293 faculty members. Due to the increase in number of students in UG, PG and research programmes, the college felt the need to have one more layer in the organisational structure to ease and streamline the routine administrative activities of top level officials including the Principal and the Secretary. Consequently, the school system was contemplated and recommended by the Governing Body as an effective mechanism to decentralise the administrative decision-making process.

The experience and knowledge gained through four decades of autonomy and two decades of Choice Based Credit System enabled the college move forward and form a school system in 2014, as a prelude to become university and to percolate administrative and academic autonomy down to different levels of the institution. The aim of school system is to maximise resource and expertise sharing across disciplines and to have lateral mobility to achieve cross-discipline exposures, to augment employment and self-employment opportunities. To begin with, seven schools were formed by integrating the related departments and pooling the resources. Each school is headed by a dean with comprehensive powers to direct the academic activities of the school.

The details of 'Goals', 'Process & Implementation' and 'Success' of the school system which helped in the process of decentralization and participative management are as follows:

Goals

- Dynamic school system with internal autonomy
- Academic excellence

* Skill acquisition
* Social and ethical concerns
* Global competence
* Cross-discipline expertise
* Entrepreneurial intent and skills

Process and Implementation

* Empowering school deans by delegating decision-making authority
* Common core courses
* Skill based electives
* Self-paced courses
* Inter disciplinary courses, between school electives, within school electives, extra credit courses
* Experiential and autonomous learning
* Evaluation reforms
* Strengthening e-resources
* Course selection through automated process
* Hands on training through compulsory internship and project work
* Library referencing

Success so far…

* 211 electives, 50 self-paced courses and 36 IDCs for PG programmes introduced
* Top-up skill programmes for faculty initiated
* 570 students placed through campus recruitment
* 5200 (approx.) students underwent internships
* 20 MoUs signed
* 28th position in NIRF ranking in 2018
* India Today Ranking in 2017-18: BCA - 24; BBA - 44; Sciences - 46; Arts - 63 and Commerce - 74

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

In-house Software Development for e-Management

As envisioned in the strategic plan, the college has undertaken steps to insource software tools and application development in order to make the college self-reliant in e-management drive. The management subsequently evolved a detailed plan and procedure to indigenously develop software tools and

programmes and entrusted the Department of Computer Science with the task of its implementation. The management rendered infrastructural support for this unique initiative which was also designed to develop mentor-mentee relationship between the faculty and the students involved in software development.

In the initial phase, a team comprising staff and students of computer science department developed a customised computer-based evaluation software, staff-evaluation software and course-allotment software. As part of this initiative, workshops were organised at regular intervals to provide practical exposures to the students by inviting software professionals from the corporate world.

The software development team then began to work methodically to ascertain and analyse the specific requirements of the institution vis-à-vis the e-management initiative. The in-house software development initiative was bolstered with the formation of ERP team which resulted in the development of the following software tools:

- Online admission and profiling of applicants
- Computer-based entrance examination for admission to M.Phil. programmes
- Time table display for ready reference by students and faculty
- Interdepartmental Course / Skill-Based Elective course selection
- Leave management module for online leave request by faculty and approval by the administrators
- Self-appraisal portal for displaying academic achievements of the faculty
- Administrators' portal for monitoring component allotment, staff and student profile.
- Student portal for student information management
- Interactive parent portal
- Preparation and execution of daily teaching plan and semester-wise plan
- Modules for accessing e-resources and MCQs by students
- Examination automation system such as marks entry portal, e-hall tickets, online publication of results and seating allotment module
- To provide further impetus to the software development initiative, an incubation centre was established in 2016. This centre supervises the activities connected with the development, installation, updation and maintenance of all the in-house software. In the process, students got hands-on training necessary to become employed / self-employed.

File Description	Document
Any additional information	[View Document](#)

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The Board of Management, comprising the members of the Society of Jesus, occupies the top layer in the organogram of the college. The board manages the affairs of the institution through planning and supervision. It sets direction for the whole institution and provides framework for implementation.

The Governing Body (GB) is the statutory decision making body of the college, wherein the members of the Board of Management have adequate representation. The GB meets twice a year to deliberate on the activities and approves the minutes of the bodies which report to the GB. In this way, minutes of the Academic Council, budget proposals of the finance committee and new initiatives for the future are presented here for approval. The GB also discusses the academic performances of the students including result analysis and provides specific instructions for improvement if needed.

Based on the directions received from the GB, the Principal, in consultation with the Vice Chairman and Secretary of the college, manages the day-to-day affairs and deals with problems that might arise. As can be seen in the organogram, the college council, academic council, finance committee and IQAC offer advice to the Principal on pertinent matters. It is the practice of the institution to delegate the decision-making powers to various levels in the organisational hierarchy to foster decentralisation.

Per se, the college has a Deputy Principal, five Vice Principals, seven Deans and an IQAC Co-ordinator to shoulder the administrative responsibilities entrusted to them by the Principal. The HoDs play a pivotal role in the micro-level management of the departments while the Deans act as a liaison between them and the administrators on academic matters. The faculty is the last but crucial position in the structure of organogram, for they directly deal with the students and are responsible for implementation of the decisions made at different levels.

The office wing of the college reports directly to the Secretary on administrative matters and to the Principal on academic matters. The various centres and service units report to the academic head of the institution, namely, the Principal. The organisational structure facilitates a hassle free, two-way communication and grievance handling mechanism necessary for effective functioning of the college.

File Description	Document
Any additional information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

  1. Planning and Development
  2. Administration
  3. Finance and Accounts
  4. Student Admission and Support
  5. Examination

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP Document	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)
Any additional information	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Academic Audit

The Academic Audit is an annual academic exercise initiated by Planning and Evaluation Committee of the college to evaluate the performance of every department in terms of achievements of students, faculty and department as a whole. IQAC fixes the framework and presentation schedules for this exercise. The HoD and the MQC are required to make a detailed presentation about curricular, co-curricular and extra-curricular activities carried out in the department during the academic year with an accent on the progress. Each department is allotted 30 minutes for making a comprehensive presentation about their accomplishments and future plans before the panel comprising Principal, Secretary and Deans. The IQAC is entrusted with the responsibility of coordinating all the activities connected with the academic audit.

The IQAC, in consultation with the administrators and the deans, evaluates each department and chooses the best arts and science departments separately for Shift I and Shift II for the year. Besides, the outcome of the Academic Audit is discussed with members of the standing committee of the Governing Body for follow-up action. The deliberations help in introducing changes in curriculum leading to a better learning experiences for students. Details of the recommendations made by the standing committee based on the report of Annual Academic Audit are as follows:

- Implementation of library record maintenance to foster reading habits of the students
- Skill development component in the curriculum
- More MoUs & Linkages for better interaction between institution and industry
- Introduction of entrance examination for M.Phil. through online mode
- Strengthening the MCQ banks for all courses
- Introduction of comprehensive examination in the final semester to familiarise students with competitive examination mode
- Separate award for Shift I and Shift II departments based on their performance in Academic Audit presentation
- Introduction of common core course within the schools
- Continuous interactions and input sessions to fine tune the functioning of the school system
- Encouraging the departments to participate in department-level accreditations done by the external

agencies

File Description	Document
Any additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

The college cares for the physical and the psychological well-being of its staff members by conducting medical check-up camps for all staff members. The specialists are brought in to offer awareness and advice to the staff members about personal hygiene and preventive medical care. Besides, the management attends to the financial needs of the staff and non-teaching staff in particular by providing loans and other assistance. The special assistance like educational fee for the wards, hospital expenses for family members, etc., are provided to the non-teaching staff. The list of welfare facilities available to the staff members are as follows:

Medical

- In-house dispensary and medical lab
- Maternity leave
- Mediclaim facility
- Counselling services

Infrastructure

- Community hall for family functions
- Canteen facility at subsidized rate
- 24/7 free internet facilities
- Staff hostel

Finance

- St. Joseph's College Staff Co-operative Thrift and Credit Society (Regd.) provides loan to staff members
- Contributory Employees' Pension Scheme (CPS)
- Fee concession is given by the management for staff pursuing PhD
- Management sponsors the prizes distributed during the annual staff tournament
- Book money/Scholarship for worker's children
- Financial assistance for staff tour
- Financial help for employees in distress
- Bank and ATM facility on the campus
- Loans for the hostel employees

Others

- Facility for indoor games like table tennis, chess and carom board for staff
- Staff are given the privilege of borrowing 20 books for home reading
- Annual retreats and monthly spiritual animation programmes
- Service staff are given uniform

File Description	Document
Any additional information	View Document

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

Response: 1.68

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	10	3	2	5

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document
Any additional information	View Document

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

Response: 15.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	19	28	13	5

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	[View Document](#)
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	[View Document](#)

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 41.62

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
87	104	213	23	163

File Description	Document
IQAC report summary	[View Document](#)
Details of teachers attending professional development programs during the last five years	[View Document](#)
Any additional information	[View Document](#)

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The college has an effective Performance Appraisal System (PAS) for facilitating the professional development and growth of staff members. Based on the outcome of PAS exercise, the college initiates necessary changes aimed at improving the academic and administrative standards. The functional aspects of the PAS are as follows:

- All the members are expected to furnish the required data for the previous academic year within a stipulated time
- The process fulfils the requirements for the teaching faculty based on the Gazette Notification vide 4th May 2016 while for non-teaching staff, it is a disclosure of what and how they do their job on a day-to-day basis individually and collectively
- The Performance Appraisal System for the teaching faculty is conducted through digital mode

while for non-teaching staff it is carried out in paper mode. The nature and type of staff assessment is decided by the Principal and the Secretary and executed by office of the IQAC

- Based on the outcome of the evaluation, administrators conduct meetings with the select staff members. Consistent low performers are reprimanded
- Administrative auditing was conducted twice during the assessment period to ensure the institutional adherence to the stated policies, vision, mission and external guidelines
- The different forms of evaluation are

1. *Staff Evaluation by the Students*: This evaluation is carried out once a semester. The evaluation criteria touch on topics like professional equipment, methods of teaching, teaching qualities, student development and evaluation.
2. *Peer Evaluation*: Performance of the young staff members are evaluated by senior faculty on parameters like teacher quality, academic excellence and support extended to college.
3. *Staff evaluation by the HoD and vice versa*: The staff and their superiors get to assess one another on their strengths and weaknesses.
4. *Self Evaluation*: The faculty answer a questionnaire comprising questions on Teaching methods, use of e-gadgets, service to the college and SWOC analysis.

Besides the regular student evaluations, the college also gathers information related to the performance of the staff through the following sources:

Parent-Teacher Meet

This is an annual feature of the institution to solicit feedback from the parents about the academic programmes, quality of teaching and evaluation, sufficiency of infrastructure, etc.

Open Forum

It provides an opportunity for the administrators to get to know students' grievances and opinion regarding the college.

Exit Poll

This is to get feedback from the outgoing students on the curriculum, teaching-learning environment and infrastructure.

Students' Council

Meetings with Students' Council are conducted regularly to seek the opinion of the students about various aspects of the college including the performance, behaviour and attitude of the teaching and the non-teaching staff.

To this end, the PAS strives to enhance instructional excellence and improve interaction among the stakeholders. It also provides the faculty members with a way to assess their own strengths and weaknesses. Faculty development programmes are undertaken based on the feedback.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The task of financial management and inspection is entrusted with the financial committee of the college constituted by the Governing Body. The Principal who is the chairman of the committee convenes the finance committee meetings at periodic intervals where accounts relating to previous year are carefully scrutinized prior to the preparation of financial budget for the current academic year and the same is presented before the Governing Body for approval. Prior to the preparation of institutional budget by the finance committee, the department budgets are collected from all academic and supporting departments. These budgets are scrutinized and consolidated to make the annual budget of the college.

The chartered accountants conduct statutory audit of the accounts maintained by the college. Besides, the office of Regional Joint Director of Collegiate Education and AG offices conduct audit of the salary and other related accounts. The accounts are regularly audited and whenever there are audit objections, systematic follow-up actions are initiated with the funding agencies to resolve the audit objection. A few minor audit objections were raised in the RJDCE audit for 2012-13 to 2016-17 conducted from 07.11.2018 to 10.11.2018 and necessary follow up actions were taken to settle the same.

With regard to internal audit, the college has an inventory auditing (Stock Verification) team which visits every department to physically verify the equipment, systems and other resources kept in the departments and also inspect the records maintained by them. The accounts of St. Joseph's College Staff Co-operative Thrift and Credit Society are audited by the auditors of the apex Co-operative body.

The finance section of the college under the supervision of the Principal and the Vice-Principal (Finance) manage the funds received by the college through various schemes and projects. Once a scheme / project is completed, the utilization certificate is sent to the pertinent funding agencies along with the audited statements of accounts. The students' fee and scholarship are managed by the fee and scholarship section of the college office. The PFMS is used for transacting with the government and its agencies.

In case of expenditure, the college has a practice of making payments only through cheques for better transparency. Similarly, the college receives financial contribution, endowment funds and other funds only through cheques, DD or NEFT.

File Description	Document
Any additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the

last five years (not covered in Criterion III) (INR in Lakhs)

Response: 100.39

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

2017-18	2016-17	2015-16	2014-15	2013-14
26.3	24.56	19.63	9.31	20.59

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	[View Document](#)
Annual statements of accounts	[View Document](#)

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

Response:

Fund Mobilisation

The college mobilizes resources through several avenues such as student fee, grant-in-aid salary, scholarships and interest from bank. Besides, the college also taps funds from all possible sources including the government and its agencies in the form of CPE, Autonomy Grants, DBT-STAR, DST-FIST, ICSSR, UGC-B.Voc., Major-Minor projects and travel grants of UGC and ICSSR. The management is a major contributor in many projects undertaken with the assistance of government agencies. In the case of UGC-funded multi-purpose gymnasium, nearly 65% of the fund requirements are being generated through internal sources.

In case of contributions from alumni and philanthropists, the college has a well-defined systematised plan and procedure which clearly specifies the *modus operandi* for receiving such funds. Consultancy and corporate training are also the key sources of revenue for the institution.

The Principal has sole responsibility for planning, implementing, managing and assessing all programs and activities related to fundraising for the college and its departments, centers, institutes and extension programs. However, the Principal may form a committee to supervise and approve the fundraising communications, activities, events, and programs for the purpose of raising funds from all individuals and entities. Once constituted by the Principal, the committee assumes the responsibility of examining and evaluating the requests to carry out fundraising activities aimed at benefiting college programs and activities in light of the established practices and priorities of the college.

If the fundraising activity is undertaken towards accomplishing permanent improvements of the campus or any college-owned property, the organizers of the fund raising programme must also seek approval from

the vice chairman of the Governing Body.

Utilisation of funds

Vice Principal (Finance), under the supervision of the Principal, gathers the requirements of each department by sending a template as part of budget exercise. After careful scrutiny of the requirements of every department, centre and unit, an overall budget is prepared for presentation before the finance committee. The committee then details on the individual items of the budget before approving the same. In rare cases, revised budget is requested from the departments or centres. Once the budget is approved by the finance committee, the same is presented before the governing body for its final approval. In case of the expenditure exceeding one lakh, the purchase officer is required to collect three quotations and submit the same before the purchase committee for consideration.

The departments and the centres are communicated about the approval of their budgets. However, the college keeps close track of the expenditures of the departments. The departments can approach the college at any time for non-budget expenditures which will be considered on the basis of the merit of the proposal.

File Description	Document
Any additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Most of the quality initiatives of the college are suggested by the IQAC. These initiatives are:

- Accreditation and ranking
- Awards and recognition to faculty
- Consultancy, collaborations and linkages
- Curriculum and syllabus
- e-attendance monitoring
- Feedback analysis
- Initiative towards patents filing and incubation centre
- Internal promotion guidance
- Research quality enhancement
- Organising workshops and seminars related to quality enhancement

In addition to the above, the IQAC has also introduced Internship Programme for all UG students and Mentoring and Professional Counselling for both UG and PG. These practices are aimed at providing enhanced employability opportunities, hassle-free transition from institution to industry and improved ability to cope with stressful situations.

Practice I: *Internship Programme for Undergraduate Students*

The internship enables the students gain hands-on experience in a professional environment. The college thus views internship training as an impactful strategy for enhancing the employability skills of the outgoing students. The internship programme is positioned in the curriculum in a way that it enables the students acquire industry knowledge in time even before facing the recruitment. Internship is a two-credit, 80-hour mandatory programme for all the UG students in their final semester. The duration of the internship is 14 continuous days. Yet students are permitted to stagger the internship period based on the mutual convenience of the organisation and the students. At the end of the internship, each intern should produce a detailed report along with the certificate from the organization. Each student will appear for a viva-voce presentation for award of marks and credits. Since the introduction of internship in curriculum in the year 2013-14, there has been a marked improvement in student placement.

Practice II: *Mentoring and Professional Counselling*

Cura Personalis (Care for the whole person) is the guiding principle of the college. This has assumed greater significance due to the increasing distractions faced by the students due to excessive exposures to social networks. Further, the students from poor academic background generally lack self-confidence and skills to cope with the demands of tertiary-level education. To help the students handle the emotional stress and burnout affecting their academic and non academic behaviour/performance, the IQAC has strengthened mentoring and professional counselling to the students.

Structured mentoring is organized four times a year. College allots four working hours in a year for mentors to meet their mentees in their allotted rooms. Every year, all faculty members are engaged in mentoring all the students. The mentoring ratio is approximately 1:23. A workbook entitled "Mentoring through the Year" is given to the students to maintain the proceedings of their meetings with their respective mentors. The workbook contains personal profile, family profile, social profile, economic profile and academic profile. After every formal session, the report of the mentors is received and consolidated by the counselling centre and sent to the management for follow up. The views of parents about behavioural modifications of their wards are obtained during parent-teacher meeting.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

REFORMS - CASE 1:

Technology-based Teaching and Learning

The Governing Body reviewed the teaching-learning practices of the college in detail and suggested the introduction of technology-assisted learning as an effective supplement to conventional practices. Sequel to the Governing Body resolution dated 30.09.2015, the IQAC had initiated the process of introducing *Open-Online Courses* in a phased manner.

To begin with, Self-Paced Learning Courses (SPLCs) were introduced in 2015-16 at postgraduate level. The SPLCs are offered by the departments in off-class mode with the exams conducted by the Controller of Examinations. The staff members upload the course contents on the college website which typically comprise PowerPoint presentations and self-made downloadable video lectures/demonstrations. The college has a state-of-the-art studio for e-content preparation and the website hosts e-resources prepared by the faculty to facilitate autonomous and digital learning.

In the next phase, a core course with online contents was introduced in the M.Phil. programme of every department in 2016-17. Relevant e-contents have been uploaded on the website. The classes are meant for follow-up discussions on the e-content under the guidance of the faculty. During the same year, Partial Online Courses (POCs) were introduced at UG level with department level options. The departments are given the option to offer one core course through online mode or identify one of the units in every core course as POCs. As part of this initiative, each staff is required to prepare and upload adequate number of e-resources to strengthen the existing resources available in the college website.

Parallel to the introduction of e-learning, the college also put into practice computer-based assessment for comprehensive examination, self-paced learning courses and one of the CIA components. Besides, OMR sheets were introduced for answering MCQs in summative examinations.

In 2017-18, the college introduced extra credits for the students of UG programmes who complete online courses offered by SWAYAM, NPTEL and other educational portals. In 2017, MOOC was made optional for UG students in the third semester and extra credit course for PG students. So far, 1580 students from different departments have registered for open online courses and of them 56 have completed their opted course and earned extra credits.

REFORMS - CASE 2:

Personal Growth Lab

The Academic Council while deliberating on the existing teaching-learning strategies of the Department of Management Studies suggested the introduction of special courses and crash programmes for capacity building and enhancement of placement opportunities of students with diverse background. Based on the resolution of the Academic Council, the IQAC advised the Department of Management Studies to follow-up on the resolution and introduce *Personal Growth Lab* as a novel initiative towards making students able, capable and employable in job market. The objectives of this initiative are:

- To help students discover their personality types, traits, values, skills and interests
- To build strong personality well-grounded in values with high self-esteem
- To learn strategies for coping with stress, anger and other negative emotions
- To discover interpersonal behavioural orientations of students and improve their interpersonal relationship

The objectives are accomplished through a series of programmes including offering a dedicated course.

The programmes include the following:

Communicative Competence is a two-week intense course. After admission, students undergo training on enhancing their communication proficiency and self confidence.

Skills for Business Education is a hands-on two-credit course to train students in essential business programme learning skills such as art of reading, note-taking, academic writing, comprehending case study, designing and giving presentations and word processing.

Personal Growth / Self-Mastery is a three-credit semester wide course entailing psychometric tests, therapeutic sessions and discovery exercises to help students unearth their hidden and unknown potentials. During the semester students undergo a *three-day residential workshop* and a *three-day outbound training*. The purpose behind this exercise is to enable the students (re)construct a positive self, tackle negative thoughts and create road map for their future.

Competency Profiling and Development involves the process of identifying the strengths and weaknesses of students in terms of competencies required by the industry today. This competency profiling is typically done by students with the assistance of mentors who also help them in tailoring the competency development plan. At the end of this programme, every student has a detailed competency development plan that gives them a road map.

Grooming and Etiquette is an exercise aimed at teaching students with theoretical inputs and practical lessons on manner of dressing, table manners and personal grooming.

As a result of the *Personal Growth Lab* initiative, students tend to gain confidence to communicate in English, recognise the value of interpersonal relationship, follow proper study methods and process, develop constructive habits, participate in classroom interaction and co-curricular events and become self-driven in pursuing their goal and become aware of themselves. They also learn to develop positive self-discipline, channelize the emotions and manage their time productively. The department has achieved 100 percent placement.

File Description	Document
Any additional information	[View Document](#)

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 21.8

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
36	33	17	12	11

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File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)
Any additional information	[View Document](#)
IQAC link	[View Document](#)

6.5.4 Quality assurance initiatives of the institution include

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	[View Document](#)
Details of Quality assurance initiatives of the institution	[View Document](#)
Any additional information	[View Document](#)
Annual reports of Institution	[View Document](#)

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* **Post accreditation quality initiatives** *(second and subsequent cycles)*

Response:

Based on the recommendations given in the third cycle of NAAC accreditation, the following activities have been undertaken:

1.   To become a Deemed University

Efforts are underway to make the college a Deemed-to-be-University through a multi-level dialogue among the various stakeholders.

2.   Organizing courses / departments under schools system

The school system was introduced in the academic year 2014-15 to integrate related departments under seven schools to achieve optimal utilisation of human, physical and financial resources for better academic flexibility and diversity.

3.   Introduction of new courses

- PhD in Management Studies (2013)
- The UGC approved B.Voc. programmes (2014) in Visual Communication Technology and Software Development & System Administration
- B.Sc. Visual Communication (2018)
- Postgraduate Diploma in Big data Analytics (2018)

4.   Placement for all

The college has placed 1816 students during the assessment period. Introduction of School System in 2014, curriculum-embedded internship in 2015 and appointment of fulltime placement officer in 2017 are a few of the initiatives to shore up the placement record of the college.

5.   Upgradation of ICT facilities

A blend of licensed and indigenously developed software is used for ERP which has resulted in the establishment of dedicated Student, Parent, Faculty and Administrator Portals. 875 computers for students' use and 96 controlled wi-fi access points with 200 Mbps bandwidth are available.

6.   Digitisation of library

The library digitisation initiatives include digitisation of rare books, automated system for distribution of books and journals, installation of RFID for book tracking and inventory maintenance.

7.   Exposures to national and international events

Students are provided opportunities to participate in curricular and co-curricular activities at national and international levels.

8.   Faculty and student exchange programme

The college has entered into tie-up with foreign institutions for transfer of students. So far, the college has transferred two students to Concordia College, New York and four students to Fu Jen Catholic University, Taiwan.

9.   Establishment of Adventure Clubs

Astronomy club and Trekking Club were inaugurated in 2012-13 and 2016-17 respectively and the clubs conduct programmes regularly.

10. Career Counselling and Placement Cells for departments

The college has a separate mentoring and career counselling department. In addition, each department has a placement coordinator to look after the placement related activities like collection and maintenance of student profile, organising placement training (giving career guidance) and coordinating with central placement officer to conduct discipline-specific campus recruitments.

11. The college has received a sum of Rs. 1282.6 lakhs during the assessment period and the break up is as follows:

- Rs.421.5 lakhs for research work
- Rs.861.1 lakhs generated for activities excluding research
- Rs. 68.9 lakhs received for establishing 61 endowments
- Industry collaboration resulted in 20 MoUs

File Description	Document
Any additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 26

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	5	4	6	5

File Description	Document
Report of the event	[View Document](#)
List of gender equity promotion programs organized by the institution	[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as
a) Safety and Security
b) Counselling
c) Common Room

Response:

St. Joseph's College is basically a men's college but it remains the most preferred institution for girls desirous of pursing postgraduate and M.Phil. programmes in the city. The girls are admitted to all PG, M.Phil. and PhD programmes and also in a few UG programmes. Girls are equal or more in number than boys in a few PG programmes and in most of the M.Phil. and PhD programmes. This is despite the presence of couple of women's colleges in the vicinity and this vouchs for the positive public perception about the success of gender equity initiatives of the college.

(a) Safety and Security

To enhance the safety and security of the students in general and women in particular, the college has

- brought the entire campus under 24/7 surveillance by installing 26 CCTV cameras at all vantage points of the college. Besides, the campus is guarded by the security round the clock to watch over the movement of people
- hoardings, placards and sign boards fixed at various points on the campus to sensitise the students about gender issues
- raised the number of women staff in the college almost in proportion to the total number of girl

students to maintain a healthy ratio between the female staff and the students
- deputed a female staff to accompany the girl students during industrial visits and field trips
- appointed women in administrative positions such as Vice-Principals and HoDs
- formed a staff grievance redressal committee and prevention of sexual harassment committees

In addition to the above, the college also has

- a women's hostel
- a separate NSS wing for girl volunteers
- conducted awareness programmes periodically on topics like 'Personal Health & Hygiene' and 'Women & Hormones' by inviting women police officials, doctors, lawyers and other government officials to interact with the girl students
- a women welfare committee to plan and implement welfare and safety measures
- a practice of celebrating International Women's Day annually and conducting WINDEP, a cultural festival, exclusively for women
- a provision for girl students to have a representative in the students' council

(b) Counselling

The following are the facilities relevant to counselling to ensure gender sensitivity:

- A counselling centre functions during the office hours of the college to facilitate the students to share their problems and get proper counselling (from the professional counsellor)
- A full-time professional lady counsellor is appointed for the girls to attend to the emotional and other issues faced by the girl students
- One faculty counsellor is allotted for every 23 students. The faculty counsellors meet the mentees twice a semester during class hours. The class hours are accordingly rescheduled to facilitate counselling sessions

(c) Common Room

The following are the facilities available in the common room for students:

- Rest rooms, recreation facilities, safety lockers and furniture
- Books and magazines pertaining to women empowerment
- Automatic sanitary napkin vending and incineration machines
- Health care centre

File Description	Document
Any additional information	View Document

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 6.56

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 67525

7.1.3.2 Total annual power requirement (in KWH)

Response: 1028760

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 1.43

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 967.25

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 67620

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

The driving force behind waste management initiatives is to reduce, reuse and recycle solid waste, liquid waste and e-waste. The idea behind recycling is to limit energy usage by replacing non-renewable source of energy with renewable energy sources. Solar panels installed at the terrace of the library building generate adequate energy to light up the campus roads all through the night. The other initiatives include the following:

Solid Waste Management

As part of eco-friendly solid waste management initiative, the management has undertaken initiatives like

- Establishment of a vermi-compost yard within the campus with an outlay of five lakh rupees. The bio-fertilizers produced from the vermi-compost yard are used for the gardening purpose and the excess produce is sold to outsiders for a nominal price.
- The college has kept more than 100 recycling bins across campus for the collection of solid waste-degradable, non-degradable and bio-degradable separately, in tune with Swachh Bharat initiatives by Government of India.
- The campus is covered with a variety of plant species numbering 1153 in all and some of which are more than hundred years old. The litters from these trees are used for vermi-compost process.
- Solid waste from hostels are used as feeds for fish and piglets.

Liquid Waste Management

- The college organises programmes and awareness camps to enlighten the teaching, non-teaching staff and students about the importance and methods of conserving water resources.
- The waste water filtered out by the RO processing unit is utilised for maintenance of gardens in different parts of the campus.
- To make judicious use of water available, the college has installed several water sprinklers in garden areas.
- The chemistry department follows standard operating procedures for disposal of hazardous chemicals collected from the laboratories of chemistry and other allied departments.
- Waste water from canteen and other places are collected and diverted to the pond.

E-waste Management

- The college has evolved a practice of disposing off the obsolete electronic gadgets through external agency.
- In some cases, the old systems in good condition are donated through Outreach Department to the adopted village schools.

File Description	Document
Any additional information	[View Document](#)

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

At St. Joseph's College every building has provision for harvesting rainwater in a judicious manner. The paved area like terrace and courtyard of the buildings is well-connected through PVC pipes to the water collection points. The college ensures that the rainwater is fully harvested and the water tables are periodically recharged through multiple collection points present around every building. Drip irrigation

system is installed to reduce water wastage. A separate team looks after the pipelines and taps periodically to avoid leakages. The water collected from nearby places within the campus is channeled to the two percolation ponds located at the western corner of the campus to recharge the water table within the campus.

The college had water audit done by a certified water auditor in 2015-16 as an initiative towards better conservation of water. Based on the total surface of the campus which includes roof area of 13314.37 sq. m, road & paved area of 21735 sq. m, green belt of 65207 sq. m and open area of 130413 sq. m. the following estimates are done.

Rainwater harvested through roof top collection is estimated as 8660 CUM per year. The harvested quantity of water through storage cum percolation pond is estimated as 13590 CUM per year. Total rain water harvested through roof top and storage cum percolation pond is about 22250 CUM per year.

File Description	Document
Any additional information	[View Document]()

7.1.7 Green Practices
- **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The parking lots are purposely located near the entrances and the vehicles are not allowed beyond the parking lots. The staff and the students use bicycles or walk from one block to another.

(a) Bicycles

Majority of the students and some staff use public transport and a few use bicycle to reach the college.

(b) Public Transport

The city bus stand and the railway station are just a few yards away from the college. Due to this convenience most of the dayscholars and significant number of faculty members use both city bus and train services for daily commuting. The college has not provided exclusive college bus facility because of its proximity to the public transport services.

(c) Pedestrian Friendly Roads

Every road inside the 78-acre campus has marking indicating pedestrian walk-space. The students and

general public do morning walks and joggings in those sidewalks during the pre-fixed timings. These roads are fully covered with several trees which make the campus environment green and pollution free.

PLASTIC FREE CAMPUS

The institution strictly prohibits the use of plastics anywhere inside the campus. Slogans are displayed inside the campus insisting not to use plastics. Posters regarding the dangerous impact of use of plastics are regularly displayed on the notice board. In addition, different containers are placed in the strategic points of the college as well as in each department to segregate and dispose degradable, non-degradable and bio-degradable waste. Awareness rallies are organised regarding the conservation and protection of the environment.

PAPERLESS OFFICE

The college has introduced the process of automation of administration in a planned and phased manner. The procurement of stationery has sharply declined over a period of time with the introduction of automation. The focus areas of the institution in reaching the goals connected with paperless office are:

- Online application process
- Online fee payment
- Computer-based course selection
- Online communication with staff and students by the CoE
- Student's continuous internal assessment publication through intranet
- Release of the semester results on the college website
- Ruled answer sheets for written examinations to reduce the paper consumption
- Circulars and notices for major events and competitions in the college sent through online mode

GREEN LANDSCAPING WITH TREES AND PLANTS

The college has a magnificent green cover. The campus has 181 mature trees belonging to a total of 30 tree species aging up to 100 years. The circumferential growth is measured between 57 cm (in *Azadirachta indica*) and 525 cm (in *Ficus bengalensis*). The college has taken special care to provide aesthetic look to the main buildings by creating expensive ornamental gardens. The college has released a book entitled 'Flowering Plants of St. Joseph's Institutions' during the 175th year celebrations. This is to inspire, sensitize our students on biodiversity and eco-friendly.

File Description	Document
Any additional information	[View Document](#)

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 3.88

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-

wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
11.86	61.39	10.09	12.93	31.98

File Description	Document
Green audit report	[View Document]
Details of expenditure on green initiatives and waste management during the last five years	[View Document]

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document]
link to photos and videos of facilities for Divyangjan	[View Document]

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 35

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	9	7	5	3

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	[View Document](#)
Any additional information	[View Document](#)

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 67

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
22	7	5	17	16

File Description	Document
Report of the event	[View Document](#)

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	[View Document](#)

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 30

27-05-2019 01:06:50

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	8	7	3	6

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

India is known for its most diversified religious societies and cultures. In order to appreciate the amalgamation of cultural and religious identities, the college celebrates various festivals and days of national importance with vigour and fanfare. They are listed below:

- National festivals like Independence Day and Republic Day are celebrated with ceremonial flag hoisting and parade by the NCC and NSS units along with Camboulives Band of the college with patriotic fervour
- Festivals like Diwali, Ramzan and Christmas are celebrated to foster secular values among the students. The traditional festival of Tamils, Pongal is celebrated every year during January. The celebration reminds the students of the tradition of Tamil culture, the food system and the rich heritage
- Martyr's Day is observed every year by organising a rally to the memorial site of the Vir Chakra Awardee Major M. Saravanan, the illustrious alumnus
- Birthday of Bharat Ratna Dr. A.P.J. Abdul Kalam, illustrious alumnus of our college, is celebrated with gaiety. On that occasion, seminars, workshops, exhibitions, awareness rallies, human chain and other events are organised
- During Teachers' Day, students organise programmes to felicitate their teachers and teachers in turn exhibit their own talents
- Every year, the Gandhi Jayanti is celebrated with patriotic fervour. The theme of such celebration is the struggles of Mahatma Gandhi during freedom movement and his teaching on ahimsa
- During the death anniversary of Dr. Ambedkar, students pay floral tributes to him as an acknowledgement of his contributions to nation building
- International Human Rights day is marked by special talks by eminent personalities on the importance of preserving human rights
- The other events include Communal Harmony Campaign Week, AIDS Awareness Day, Green Consumers Day and National Integration Day

- Onam and tribal festival KARAM are celebrated
- Anti-terrorism, anti-child labour, communal harmony and national integration pledges are printed on the academic calendar given to the students

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The college is keeping all the details relating to the various aspects of administration open to stakeholders' scrutiny.

Financial transparency

The management has appointed Vice-Principal (Finance) to supervise the financial transactions of the institution. The financial decisions are discussed and decided in the finance committee constituted by the governing body. To ensure transparency in financial dealings, the college has formulated the following policies, practices and procedures:

- The college has a practice of making payments only through cheques for better transparency
- Fee structure is available on the website
- The college collects financial contributions, endowment and other funds only through cheques, DD or NEFT
- While purchasing the equipment, accessories and other tools, the purchase officer gets three quotations before presenting them to the purchase committee for any final decision
- Prior to the preparation of institutional budget by the finance committee, the department budgets are collected and scrutinized carefully and these budgets are then consolidated to make the annual budget of the college
- Utilization certificate is promptly sent to the pertinent funding agencies along with the audited statements of accounts for the sanctioned projects
- The statement of income and expenditure are presented before the governing body for approval

Academic transparency

- The student representatives play an active role in the deliberations of Board of Studies and Academic Council
- The college website hosts information about the curriculum, syllabus and rules and regulations pertaining to academic matters
- The past questions papers of UG and PG programmes are published on the website
- The softcopy of the students handbook is uploaded for ready reference
- MCQs bank for each course is developed and uploaded on the website and the college has made it mandatory for the faculty to strengthen the MCQs bank at regular intervals
- The CIA component marks are entered through online by the faculty immediately after the valuation for instant student access
- Students are entitled to access their answer papers of summative examinations as part of transparency process

Transparency in administrative and auxiliary functions

- The college gives open call through notice board for applications from qualified staff while filling-up the administrative positions such as Deans and HoDs
- A centralised and comprehensive recruitment system is in vogue for appointment of qualified staff to various positions
- A comprehensive appraisal system provides for the performance evaluation of the teachers by the administrators, peers, subordinates and students. The outcome of this exercise helps the teachers to enhance their performance
- The college has a well-defined grievance handling mechanism to address the grievances of the students and the staff
- The management periodically holds meetings with the staff association and student council to solicit their views and share details about the various activities undertaken
- Collective decision making is encouraged in the institution whenever important academic and administrative decisions are made

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

BEST PRACTICE – I

1. Title of the Practice

Education and Training in Nature Conservation and Eco Development

2. Objectives of the practice

In the context of fast depleting forest cover across the globe and the resultant global warming and other effects, the college undertook the initiative of educating the students about the need and the relevance of eco-conservation in a systematic manner. To facilitate this process, the college has designed the following objectives:

- to sensitize the students on nature conservation and eco-responsibility
- to provide exposures to bio-diversity hotspots and eco-friendly human life
- to equip the students with strategies for preservation and conservation of nature
- to introduce among the students the concept of *pay-learn-serve* scheme

3. The Context

The college is a pioneer in offering curriculum-based outreach programme to the students since 1985. The outreach programme has been undergoing changes in its structure, composition and activities in recent past due to the emergence of new challenges and priorities such as environmental degradation, global warming and other ecological issues. In this context, the college has strengthend a new three-day *Education and*

Training in Nature Conservation and Eco-development (ETNCED) in collaboration with Anglade Institute of Natural History (AINH), Kodaikanal. AINH is an internationally reputed hill laboratory and environmental education centre of Rapinat Herbarium, St. Joseph's College. It is also a recipient of *Indira Gandhi Paryavaran Puraskar* award from the Ministry of Environment, Government of India.

4. The Practice

As a prelude to the selection of students for ETNCED programme, a three day live-in camp for the students of all departments is organised in their own adopted villages. As part of the camp activity, awareness programmes on nature conservation and Eco-development are conducted. This programme is usually a platform to identify the second-year students interested in ecological conservation and to finalize the participants for the field training at AINH. Annually around 500 students attend this programme at AINH.

Activities

DAY 1

- Introductory lectures on global environmental issues and strategies
- Exposure to the richness of the Flora and Fauna, Orchids, Ferns, Flower Garden, Lead Garden and Indigenous Vegetation maintained by AINH through guided visits

DAY 2

- Expert inputs and analysis on environmental issues and strategies in India, the conservation of forest and wild life through eco gallery, library and video clippings
- Outdoor exposures through field trips to upper Palani hills and trekking to lower Palani hills of Western ghats. Experts explain about the differences between the Bombay Shola and Pambar Shola, in-situ and ex-situ conservation, importance of check dams, the merits and demerits of pine forest, vegetation of monoculture etc.
- At the end of the day, participants are divided into groups for organising cultural programmes on the importance of nature conservation through drama, oration, songs and lyrics writing

DAY 3

- Expert talk on roots-zone cleaning system, smokeless *chullahs* and water conservation
- Strategy development sessions to evolve strategies for transfer of the knowledge gained during the field visit to the people of the adopted villages
- At the end of the programme every student takes a pledge to protect, preserve and promote nature

5. Evidence of Success

Individual level

- Enhanced awareness about the urgency or protecting the environment
- Attitudinal changes towards campus cleanliness
- Preparation of promotional videos at individual and group levels by the participants on eco-conservation for screening in the adopted villages with the help of Visual Communication department

Campus level

- Student-managed herbal garden at college campus
- Herbal garden at college farm
- Two plant conservatories in the college campus
- Preparation of seed balls

Community level

- Students organise trips for Self-Help Groups, farmers and *panchayat* representatives of adopted villages to AINH
- Community level herbal garden and tree plantation
- Multi variety tree plantation
- School level herbal garden and tree plantation
- Knowledge sharing with school children
- Kitchen garden

6. Problems Encountered and Resource Required

- Field training plans clashing with academic schedule of the college
- Constraints relating to availability of programme slots at AINH
- Inability of the institution to sponsor the cost of the training programme of all the interested but poor students
- Availability of own transport vehicle could improve student participation
- Financial assistance by the state is required for capacity building at AINH for accommodating more participants

BEST PRACTICE – II

1. Title of the Practice

Curriculum-embedded Soft Skills Programme

2. Objectives of the practice

When the college, by choice, admitted more first-generation learners, the poor and the marginalised, it had a greater responsibility to provide additional care for the overall development of the students. It thus embarked on the mission of imparting soft skills along with the core courses for holistic development and better placement prospects. The objectives of the programme are

- To provide an intensive and sustained training on soft skills for improving the job prospects of the students
- To acquaint the students with intricacies of the corporate world and the work-life balance
- To create an interface between industries and educational institutions

3. The Context

In 2013-14, the Governing Body deliberated on industry-readiness of the outgoing students in detail,

especially, in the context of the presence of large number of students from vernacular medium with rural background and thus issued a directive to the management to strengthen curriculum-embedded soft skills training for all students. Subsequently, the Principal commissioned a study committee for providing soft skills in a structured manner through curriculum. The committee was empowered to suggest specific modifications to be made in teaching-learning process, evaluation pattern and learning resources.

The committee suggested the formation of an academy to look after all aspects of soft skills training to the students. Sequel to the recommendations, Joseph's Academy of Soft Skills (JASS) was created into an exclusive centre of the college to design, develop and implement the curriculum, prepare course modules and instructional materials and organise faculty training.

4. The Practice

The modules included in soft skills programme are *Effective Communication, Resume Writing and Interview*, *Group Discussion and Team Building*, *Personal Effectiveness, Numerical Ability* and *Test of Reasoning*.

As a first step, faculty members from different departments were chosen and provided intensive training in the modules allotted to them in three phases. So far, the academy has trained 56 staff in different modules.

To begin with, soft skills was taught as a four-credit compulsory inter-departmental course for all postgraduate students during the same class timings. A centralised timetable is prepared to enable the faculty handle soft skills classes for 21 batches of PG students drawn from different departments. Each batch normally comprises 30 students in shift I and 25 students in shift II. The faculty handle the modules in which they received training and are provided with gadgetry support for effective teaching-learning. Each module is to be completed within four sessions of two hours each and the whole programme is completed in 24 sessions.

The interactive student-centric participative learning is the nucleus of soft skill training in the college. In 2013, the JASS academy brought out an activity-based textbook entitled *Winners in the Making: An Introduction to Soft Skills* to facilitate participative learning. As per the advice of the committee, a unique and an exclusive assessment pattern was introduced for evaluating the skills gained by the students through soft skills programme. The performance is measured through internal assessment only. In this, 60% weightage is for skill assessment and 40% for the computer-based comprehensive assessment in case of PG. For UG, it is 50% each for skill assessment and comprehensive assessment.

Based on the experience gained, the scope of soft skills programme was widened to cover the UG students in 2016-17. A different curriculum was adopted for UG due to the constraints in finding adequate class hours, infrastructure facilities and trained faculty to accommodate students in batches. Initially, soft skills programme was conducted for UG students as a certificate course outside the class hours. Due to the encouraging response from the students, it was embedded into the curriculum as a two-credit course in 2016-17. In order to meet the specific needs of UG students, modifications have been made in the course content and assessment pattern. JASS has brought out a customised book on soft skills entitled *Straight from the Traits: Securing Soft Skills* exclusively for UG students with exercises for activity-based learning.

5. Evidence of Success

Since the soft skills programme is offered as part of the curriculum, the efficacy of the programme could

not be measured directly and thus, indirect measures are used for its evaluation. These are

* Campus placement showed significant increase after the introduction of curriculum-embedded soft skills programme
* Annual surveys and open forum interactions reported positive feedback about the usefulness of the programme
* 68 programmes were conducted in addition to the regular classes to meet the rising demand for this programme
* 56 faculty underwent mandatory training in three phases conducted at different intervals
* Two books were written by the internal faculty exclusively for the effective teaching of soft skills and these books were revised and updated in subsequent editions
* 3836 PG students and 8006 UG students have attended the soft skills training programmes
* Soft skills faculty conduct training programmes for corporates and educational institutions and write books on soft skills

6. Problems Encountered and Resource Required

* Since the batch size is restricted to 25 per class, infrastructure inadequacy is an issue
* Due to the large strength in UG classes, batch-wise teaching could not be introduced
* The first-generation learners have difficulties in coping with the programme taught for all in regular classes
* In conventional classroom setup, activity-based exercises could not be conducted in full-fledged manner
* Availability of time slots in computer labs is a constraint as soft skill assessment often coincide with the practical examinations of students from different departments
* Fixation of uniform class timings and allotment of faculty create coordination issues with departments
* Establishment of a separate training centre with arrangements suitable for activity-based exercises is bound to enhance the programme efficacy

File Description	Document
Any additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Empowering the Marginalised Through Holistic Education

St. Joseph's College admits students from all sections of the society and provides holistic education. Nevertheless, the college in consonance with its vision, mission and Jesuit charism, is committed to provide special care for the poor and the downtrodden sections of the society. To accomplish its cherished

vision, the college has introduced the practice of the 'preferential option for the poor' in admissions and today the college has 1403 students belonging to SC, ST and Dalit Christians on roll. The first-generation learners alone are 3246 in numbers which is 46% of the total strength of the college.

Prior to the commencement of its admission process, the college conducts special programmes for nearly one month for the disadvantaged students, immediately after the board examinations during which the aspirants are taught language skills, numerical skills and reasoning skills to make them capable for collegiate education. Among them, students fulfilling the admission requirements are admitted to the programme of their choice at St Joseph's College.

After their admission, the Equal Opportunity Centre ascertains the academic and other needs of these students and initiates appropriate measures. The financial initiatives include the provision of scholarships, free mid-day meals and other concessions provided to all deserving students from the disadvantaged sections. The management has sanctioned Rs.2,65,48,279 for 9671 beneficiaries during the assessment period.

Students having difficulties in reaching the academic milestones are provided special assistance in the form of

- Remedial Classes – Based on the performance of the students in the first formative assessment (Mid Semester), students are shortlisted for remedial classes in core and allied courses
- Mentoring – In addition to the regular class mentoring, a special mentoring is provided to the marginalised students by a special coordinator who monitors the progress of the students
- Counselling – Students suffering emotional distress and cultural shock are given necessary counselling and support
- Other customised assistance – Special assistances are provided to students on a case-by-case basis

Besides, the college also conducts special programmes for marginalised students in collaboration with external institutes like Rajiv Gandhi National Institute of Youth Development.

In order to provide holistic education to all students but with a special enunciation on the needs of the marginalised students, the college adopts a multi-pronged approach which includes

- Bridge course for the new entrants to the college as an intensive coaching programme for 90 hours
- Soft skills training for UG and PG students to help them in self-discovery, career planning and preparation for job interviews
- Compulsory internship programme for the final UG students to enable them learn the nitty-gritty of jobs in real-life work environment
- Comprehensive Examination during sixth semester to help the outgoing students freshen up their knowledge and skills
- Two-credit skill based electives for final year UG students to get 'hands on experience' in core and allied domains
- Value education and professional ethics courses enlighten the young minds about the need to practice moral and ethical values in personal, professional and social lives and also sensitize the students about *Swachh Bharat* and national integration
- Five-credit syllabus embedded outreach programme exposes the students to the livelihood problems of rural folks and slum dwellers in 86 adopted villages and 20 urban slums and also persuade them to undertake intellectual, cultural and physical activities to ameliorate the conditions of the people.

On completion of their graduation, students are expected to give back what they gained in the college by serving the society

The experience of the college in the practice of preferential option for the poor showed that the marginalised students take active part in curricular, co-curricular and extra-curricular activities.

Though many initiatives are undertaken to improve the academic well-being of the marginalised students, the college has been uncompromising in maintaining its academic rigour, evaluation process and other quality standards.

In a befitting manner, the UGC acknowledged the contribution of the college in nation building, espousing social justice and long standing service to the cause of education, by conferring it a Heritage Status institution through a national level selection process. St. Joseph's College is the only institution to have been conferred with this rare honour in the whole of southern eastern region of India.

File Description	Document
Any additional information	[View Document](#)

5. CONCLUSION

Additional Information :

- *Impatiens josephia*, a new plant named after St. Joseph's Institutions in remembrance and recognition of its educational services to the society for 175 years. During the assessment period, the herbarium has identified 20 specimens new to science
- St. Joseph's College is the only college chosen by ISRO in its geospatial vegetation carbon pool assessment from the forest cover of Tamil Nadu through an all India coordinated ISRO venture
- Government of Tamil Nadu sponsored a month-long training programme for budding entrepreneurs conducted by the college under New Entrepreneurs and Enterprises Development Scheme (NEEDS) for six times
- First World Congress on 'Computing and Communication Technologies' conducted by the College in 2014 was inaugurated by His Excellency former President Dr APJ Abdul Kalam
- Significant increase in the number of PhD supervisors and the number of PhDs completed during the last five years
- Introduction of B.Sc. Visual Communication and additional sections in Physics and English (UG) and Maths (PG)
- The project grants worth Rs. 10,91,01,731 received during the last five years
- Tamil Nadu Pollution Control Board selected St. Joseph's College for establishing Ambient Air Quality Monitoring Station inside the campus at the cost of Rs. 2,00,00,000
- Virtual herbarium by digitisation of herbarium specimens with DST funding and digitisation of rare books in the library
- Arockia Rajiv, an alumnus, won silver medal for India in the 4X100 metres relay event in the 2018 Asian Games held at Indonesia

Concluding Remarks :

St. Joseph's College began with one student and three French Jesuits grew over 175 years to become a heritage institution with 7041 students representing 21 states and five nations. Languages like Tamil, Sanskrit, English and French have been taught in the college since 1844. Until 25 years ago, the college was focusing on providing education largely to the rich and privileged sections of the society with affordability for high quality education. The college underwent a total transformation in its approach and attitude towards admission policies in alignment with the changed priorities in Jesuit vision and mission. It began to practice the policy of preferential option for the poor which resulted in the admission of significant number of students belonging to the first-generation, the poor, rural communities and the marginalized. However, the college has been unwavering in its quality commitments in teaching, learning and evaluation.

The management, on an average, spends Rs. 50 lakhs/annum for providing scholarships, free mid-day meals and breakfast to the deserving economically backward students regardless of their caste and religion.

Based on the experience gained through four decades of autonomy, the college introduced a school system in 2014 to further accentuate the administrative and academic autonomy and to become a university in future. This school system has enabled the introduction of lateral mobility and cross-discipline expertise through enhanced electives within and between schools, syllabus-embedded internship, skill-based electives, self-paced courses and comprehensive examination necessary for augmenting employment and self-employment opportunities.

The college has been translating its social commitment through a well-structured outreach programme since 1985. This programme enables the students to impart their knowledge and skills for the empowerment of the rural community. Students adopt villages and involve in various activities like teaching in rural schools, arranging workshops for the rural school teachers and organizing awareness programmes.

The college strives to be an agent of social change instilling an awareness of the great need for social justice based on the dignity of humanity as enunciated by the founders of the institution. The college constantly reiterates its purpose of existence through its vision, goals and the cherished values.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.4.4	Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years 2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
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16	8	5	6	7 | Answer After DVV Verification : | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
5	4	1	2	1	 Remark : Revised considering only awards, no participation, appreciation, invitation, internal awards, local associaiton awards, nss acticity related, awards without college names etc.
3.1.3	Number of teachers awarded international fellowship for advanced studies/ research during the last five years 3.1.3.1. The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
1	3	1	1	1 | Answer After DVV Verification : | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
0	0	0	0	0	 Remark : None of the claims are relevant
3.3.3	Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years 3.3.3.1. Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
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3	4	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : None of the awards are related to innovation by institution/ teachers/ research scholars/students

3.4.2	The institution provides incentives to teachers who receive state, national and international recognition/awards
	Answer before DVV Verification : Yes Answer After DVV Verification: No Remark : The supporting document is not relevant
3.5.2	Revenue generated from consultancy during the last five years 3.5.2.1. Total amount generated from consultancy year-wise during the last five years (INR in Lakhs) Answer before DVV Verification: {table1} Answer After DVV Verification : {table2} Remark : Royalty, Work done for same institution not considered
3.5.3	Revenue generated from corporate training by the institution during the last five years 3.5.3.1. Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs) Answer before DVV Verification: {table3} Answer After DVV Verification : {table4}

Answer before DVV Verification (3.5.2):

2017-18	2016-17	2015-16	2014-15	2013-14
14.09	12.87	8.33	5.46	4.86

Answer After DVV Verification (3.5.2):

2017-18	2016-17	2015-16	2014-15	2013-14
1.20	2.46	1.56	0.00	0.00

Answer before DVV Verification (3.5.3):

2017-18	2016-17	2015-16	2014-15	2013-14
28.94	25.95	8.04	24.77	23.80

Answer After DVV Verification (3.5.3):

2017-18	2016-17	2015-16	2014-15	2013-14
10.44	4.88	0.00	0.00	0.00

	Remark : Considered only corporate trainings for college alone and not projects, SHEPHERD which is an extension activity of the insitution, and audited statement of college and school together
3.6.2	Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years 3.6.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years Answer before DVV Verification: | 2017-18	2016-17	2015-16	2014-15	2013-14 | |---|---|---|---|---| | 22 | 4 | 4 | 3 | 3 | Answer After DVV Verification : | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | |---|---|---|---|---| | 9 | 4 | 4 | 2 | 0 |
3.7.2	Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years 3.7.2.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years Answer before DVV Verification: | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | |---|---|---|---|---| | 58 | 60 | 59 | 40 | 58 | Answer After DVV Verification : | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | |---|---|---|---|---| | 63 | 64 | 63 | 42 | 60 |
3.7.3	Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered) 3.7.3.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered) Answer before DVV Verification: | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | |---|---|---|---|---| | 17 | 16 | 12 | 7 | 4 |

	Answer After DVV Verification :				
	2017-18	2016-17	2015-16	2014-15	2013-14
	0	3	0	3	1

Remark : Only 7 MoU's considered. excluded MoUs which are not relevant like appointment of visiting professors, agreement for accreditation, student visit collaboration, not in the applicable period.

5.3.1	Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
33	10	13	10	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
31	8	11	9	2

7.1.1	Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	7	6	7	6

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
6	5	4	6	5

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations