



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

**ST. JOSEPH'S COLLEGE OF ARTS AND SCIENCE
(AUTONOMOUS)**

**ST. JOSEPHS COLLEGE ROAD MANJAKUPPAM
607001**

<https://sjctnc.edu.in>

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Joseph's College of Arts & Science (Autonomous), Cuddalore, is committed for shaping future leaders who are academically and technically skilled and driven by a greater purpose. Our **vision** is to prepare **men and women** who can lead the nation towards **progress and peace**, free from **sectarianism** and **parochialism**.

Our **mission** is to provide a well-rounded education that not only helps students grow academically but also strengthens their **ethical and social values**. We aim to equip them with the confidence to face life's challenges, grounded in **human and community values** that encourage unity and solidarity among all Indians. At St. Joseph's, we strive to nurture **peace, progress, and inclusivity** for the benefit of the nation.

About the College:

- St. Joseph's College of Arts & Science (Autonomous), a Christian minority institution, was established in 1991.
- An Autonomous Institution **recognized u/s 2(f) and 12(B) of the UGC**, it is affiliated to Annamalai University, Annamalai Nagar.
- The college offers **14 UG programmes, 12 PG programmes, and 8 Ph.D. Programmes**.
- 5322 students are enrolled in various programmes.
- Two shifts. Shift I for Male Students and Shift II for Female Students. PG and Ph.D. programmes are Co-education.

Legacy

- The College inherited the legacy of an eponymous college (St. Joseph's College) established in the same campus in 1884. Financial problems caused the college to be converted to a school in 1909.
- In 1991, to revive the lost mission of providing Higher Education to the poor of the region, **St. Joseph's College of Arts & Science was established** reviving the mission and vision of its forerunner.
- It began with 5 programmes and 269 students and today is one of the premier institutes in the region.

MILESTONES:

- **Autonomy** was granted in 2008.
- **NAAC 'A' Grade** was granted with the score **3.31 in the 3rd Cycle of Accreditation in 2017**.
- **Mentor college** status was granted in 2019-2020 under the **UGC PARAMARSH Scheme**.
- **MoE granted the Institution Innovation Council** of the college **3.5 stars**.
- Placed in **201-300 bandwidth** in the **NIRF ranking 2024**.

Vision

To Work hard to prepare

- Men and Women academically and technically equipped to steer the Nation along the path of progress

and peace.

- Men and Women who will free the Nation from the clutches of Sectarianism and Parochialism.

Mission

To Work hard to provide

- Wholesome and Integral Education that will help the students to find their footing in life.
- Ethical and Social values that will help the students to confidently face the challenges of life.
- Human and Community values that will help the students in building up the solidarity of all Indians.

QUALITY POLICY: To provide quality education through the curriculum on par with that of reputed institutions of higher education, innovative teaching, competent and qualified teachers, supportive systems and processes of ongoing evaluation and continuous refinement leading to the holistic development of the student community.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Freedom to design our own innovative curriculum.**
- **Qualified and competent team of faculty.**
- **Significant student enrolment** in all the programmes.
- **Eco-friendly campus with good infrastructure** and consistent development in infrastructure and other facilities.
- **First and only institution in the district to be granted autonomous status.**
- **WiFi facility throughout the campus.**
- **Institutional E-Governance through ERP.**
- **44 Skills-focussed and Employability-based Value-added Courses** offered
- **Well-equipped science laboratories** for experimental learning and research.
- One among colleges in **NIRF Ranking in the band 201-300** in the year 2024.
- **NAAC Mentor College under UGC PARAMARSH** Scheme.
- Has **good number of collaborations** with various industries, institutions and Non-Government Organisations for diversified academic needs of the students.
- **Awarded 3.5 stars by Innovation Cell, Ministry of Education for promotion of Innovation and Start-up** in campus.
- Strong socially sensitive **extension** and **outreach** initiatives resulting in inculcation of **ethical** and **societal** values.

Institutional Weakness

- Decline in the enrolment of students due to students' aversion on fundamental arts and science programmes like Tamil, English, Mathematics, Physics and Zoology.
- Limited placement opportunities due to our location in an underdeveloped urban municipal area restricts exposure to diverse career prospects for our students.

- Extramural Funded Research Projects and Collaborations
- Academia-Industry Collaboration
- Resource Mobilisation

Institutional Opportunity

- Introduction of new Programmes in UG/PG in emerging trends.
- Introduce innovative Programmes of a multi-disciplinary nature.
- Enhancing Industry academia collaboration
- Increase placements with higher pay packages
- Engage in Inter-disciplinary Research.
- To promote entrepreneurial and research activities aligned to local needs.
- Alumni engagement for institutional growth, placements, and research collaborations.

Institutional Challenge

- Movement of management faculty to other jobs.
- Integrating technology into the teaching-learning process presents a challenge when addressing the diverse needs and skill levels of our heterogeneous student groups.
- Generation of resources for research facilities
- Publishing humanities-based research articles in high-impact factor journals remains a significant challenge.
- Increasing the number of patents.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college follows **Choice Based Credit System (CBCS)** and **Outcome Based Education (OBE)** (with Programme Outcomes and Course Outcomes for its academic offerings) and has registered itself with the **National Academic Repository**. Apart from these structural changes, the college has promoted the use of ICT through various IT tools, pivoted to online teaching during the pandemic, and has procured new equipment to support IT-enabled teaching in the college.

- **14 UG, 12 PG, and 8 Ph.D. Programmes** are offered under CBCS.
- **100%** of the syllabus was revised in-line with OBE framework and to meet changing **Global, National, and Local Needs**.
- **708** new courses introduced.
- **399** courses focusing on employability, **202** courses on Entrepreneurship and **391** courses on Skill Development are offered.
- **91%** of the sanctioned seats are filled.
- **9980** students have **completed 44 Value Added Courses** and **66 courses on MOOC platforms**.
- **Non Major Electives** are offered to inspire students to explore interdisciplinary areas.
- **Gender, Human Values and Professional Ethics** integrated into the curriculum through **Value Education, Environmental Science and Dynamics of Personality** for UG and **Human Rights** for PG

programmes.

- **Field Visit, Internship, Projects** are mandatory for UG Programmes. Projects are mandatory for all PG students.
- To promote life-long learning, **Extra-credits** are awarded for MOOCs (SWAYAM-NPTEL).
- **Service Learning Programme** is mandatory for UG programmes for award of **2 credits**.
- **Feedback on Syllabus** from Students, Faculty, Academic Peers, Alumni and Industry Experts were analysed and communicated to the appropriated bodies. This played a pivotal role in curriculum revision.

Teaching-learning and Evaluation

- During the assessment period, average **Enrolment Percentage** is **91%**
- **Admissions** are processed in a **transparent manner** in line with the statutory bodies including **reservation policies**. Both **online and offline** modes of application exist.
- The College follows **learner centric-teaching methods**. A **Comprehensive Instruction Tracking System** has been implemented to promote innovative teaching methods.
- **Participative learning, experiential learning, problem-solving methodology, and project-based learning** is practiced.
- The College **caters to the needs of slow learners** through **remedial classes** and **mentoring** and **advanced learners** through **training and placement**.
- **176** faculty members presently serve the institute. **Student Staff Ratio** is **1:30**.
- Teachers use **ICT tools** to prepare **e-Content** and use multiple e-assessment platforms.
- **Planning, preparation** and adherence to **academic calendar**, including scheduling of examinations and curricular and co-curricular events are systematically done and monitored through committees and co-ordinators.
- **25** faculty members are **Research Guides** in various disciplines.
- Average teaching experience of faculty during the assessment period is **13**.
- Average number of days taken for **publication of results: 17.6 days**
- A well-defined **Grievance Redressal** mechanism is in place to resolve examination related students' grievances.
- IT Integration in Evaluation system has been realized through online Question Bank, Conduct of Online Examinations, Examination Planning, Marks processing and Publication of Results.
- **ERP** has modernized and accelerated the examination **planning-registration-evaluation-result publication cycle**.

Research, Innovations and Extension

RESEARCH:

1. Research Policy covers: Research Promotion, Ethics, Incentives and College Research Regulation and is available on the website.
2. **Research Development Cell, Common Instrumentation Centre, Office of the Dean of Studies, Intellectual Property Rights Cell** are research centric units on campus.
3. **Plagiarism check** for PG and Ph.D. programmes has been implemented.
4. The college publishes **St. Joseph's Journal of Humanities and Social Sciences to promote research** a peer-reviewed journal.

5. **8 doctoral degrees** programmes are offered. They are overseen by individual Research Supervisors, Research Departments, Dean of Studies and Research Advisory Committees.
6. The College has subscribed to **N-LIST** by **INFILIBNET**.
7. As a result of the strategic plan, policy and measures:
 1. **Additional Increments** worth **Rs.2,01212** were sanctioned as **incentive for faculty who completed Ph.D.**
 2. **Rev. Fr. G. Peter Rajendiram Award: Rs.55,000** was provided as incentive for publication in High-Impact factor Journal.
 3. **Rev. Fr. Dr. M. Swaminathan Award: Rs.90,500** was provided as incentive for publication in WoS/Scopus/UGC-Care indexed Journals.
 4. **Rs.51,44,724** was spent for **Research and Development**
8. **1.6 Crores** worth equipment was received as a part of a **CSR donation by Pfizer Pvt. Ltd., Chennai.**
9. **25 Faculty** members were recognized as **research guides.**
10. **7 Faculty** members received **seed money** for research.
11. Intellectual Property Cell creates awareness on IP. **3 out of 7 applications for patents were awarded.**
12. **54 Students** joined the **Ph.D. Programmes.**
13. **428 Publications** in **WoS/Scopus/UGC-Care** indexed journals and **77 Book/Chapters.**
14. Scopus indexed **1206** citations, WoS **1157** with H-index of **17.**
15. **32 MoUs** were functional during this cycle.

EXTENSION:

1. **432** Extension activities across schools, beaches, villages and public places.
2. More than **1000 Sapling** were planted as a part of Green Outreach.
3. Improved School Enrolment percentage by **400%** through the community transformation programme.
4. **533 Units of Blood** were collected through Blood Donation Camp and **749 units** were donated in response to emergency requests.

Many programs were conducted to improve the self-esteem of school children.

Infrastructure and Learning Resources

Teaching – Learning Facilities:

- **23.61 Acres of Campus area** having Seven Academic Blocks **total built-up area of 17467.72 SqM** with **35.22 SqFt** per student
- **79 classrooms and 3 Research Rooms.**
- **387 computers** in **7 computer laboratories** and a server cabin with **5 servers** to conduct practical classes, online tests and staff evaluation.
- **13 Projectors** and **7 Interactive Boards**
- **7 Advanced Research Labs** in various departments.
- All science departments have separate **laboratories for UG and PG courses.**
- **Department staff rooms** are equipped with computers facilities with Wi-Fi.
- Separate rooms for Research Development Cell, Alumni Office, IQAC, and Placement and Guidance Cell Counselling room, Infirmary.

Sports facilities:

- The college has **9 acres** of playground.
- **Outdoor facilities** are available for **football, athletics, volleyball, cricket, basketball**, etc.
- **1 Multipurpose Indoor Auditorium** for functions College events and indoor games
- **1 Yoga and Wellness Room with** required facilities.
- **Supporting services** and campus clubs have **separative rooms**.
- 2 open-air stages for conducting Daily Assembly and other programs.

Library as a Learning Resource

- **35043** Books, **49** print Magazines/periodicals, **12** computers with Internet facilities (Wi-Fi and LAN) are available in the fully computerized central library.
- Departments have separate libraries with around **850** books for students' reference.
- A **Library software** enables **OPAC** and manages the check-ins and check-outs of books.
- Subscribed to **INFILIBNET** and other ejournals.

IT Infrastructure

- **50 Mbps broadband** connectivity is provided through a leased line (optical fiber) connection via **12 controlled Wi-Fi access points** and **LAN** for campus-wide internet access.
- **6 Seminar Halls and 1 conference Hall.**
- Subscribed to **Google Workspace for Education**.

Other Facilities

- **Separate hostels for Boys and Girls are available.**
- **Transportation:** The College has four buses and a car for additional purposes.
- Separate wings are working as **Administrative Office** and as **Office of Controller of Examinations**

Maintenance of Infrastructure

- Log Books, Maintenance Procedures are clearly defined and preserve the institutional facilities.

Expenditure during assessment period:

- **Rs.560.52 lakhs** for **infrastructure augmentation**
- **72.30 lakhs** for **Books and Journals** for **Library**
- **Rs.829.55 lakhs** for **maintenance of physical and academic facilities**

Student Support and Progression

Student Support

Mentoring and Counselling, Remedial Coaching, Parents-Teacher's Meeting, Instant Exams, are the institutional student support and progress mechanisms.

The college has

- **Student Induction Program** for familiarising the students with **rules and regulations of the college.**
- Fee concession amounting to 75 Lakhs was awarded during the assessment by the management.
- Awareness Programme on Anti-Drug and Anti-Ragging are conducted.
- **Mentoring** for Academic guidance and motivation.
- **Guidance Cell** for counselling services with professional counsellors.
- **Placement Cell** for Career advice, internships, organizing career fairs and job placement drives.
- The college facilitates scholarships from Government and other Agencies.
- Value Added Courses (offered at Concessional Rates), Tally, alumni-led skill development programs.
- Capacity Development Programs are organized for Soft Skill, Language Skills, Life Skills and Trends in Technology.
- **Grievance Redressal Cell** for ensuring timely investigation and resolution of complaints.
- A student redressal dashboard is available through the college ERP portal.

Student Progression

- **693** students were placed in companies and **2047** students progressed to Higher Studies.
- **185** Students have cleared national level examinations.
- The college conducts training programme in association with Deepam an NGO for the Google Certificate Course.
- We also offer Future Skills Prime, Spoken Tutorial - IIT Bombay

Participation:

- The College conducts Annual Sports Day, Departmental Association Club Events, and club-initiated competitions and programs.
- Student participation is encouraged in **on-campus and off-campus competitions.**
- **429** Awards were won by the students in various competitions and programmes.
- **Student Forum** for organising regular student council meetings for open discussions.
- Students are included as representatives or members in a number of committees as per the requirements.

Alumni Engagement:

- Alumni have contributed **21 lakhs** for the college. Alumni regularly offer guest lectures on campus. Regular training programs with Alumni as resource person are held.
- Periodical meetings are conducted by the departments and the college.

Governance, Leadership and Management

- The governance of the college is aligned with the vision and mission of the institution. The College has a well-defined, decentralized and participatory organizational structure.
- The college has put in place policy documents to provide guidelines to staff and students on the **institutional vision and mission, strategic plans, and standard operating procedures.**
- The college has a number committees that oversee the **decentralized administration** of the college and to ensure for effective leadership and governance: *College Governing Body, College Council, Academic Council, Boards of Studies, Finance Committee, Planning and Evaluation Committee, Curriculum Development Committee Internal Quality Assurance Cell, Students Forum, Student Grievance*

Redressal Cell, Staff Grievance Redressal Cell, and Research Advisory Committee and others.

- **Participatory Governance:** Administrators, faculty, students and external experts are part of different committees. Multiple **Student Forum meetings, Staff meetings, Parents-teachers' meetings and alumni meetings** provide an opportunity of representation and feedback mechanism enables participatory governance in the college.
- **Organizational Structure:**
 - The office of the **Secretary** and the **Principal** oversee managerial and academic procedures respectively.
 - The **Dean of Studies** supervises curricular reform and the controller facilitates examinations.
 - The **Office of the CoE** ensures smooth conduct of the exam.
- **Welfare:** Rev. Fr. G. Peter Rajendiram and Rev. Fr. Dr. M. Swaminathan Award are provided to promote research publications. Self-Appraisal meeting are conducted for **career enhancement and professional development. Duty Leaves, Medical Leave, Maternity Leave, and Gratuity** are provided. **Financial Support for attending conferences/FDPs/Refresher programs.**
- **53% of Faculty member** have undergone FDP/MDP/Refreshers during this assessment.
- The college is a fully self-financing institute and depends on the contribution of the management, student fees, and other sources for its functioning. **The college conducts external and internal audits** regularly on a periodical basis to ensure financial regularity.
- **NASSCOM foundation** provided funding for setting up a **digital lab worth Rs.12.38 lakhs.**
- **Internal Quality Assurance Cell** planned, coordinated and oversaw the **implementation of the OBE framework** by providing resources and training to the faculty members. The Cell played a pivotal role in **introducing NME** that are locally/regionally/nationally relevant.

Institutional Values and Best Practices

Gender Equity

- The college has a holistic gender equity policy. **Students' grievance redressal, anti-ragging and sexual-harassment committees** with women representatives are in place for preventing harassment. The curriculum and co-curricular activities are designed so as to sensitize students about Gender Equity.

Green and Barrier- Free Campus

- The campus has a **green cover of 78.34%.**
- **2000 KG** of manure is produced through **vermicomposting.**
- **Green Champion Award from Pollution Control Board, Tamil Nadu Government and Green Award from Rotaract International District 2981.**
- **Vermicomposting, Rain Water-Recharge, E-waste Management, Solid-Waste Management** practices are present.
- **No Vehicles day and Ban of One-Time plastic** are observed.
- **Water recharge stations** are placed on the campus.
- **Green, Energy, and Environment Audits** have positively commended the campus.
- **Wheel-chair, Ramps, Lift** are available on campus. Policy and regulations exist to ensure fair and inclusive treatment of persons with disability.

Inclusive Activities on Campus

- Inclusive environment is promoted through '**Student Induction Program**', 'Study of Languages', 'Campus Competitions, and 'Guidance and Counselling cell'

Human Values & Professional Ethics.

- Extension Activities organized to sensitize students toward constitutional obligations and duties.
- Prescribed code of conduct and programmes to promote positive campus behavior.
- Events organized to mark days of national and international significance. .

BEST PRACTICE

- **PRISM: Promotion of Research, Innovation, Scholarship by the Management** resulted in a increase in the number of faculty with PhD, increase in the number of PhD Scholars enrolled and PhDs awarded during the assessment period.
- **Green Outreach and Swachh Bharat Mission** integrates Environmental Science and Field Work resulting in over 1000 seed plantation, 50 cleaning drives, and 20 awareness programmes.

INSTITUTIONAL DISTINCTIVENESS

- **SLOGA: Service Learning to Obtain Graduate Attributes** strategically educates and empowers students to gain graduate attributes such as Critical Thinking, Leadership, and Research Skills through Extension Activities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. JOSEPH'S COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)
Address	ST. JOSEPHS COLLEGE ROAD MANJAKUPPAM
City	Cuddalore
State	Tamil Nadu
Pin	607001
Website	https://sjctnc.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	M. ARUMAI SELVAM	04142-286311	9443260804	-	josecol27998@gmail.com
IQAC / CIQA coordinator	I. BENJAMIN FRANKLIN	04142-286312	9443603047	-	franklinbenj@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

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

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

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	27-08-1991
Date of grant of 'Autonomy' to the College by UGC	09-06-2008

University to which the college is affiliated		
State	University name	Document
Tamil Nadu	Annamalai University	View Document
Tamil Nadu	Thiruvalluvar University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	04-11-2004	View Document
12B of UGC	28-08-2015	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
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	ST. JOSEPHS COLLEGE ROAD MANJAKUPPAM	Urban	23.61	17467.72

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	BA,Department Of Tamil,Tamil	36	Hr. Sec. Pass	Tamil	70	29
UG	BA,Pg And Research Department Of English,English	36	Hr. Sec. Pass	English	70	47
UG	BA,Pg And Research Department Of History,History	36	Hr. Sec. Pass	English	70	57
UG	BSc,Pg And Research Department Of Mathematics,Mathematics	36	Hr. Sec. Pass	English	70	35
UG	BSc,Pg And Research Department Of Physics,Physics	36	Hr. Sec. Pass	English	50	23
UG	BSc,Pg And Research Department Of Chemistry,Chemistry	36	Hr. Sec. Pass	English	100	100
UG	BSc,Pg And Research Department Of Computer Science,Computer Science	36	Hr. Sec. Pass	English	220	220
UG	BCA,Pg Department Of Computer	36	Hr. Sec. Pass	English	240	240

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	Applications, Computer Applications					
UG	BSc,Pg And Research Department Of Biochemi stry,Biochem istry	36	Hr. Sec. Pass	English	110	106
UG	BSc,Pg And Research Department Of Microbiol ogy,Microbio logy	36	Hr. Sec. Pass	English	110	110
UG	BCom,Pg And Research Department Of Commerc e,Commerce	36	Hr. Sec. Pass	English	448	441
UG	BCom,Depar tment Of Bank Manag ement,Bank Management	36	Hr. Sec. Pass	English	140	118
UG	BBA,Depart ment Of Business Ad ministration, Computer Applications	36	Hr. Sec. Pass	English	120	119
UG	BSc,Departm ent Of Zoolo gy,Zoology	36	Hr. Sec. Pass	English	100	71
PG	MA,Departm ent Of Tamil,Tamil	24	UG Degree	English	40	8
PG	MA,Pg And Research Department Of English,E nglish	24	UG Degree	English	40	14

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PG	MA,Pg And Research Department Of History,History	24	UG Degree	English	40	0
PG	MSc,Pg And Research Department Of Mathematics,Mathematics	24	UG Degree	English	40	11
PG	MSc,Pg And Research Department Of Physics,Physics	24	UG Degree	English	26	10
PG	MSc,Pg And Research Department Of Chemistry,Chemistry	24	UG Degree	English	26	16
PG	MSc,Pg And Research Department Of Computer Science,Computer Science	24	UG Degree	English	26	17
PG	MSc,Pg Department Of Computer Applications,Information Technology	24	UG Degree	English	29	29
PG	MSc,Pg And Research Department Of Biochemistry,Biochemistry	24	UG Degree	English	26	24
PG	MSc,Pg And Research Department Of Microbiol	24	UG Degree	English	29	28

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	ogy, Applied Microbiology					
PG	MCom, Pg And Research Department Of Commerce, Commerce	24	UG Degree	English	40	35
PG	MSW, Department Of Social Work, Social Work	24	UG Degree	English	40	10
Doctoral (Ph.D)	PhD or DPhil, Pg And Research Department Of History, History	36	PG Degree	English	6	2
Doctoral (Ph.D)	PhD or DPhil, Pg And Research Department Of Mathematics, Mathematics	36	PG Degree	English	8	6
Doctoral (Ph.D)	PhD or DPhil, Pg And Research Department Of Physics, Physics	36	PG Degree	English	16	10
Doctoral (Ph.D)	PhD or DPhil, Pg And Research Department Of Chemistry, Chemistry	36	PG Degree	English	8	2
Doctoral	PhD or	36	PG Degree	English	8	7

(Ph.D)	DPhil,Pg And Research Department Of Computer Science,Com puter Science					
Doctoral (Ph.D)	PhD or DPhil,Pg And Research Department Of Biochemi stry,Biochem istry	36	PG Degree	English	10	7
Doctoral (Ph.D)	PhD or DPhil,Pg And Research Department Of Microbiol ogy,Microbio logy	36	PG Degree	English	8	3
Doctoral (Ph.D)	PhD or DPhil,Pg And Research Department Of Commerc e,Commerce	36	PG Degree	English	32	22

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				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				6				170			
Recruited	0	0	0	0	6	0	0	6	87	83	0	170
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				79
Recruited	52	27	0	79
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	6	1	0	7
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	6	0	0	53	51	0	110
M.Phil.	0	0	0	0	0	0	28	24	0	52
PG	0	0	0	0	0	0	6	8	0	14
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Self Study Report of ST. JOSEPH'S COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1039	76	0	0	1115
	Female	685	26	0	0	711
	Others	0	0	0	0	0
PG	Male	74	5	0	0	79
	Female	126	13	0	0	139
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	183	190	154	185
	Female	148	136	113	136
	Others	0	0	0	0
ST	Male	2	2	1	4
	Female	2	1	0	2
	Others	0	0	0	0
OBC	Male	878	941	793	797
	Female	627	674	655	777
	Others	0	0	0	0
General	Male	13	34	11	32
	Female	19	16	14	24
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1872	1994	1741	1957

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Department Of Bank Management	View Document
Department Of Business Administration	View Document
Department Of Social Work	View Document
Department Of Tamil	View Document
Department Of Zoology	View Document
Pg And Research Department Of Biochemistry	View Document
Pg And Research Department Of Chemistry	View Document
Pg And Research Department Of Commerce	View Document
Pg And Research Department Of Computer Science	View Document
Pg And Research Department Of English	View Document
Pg And Research Department Of History	View Document
Pg And Research Department Of Mathematics	View Document
Pg And Research Department Of Microbiology	View Document
Pg And Research Department Of Physics	View Document
Pg Department Of Computer Applications	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>St. Joseph's College of Arts and Science (Autonomous) employs the curriculum prescribed by the UGC, Tamil Nadu State Council for Higher Education (TANSCHE) and the parent university from time to time. With a focus on holistic education, the institution aims to provide high-quality learning experiences that encompass intellectual, aesthetic, social, physical, emotional, and moral values. Faculty members will participate in discussions, presentations and lectures. It caters to the diversity of all curricula and pedagogy with technological innovations in teaching and learning, encouraging logical decision-making and innovation, critical thinking and creativity. Besides the regular credit-based courses, the students of the UG stream take up Value Education, Environmental Studies, and Dynamics of Personality while PG students take up Human Rights. 44 Value-added courses are offered by various</p>
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	<p>departments for all the Undergraduate students to enhance the employability and skill development of the students. The multidisciplinary and interdisciplinary approach is implemented by offering Generic Elective, Non-Major Elective (NME) and Core Electives courses. The students of different streams are allowed to select elective papers from the available list of courses. The college is concerned with providing holistic academic growth through flexible, innovative inter-disciplinary curricula and MOOCs via SWAYAM/NPTEL, projects in community engagement and service, professional ethics, environmental education, and value-based education, such as Yoga Day, Human Rights Day, Women's Day, Road Awareness Program, and Environment Day Celebration. Through various MoUs and agreements students are enrolled in various skill development training programmes offered by ICT, STP programmes of IIT Bombay, Cyber security etc. Experiential learning like projects, internships, field studies, case studies, field visits, laboratory visits etc., help the students to develop interest and create exposure to multidisciplinary study. The programmes offered prepare the students for the modern challenges they face in their daily lives. Also, the social service clubs of the college like NSS, NCC and other relevant clubs and committees play an important role in sensitizing students towards environmental, social and health issues. To foster the capacity building of the youth into responsible citizens, collaborative projects involving staff, students, government agencies, NGOs and different departments are being undertaken to address the issues and challenges faced by society.</p>
2. Academic bank of credits (ABC):	<p>St. Joseph's College of Arts & Science (Autonomous), Cuddalore, has made significant progress in implementing the Academic Bank of Credits (ABC) system in alignment with the National Education Policy (NEP) and the directives of the Ministry of Education, Government of India. The college has created a total of 11,751 ABC accounts, and 504 mark sheets have been successfully uploaded to the ABC portal, ensuring seamless integration with the national framework for credit transfer and flexibility in academic progression. The implementation of the ABC system offers students, including slow learners, greater flexibility to choose</p>

	<p>and complete courses based on their ability and convenience, promoting personalized learning. This system allows students to accumulate and transfer academic credits, enabling multiple entry and exit options as part of the college's commitment to student-centric learning. In addition, St. Joseph's College has signed 32 Memoranda of Understanding (MoUs) with various national-level colleges and institutes to encourage faculty and student exchange programs. These collaborations enhance the credit transfer mechanism and ensure that students benefit from a diverse academic experience. Being an autonomous institution, St. Joseph's College plays a pivotal role in designing its curriculum, syllabi, and pedagogical approaches. Faculty members are actively involved in curriculum development and are encouraged to engage in online learning platforms such as SWAYAM, NPTEL, and Spoken Tutorial to enrich their professional development and offer students the opportunity to earn extra credits. The college also recognizes the importance of non-academic activities in holistic student development. Students can earn credits through activities such as NSS, NCC, sports, fine arts, and other service clubs, all of which are integrated into the Service Learning Programme (SLP). Faculty members are encouraged to prepare e-content for their respective disciplines, with workshops and orientations provided to help them leverage ICT tools for effective teaching. The college is in the process of establishing best practices for the ABC system to ensure academic credits are transferable across institutions, as envisioned by NEP, to support students' academic mobility. Through these initiatives, St. Joseph's College is actively working towards creating a robust and flexible academic environment that promotes academic excellence and meets the evolving requirements of the NEP and the ABC system.</p>
3. Skill development:	<p>St. Joseph's College of Arts and Science (Autonomous), Cuddalore focuses on developing skills for the students to acquire desired competency levels. Students can benefit from skill development programmes that strengthen technical, vocational, and soft skills, and current industry trends, as well as Campus Recruitment Training. The college structured the curriculum and syllabi in the concept of Outcome Based Education, which is mainly</p>

focusing on skill development and learning outcomes. The institution recognizes the importance of nurturing values and ethics integrating academic excellence. A rich array of value-added courses is provided to cater to the diverse needs and interests of students. These courses extend beyond the traditional academic curriculum and include life skills. The College has invested significantly in upgrading the facilities. These facilities facilitate hands-on learning and experimentation. The College has forged strong partnerships with local industries and business sectors. These collaborations offer students opportunities for internships, workshops, and placements, enabling them to gain real-world experience and insights in their chosen fields. This industry exposure ensures that students are not only academically proficient but also job-ready. The institution regularly reviews and updates its skill development courses to align with industry trends and requirements. The individual departments focus on skill development and also conduct various programmes on skill development. The Career Guidance and Placement Cell of the college conducts numerous skill development and capacity development programmes for all final-year Undergraduate and Postgraduate students. The college provides several skill enhancement courses as part of the curriculum as well as Value-Added Certificate courses which mainly focus on skill enhancement of the students. Furthermore, as part of the employability enhancement program for students, the college has provided courses such as soft skill development, among other things. The Value-Added courses include Paechukalai (Art of Speaking), Basic English for Competitive Exams, Quantitative Aptitude for Competitive Examination, Introduction to Latex, Skills and Techniques of Photography, Basic Analytical Techniques, Micro Soft Office (Micro Soft Word, Excel, PowerPoint), Infectious Diseases and Their Prevention, Mushroom Cultivation Techniques, E-Filing in Business, Micro and Small Business Management, Fundamentals of Securities Market, Sharpening the Employability Skills, NGO Management, Indian History for Competitive Exams. Apart from these Value-Added Courses, the college offers Diploma and Certificate courses for the skill development of the students. These courses help to bring out the best in every

	Josephite and fulfil the Vision and mission of the College.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Integrating the Indian knowledge system into the curriculum and promoting the use of Indian languages at St. Joseph's College of Arts and Science (Autonomous) Cuddalore, significantly enhances the educational experience and caters to cultural diversity. The College offers Hindi, French, English, and Tamil. The use of a student's native language in the classroom is not restricted. The teacher assists students with subject concepts in both English and Tamil. Though all the undergraduate courses are taught in English the teachers explain the concepts bilingually in both English and Tamil. Numerous commemorative days are held throughout the year to preserve and promote Indian languages, ancient traditional knowledge, arts, culture, and tradition. Students learn about historical events and literature from that era. Our college's NSS, NCC, RRC, Rovers Crew, Rotaract Club, YRC, Social Service Club (SSC), Village Service Learning (VSL), and others participate in a variety of social activities to raise awareness about a variety of social issues. In the cultural competitions organized by various organizations/colleges, our students actively participate in various cultural events and receive prizes at all levels. Our college magazine publishes articles in Hindi and Tamil in addition to English. The faculty's efforts to support the culture, language, food habits and clothing of the various communities who live in Tamil Nadu are among the good practices of our institution to integrate culture and language with education. The promotion of the tradition and culture of Tamil Nadu and India is facilitated through various cultural competitions organized by the Fine Arts Club of the college to commemorate the State and Indian festivals. Competitions like essay writing, poetry, speech competitions, skits, folk songs, and folk dances are conducted to encourage students to stay with the native and Indian cultures. The students are encouraged to pursue MOOC courses through SWAYAM/Spoken Tutorial (by IIT, Mumbai)/Google and other platforms. Extra credits are given to those who complete credited courses through these platforms. Courses are conducted online whenever and wherever required. In addition, the students are supplied with e-content, i.e., video</p>

	lectures for their additional learning of their regular courses.
5. Focus on Outcome based education (OBE):	<p>The college uses restructured teaching methods and the revised learning model based on Outcome-Based Education (OBE), in the year 2018-2019, which mainly focuses on teaching-learning and assessment practices to reflect the attainment of high-order learning. The OBE focuses on what is learnt by the students rather than what is taught by the teachers, which is a learner-centric model. The programmes and courses are designed based on OBE with Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs). The curriculum of each programme clearly states the PO, PSO and COs. In addition, the teaching-learning methods adopted by the college ensure the implementation of OBE appropriately. At the beginning of every academic year, the Student Induction Program (SIP) is conducted for first-year Undergraduate students. During the SIP, the students are given orientation on the OBE model and the POs and PSOs are clearly explained to the students. The outcomes have been published on the college website also. The faculty members explain the COs of each course at the beginning of the course. Seminars, tutorials, workshops, hands-on and project-based learning, fieldwork, technology-enhanced learning internships, research work, assignments, problem-solving, peer learning encouragement, and remedial classes for slow learners have all been implemented in the classroom. Career Counseling is our institution's best practice, in which we advise students on which profession or field they should pursue after completing specific courses offered by the institution. Personality development, interview preparation, and resume writing classes are also available to students. All programs are designed to address regional and global needs and are delivered as outcome-based education (OBE). Learning outcomes ensure social responsiveness and ethics, as well as entrepreneurial skills, at all levels of education, so that students can actively contribute to the nation's economic, environmental, and social well-being. The implementation of OBE is ensured while setting up the question papers based on Bloom's taxonomy. It enables the assessment of six different cognitive levels namely remembering, understanding,</p>

	applying, analyzing, evaluating and creating of the students.
6. Distance education/online education:	<p>The institution is even now prepared, especially during the COVID-19 pandemic situation and teaching-learning processes through various online modes such as apps, Google Class Rooms, WhatsApp, and so on. During the lockdown period, faculty members were also trained on how to use various MOOCs and other online platforms for online teaching and learning through FDP and workshops. The college has specially subscribed to Google to conduct online classes during the pandemic. The faculties and students are enabled to conduct and attend classes through Google Meet, and to be active in the classes through Google Classrooms for posting and submitting assignments. Various programs, meetings, and webinars for students were also organized by the institute during the COVID-19 pandemic using an online platform for conducting conferences and meetings. Various training programmes, festivals and commemoration of important days and events are conducted online. Departments may choose to use Google Classroom exclusively to share learning materials with students for the majority of subjects and courses. The faculty members used online platforms such as Google Tools, especially YouTube, Moodle, Online Whiteboards, Open Broadcaster Software (OBS) and PowerPoint presentations to create and deliver interactive learning presentations, short videos and e-contents. There are no barriers to online education because the entire college campus is Wi-Fi enabled, with LCD Projectors installed in classrooms. To meet future challenges, the institution has been using the ERP module of the College Information Management System to cope with the trend of technological advancement. In the post-COVID scenario, the faculty and students are engaged in blended learning which integrates the learning through offline and online. Hence, students are gaining the benefit of online learning along with real-time interaction with the faculties. The college is an active Local Chapter of NPTEL courses, students and faculties are encouraged to undergo SWAYAM/NPTEL courses. Students who complete courses through SWAYAM/NPTEL are given extra credits in their curriculum.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, the Electoral Literacy Club (ELC) has been established in the college. The purpose of this club is to educate students about their electoral rights and responsibilities, promote democratic values, and encourage their participation in the electoral process.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, the college has appointed both a student coordinator and coordinating faculty members to oversee the activities of the ELC. These members ensure the smooth functioning of the club and play an essential role in organizing events and activities that promote electoral literacy. The ELC is functional and actively engages students from diverse backgrounds to ensure that it is representative in character, promoting inclusivity and broad participation in electoral processes.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The ELCs have undertaken various innovative programs, including:</p> <ul style="list-style-type: none"> • Voluntary participation in electoral processes: Students have actively contributed to voter registration drives, helping both students and local community members register as voters. • Assisting election administration: The ELC has collaborated with district election authorities, providing support in the conduct of polls, voter awareness campaigns, and organizing mock elections to educate first-time voters. • Promoting voter awareness: The club has conducted workshops, seminars, and awareness campaigns on ethical voting, highlighting the importance of voting without any external influence or malpractice. • Inclusivity initiatives: Special efforts have been made to engage underprivileged and marginalized sections of society, including transgender individuals, disabled persons, senior citizens, and commercial sex workers, to raise awareness about their voting rights. • Workshops on electoral rights: Educational sessions are regularly conducted to promote ethical voting and democratic participation. These initiatives aim to foster a sense of civic duty and active participation in democratic processes among students and the community.
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research</p>	<p>The college has undertaken several socially relevant initiatives to promote electoral literacy:.</p> <ul style="list-style-type: none"> • Surveys:

<p>projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Periodic surveys are carried out to gauge the political awareness of students and the general community regarding voting rights, democratic values, and the significance of elections. • Awareness Drives: The ELC organizes awareness campaigns during election periods, educating students and local communities about their electoral rights, the importance of ethical voting, and participation in the democratic process. • Content Creation: The club has also been involved in creating digital content, posters, and brochures that emphasize the importance of democratic participation. This content is shared across social media platforms and within the college campus.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Only a marginal number of students who are eligible to vote have yet to be enrolled in the electoral roll in our college. The ELC, along with the college administration, has undertaken several initiatives to address this: • Voter Registration Camps: The ELC regularly conducts voter registration camps within the college premises, providing students with the necessary assistance to register as voters. This includes guiding them through the online registration process, helping them fill out forms, and ensuring the correct submission of documents. • Collaboration with Election Commission: The college has collaborated with local election authorities to streamline the process of voter registration for students. Officials are invited to campus during key times to help students directly register for the electoral roll. • Awareness Programs: Workshops and informational sessions are held to educate students about the importance of being registered as voters and the steps involved in the process. • Follow-ups: The ELC also ensures continuous follow-up with students who have not yet completed the registration process, providing them with necessary guidance and support. These efforts have helped in enrolling a large number of students as voters, although there is still room for improvement in covering 100% of eligible students.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
5322	5436	5576	5946	6002
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
1684	1851	1992	2013	2005
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
173	176	183	179	180
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

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

Response: 220

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
416.08093	331.84945	191.17082	184.67417	419.71403
File Description		Document		
Provide Links for any other relevant document		View Document		
Other Upload Files				
1		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

St. Joseph's College of Arts & Science (Autonomous), Cuddalore, designs its curriculum taking into consideration **local and regional** aspirations and **national and global priorities**. The curriculum has been designed in accordance with the regulations provided by the University Grants Commission (UGC), the Parent University, and Tamil Nadu State Council for Higher Education.

The college offers **14 UG programmes, 12 PG programmes and 8 Ph.D. programmes** under **Choice Based Credit System** and the **Outcome Based Education Framework**. It also offers **44 Value-Added Courses** to the students. The college designs and revises the syllabi after discussion with academic experts, industry experts, alumni and other stakeholders. 708 new courses were introduced during the assessment period.

Curriculum relevance to the Global Needs

- Global priority areas such as **environmental studies, international trade, human rights** and key skills and areas of expertise in demand such as **communication skills, software development, banking, Data Science, basic sciences and entrepreneurship** are offered as courses in specific programmes.

Curriculum relevance to National Needs:

- India is emerging as global giant in manufacturing and services sector. The college offers a number of courses in the industrial sector such as **Labor and Industrial Laws, International Business, E-Commerce, Logistics and Supply Chain, Income Tax Laws, Security Analysis and Portfolio Management** at the Postgraduate Level that open opportunities in growing sectors. The MSW programme offers courses such as **Community Development, Industrial Relations, Community Health, Urban Community Development, and Counselling: Theory and Practice** that enable a better society.

Curriculum relevance to local needs:

- To meet the needs of local and regional industries, skill-based courses are offered as Non-Major Electives: **Bio Instrumentation, Food Processing Technology, E-commerce, Commerce in Practice, Soft Skills, Electrical Wiring, Computer Skills, Office Automation, Office**

Automation and Designing, Business Organization & Management, Tamil Translation Skills, Arithmetic and Quantitative Aptitude for Competitive Examinations, Employability Skills, Basics of Computers and their applications, First Aid, and Multimedia and Designing are provided to students.

Program Components in alignment with NEP

1. **Mandatory courses** such as **Value Education, Environmental Science, Dynamics of Personality (for UG) and Human Rights (for PG)** align with the institutional goal to provide wholesome and integral education and are in-line with the NEP's emphasis on developing **good human beings capable of rational thought and action**.
2. **Internships and Field Visits** create employable and entrepreneurial citizens. They are in line with the national need of preparing students for **more meaningful and satisfying lives and work roles and enabling their economic independence** as stated in the NEP.
3. **Projects** to inspire students to pursue post-graduate education are in alignment with the NEP's goal of building citizens who can contribute to the **'knowledge economy and society'**.
4. **Extra-credits** are offered to students who complete courses through the **SWAYAM-NPTEL** platforms.
5. **Extension Activities** are awarded two credits to promote social responsibility, environmental awareness and altruism.

Thus, the curriculum focuses on developing holistic individuals who possess academic knowledge and industry relevant-skills. Programme-outcomes (PO), Programme Specific Outcomes (PSO), Courses Outcomes (CO) reflect the emphasis on attainment of knowledge and skills relevant to global, national, regional and local needs.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.1.2

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

Response:

The programmes offered by the institution focus on employability, entrepreneurship, skill development and their course syllabi are adequately revised to incorporate contemporary requirements and include industry-relevant content that prepare students for jobs in their respective industries. The following is a list of some of the industry-focused courses offered.

Employability (399 Courses):

- **Banking:** The B.Com. (Banking) program prepares students for banking sector roles with courses like 'Bank Management,' 'Retail Banking,' and 'Co-operative Banking'.
- **Financial Services:** B.Com. (Commerce) students study 'Corporate Accounting,' 'Custom, Excise and GST,' and 'Management Accounting' to prepare for finance roles, alongside VACs like 'GST: Law and Practice' and 'Fundamentals of Securities Market.'
- **Non-profit Sector:** MSW students take courses in 'NGO Management,' 'Project Management,' and 'Community Development Management' for non-profit careers, while M. Com students learn 'NGO Management' for the same.
- **Health and Allied Areas:** The B.Sc.. Biochemistry program includes 'Medical Laboratory Technology,' 'Pharmacology,' and 'Medical Biochemistry' for lab-related health industry skills.
- **Data Science:** M.Sc. Computer Science offers 'Data Science and Big Data Analytics,' 'Data Mining and Warehouse,' and 'Cloud Computing' for data science jobs.
- **Communications:** M.Sc. Physics offers 'Communication Physics,' while B.Sc. Physics includes 'Digital Electronics' and 'Basic Electronics,' preparing students for communications and electronics industries.
- **Public Sector:** Courses like 'Basic Chemistry for Competitive Exam' and 'Basic English for Competitive Exams' prepare students for public sector jobs.
- **Journalism and Television:** B.A. English includes 'Journalism and Mass Communication' for careers in print and TV; BA Tamil offers 'Thagaval Thodarbiyal' (Mass Communication).
- **Chemical Industries and Applied Chemistry:** B.Sc. Chemistry includes 'Food Chemistry,' 'Chemistry of Industrial Products,' and 'Forensic Chemistry' for careers in various sectors.

Entrepreneurship (202 Courses):

- **Business Entrepreneurship** 'Import and Export Management,' 'Business Law,' 'E-commerce and its applications,' and 'Financial Management' are few of the entrepreneurship-oriented courses offered in the **B.B.A. (Computer Applications)** program. Moreover, 'Micro and Small Business Management' is offered as a VAC to all students.
- **Agricultural Entrepreneurship:** For **B.Sc. Microbiology program** an 'Applied Entomology' course is offered which prepares students to manage bee-farming. Also, the 'Applied Entomology' course for **B.Sc. Zoology** trains students on pest-management. Additionally, 'Vermicomposting' and 'Mushroom Cultivation Techniques' are offered as VACs by the Zoology Department.
- **Entrepreneurial Chemistry:** Students learn how to prepare biodegradable cleaning agents, personal care products, and packaging solutions.

Skill Development (391 courses)

- **Communication Skills:** As a part of their English courses students learn communication skills, interview, resume writing, and group discussions. Apart from this, workshops are conducted to improve their soft skills. A language lab facilitates language learning by the students.
- Departments offer **44 Value Added Courses** that target specific skills for employability and entrepreneurship.
- **Field Visit, Projects, Industrial Visit and Internship** provide students with hands on experience in their respective fields.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

<p>1.2.1</p> <p>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</p> <p>Response: 21.92</p>	
<p>1.2.1.1 Number of new courses introduced during the last five years:</p> <p>Response: 708</p>	
<p>1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :</p> <p>Response: 3230</p>	
File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

<p>1.3.1</p> <p>Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum</p> <p>Response:</p> <p>The college provides wholesome and integral education that integrates cross-cutting issues relevant to</p>
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Professional Ethics (57 courses), Gender (39 courses), Human Values (91 courses), Environment and Sustainability (courses 85) and other value frameworks enshrined in Sustainable Development Goals and National Education Policy so as **to equip students for peace and progress.**

This has received increased impetus after NEP's emphasis on enabling students to achieve '**personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society.**' The curriculum is designed to be contextually relevant taking into account the learners' competencies as well as national and regional goals.

Gender (SDG 5: Achieve gender equality and empower all women and girls)

- To empower women, the college conducts different programs and workshops on gender sensitivity.
- It also offers gender-related courses that enhance the students' understanding of Gender such as '**Human Ethics of People in Sangam Literature**', '**Liberation of Women by Bharathiayar**', '**Feminist Theory and Practice**', and '**Street Play Training**' in various programs. These courses emphasize gender equality and also instil confidence in women students to fight against gender discrimination.
- The **Entrepreneurial Development** course offered creates awareness among women students about opportunities present in entrepreneurship.

Human Values (SDG 10: Reduce Inequalities within societies)

- To promote human values, the college offers courses such as '**Value Education**' and '**Dynamics of Personality**' to all First-year students.
- Courses such as '**Sangam Literature**', '**Ramayana by Kambar**', '**The Cantos of Kumbakarnan's death**', '**Subaltern Studies**', '**Human Values**', and '**Commonwealth Literature**' help students to arrive at a culturally informed understanding of human values.
- A mandatory course on **Human Rights** is offered to all PG students. This enables them to know the rights listed in the UN Declaration of Human Rights and the individual's duty towards society.

Professional Ethics (SDG 16: Promote peaceful and inclusive societies)

- '**Open-Source Technology**' by the department of Computer Applications promotes the development of free and accessible software.
- The Biochemistry department offers a course that incorporates ethics titled '**Food and Drug safety.**'
- The Commerce department educates the students on the **ethics of trade association, E-commerce, advertising, corporate social responsibility, merchant banking, the Practice of Selling and stock market.**
- The department of Social Work trains students on ethics through courses like '**Medical Social Work Practices**' and '**Psychological Rehabilitation.**'
- '**Folklore**' by the Tamil department engages with professional ethics as described in the oral tradition of Tamil Nadu.

Environment and Sustainability (SDG 13: Take urgent action to combat climate change and its

impacts)

- To sensitize about and to impress the importance of conservation and the maintenance of a clean and green environment, the college offers '**Environmental Science**' as a non-major elective to all second-year UG students.
- Also, courses such as '**Environment MicroBiology,**' '**Disaster Management**' and '**Ayurvedic Medicines**' examine in detail the role of the environment in human wellbeing.
- The ecological impact of human activity is discussed in papers such as 'Tourism,' (BA History) Production Management (BBA), Toxicology & Phytomedicine, Entrepreneurial Microbiology, Eco Literature, and Environmental Social Work.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 110

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

1.3.3

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

Response: 92.31

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

Response: 24

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

Response: 26

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 90.84

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

2023-24	2022-23	2021-22	2020-21	2019-20
1872	1994	1741	1957	2155

2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
2100	2131	2056	2139	2273

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 90.84

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

2023-24	2022-23	2021-22	2020-21	2019-20
1872	1994	1741	1957	2155

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

2023-24	2022-23	2021-22	2020-21	2019-20
2100	2131	2056	2139	2273

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

2.2 Catering to Student Diversity**2.2.1**

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

The college assesses the learning levels of the students of all disciplines and provides a well-planned

support system for learners throughout the duration of their studies.

General Orientation and Support System available to all students:

For the first-year students,

- **The Student Induction Program** acts as an orientation course as well as a bridge course. It ensures students are informed about the **autonomous pattern, code-of conduct, general disciplinary rules, fee-structure, examination system, programme outcomes, program specific outcomes, and co-curricular and extra-curricular activities.**
- Students are trained in **English Communication Skills, Soft Skills, and Basic Computer Literacy.**

During the course of the programme

For all students:

- Student's performance in Internal Assessment (**two internal assessment tests** conducted during the course period, an **internal component (assignment/seminar/quiz/slip test)** is **recorded and reviewed** by the course faculty.
- Attendance is monitored by the class mentors and 5 marks is provided to encourage regularity.
- The student's score in these tests is available to the faculty mentors and department heads so as to **assist slow learners** as well as **encourage advanced learners.**
- The college conducts a **structured result analysis** to strategize methods to improve students' performance. Also, the college conducts **Parent-Teacher Meets** to inform the parents about the academic performance of their wards.
- Regular **Yoga and Guided Meditation and Personality Development Programmes** are conducted for the mental and physical wellness of students.
- All students are assigned **class mentors** who oversee their academic and non-academic performance.

For Advanced Learners

- **Advanced learners** are encouraged to participate in **seminars, conferences, workshops, competitions** and **co-curricular activities** organized inside and outside the campus.
- They are also motivated by the staff to take up **NPTEL, SWAYAM and Value Added Courses** that can complement their goals and ambitions.
- Meritorious students are provided with **Endowment Scholarships, Cash Awards, and Certificates of Merit** during the College Day celebration.
- The St. Joseph's Journal of Humanities and Sciences has published several papers rising out of student projects.

The college provides an intellectually stimulating environment by regularly organizing academic conferences, guest lectures and workshops wherein academically advanced students can take part.

For Slow Learners:

Mentoring:

- Firstly, mentors **counsel** slow learners to understand their difficulties.
- They **recommend** activities and resources to help the learner with their subjects.
- In case of non-academic issues, they recommend the student to get assistance from a psychological counsellor or relevant authority who might be able to help the student.

Remedial Classes:

- Slow learners are offered **remedial classes** in each department.
- **Special classes** are taken after regular class hours and **tests** are conducted to ensure that the student passes the examination.
- An attendance register is maintained to ensure student participation.

Supporting Materials:

- question banks,
- old questions papers,
- recorded video lectures are provided as e-learning material

for the use of students. Learning material specially prepared for slow learners to suit their level of understanding is also provided by each course instructor.

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

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

Response: 30.76

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

Response:

The college uses student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing the learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Experiential learning:

- **Science Labs:** Students get **hands-on experience** to operate a number of instruments essential to their disciplines.
- **Computer Labs:** Software programs that are used in the industry are utilized by the students. Computer Science majors **develop websites and mobile applications** as a part of their curriculum.
- **Career Guidance and Placement Cell** conducts **mock-interviews and tests** and provides students with a simulated experience to perform well in job interviews.
- **Project-work:** All UG and PG programs have a project-work **component**. Faculty members guide students and provide feedback on their work.
- **Dissertation, Field trips, Field Project, Street-plays, and industrial visits** are undertaken by students to gain practical understanding of industrial facilities, archaeological sites, or scientific labs.
- All students take up **internships** which allow them to employ their skills in a work-place environment.

Participative Learning:

- The student can choose an assignment/activity/course in alignment with their personal interest or goals. For example:
- **Presentations, role plays, quiz, Game-based Learning, Group discussion, Mind-mapping, brainstorming, mock-interviews, creative writing and debates**, are encouraged to improve the students' clarity of concepts.
- The curriculum allows the student to be a part of a **service program or club** of his or her choice. Clubs and cells conduct a number of student-led programs wherein students learn **team-building, coordination, leadership, and event-management skills**.
- Faculty follow interactive teaching methods engaging in dialogue with students and **stimulating critical thinking**.
- **Students present papers in conferences and seminars** conducted within and outside the college and take part in post-presentation discussions.
- Students are encouraged to take up **self-study courses, electives, and value-added courses** according to their interests.
- Seminars

Problem-solving methodologies:

- Problem-solving is central to all lab-based courses.
- Departments such as commerce and computer applications assess students' ability to **solve industry-relevant problems**.
- Inter-departmental competitions encourage students to use their critical thinking and problem-solving skills as they present their opinion through **book reviews, essays, speeches, art, business plans, presentations, poster designs, case studies, and research work**.
- Preparation for competitive exams is offered within the curriculum by a number of departments.

ICT Tools:

- The faculty have created e-content that is hosted in YouTube and posted on the college website for the purpose of revision and further study by the students.
- ICT tools used include use of audio-visual equipment such as **projectors, smartboards, uploading of lectures, and sharing of notes** and other learning material through **mail and WhatsApp groups**. Classroom assessments also are conducted using online ICT Tools such as Google Forms and the ERP.
- Google workspace for education has been subscribed by the college. This allows instructors to create Google classrooms for their respective courses. During the pandemic online classes were held through the ERP and Google classroom. **It enables faculty to share notes and conduct quizzes.**

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

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

The college has an effective Mentor-Mentee Schemes to address academic and psychological issues. **Each student** is assigned a **mentor** who will guide the students on all academic and extracurricular activities, will understand the students' academic and career goals, and will provide guidance to the students to enable them to succeed in college.

The mentor-mentee scheme at the college is a structured process.

- A record is maintained by the mentor in a **mentoring notebook** to monitor different academic and non-academic indicators relevant to the students' performance, behavior, and interests.
- The **faculty records** the basic background details of the students such as name, academic

performance in board exams, address, and contact details of parents, their talents and skills.

- They also make note of **academic achievements and performance and participation** in co-curricular and extra-curricular activities during the student's tenure at the institution.
- The **mentoring programme** is conducted throughout the duration of the degree program. This enables the mentors to have a holistic and consistent understanding of student goals and behaviours.

Roles and Responsibilities of Mentors:

- The mentor and students **meet regularly**. Students can meet mentors to discuss any difficulty they face on-campus..
- The mentor enhances **discipline, academic performance, and attendance**.
- On the basis of the student's interests and talents, the faculty **recommend appropriate clubs and cells** which can be used as platforms to exhibit the student's talents.
- They also counsel them on **non-academic issues** that affect their studies and offer advice or instruct them to avail the help of a professional counsellor or other relevant authority who may be able to solve their problems.
- During the mentoring sessions, the mentor encourages the student to **share any learning difficulties or challenges**.
- They also ensure that slow learners have adequate **access to learning material** and attend remedial classes that course instructors organize.
- They also provide **career counselling** and advise students on different opportunities available after graduation.
- The mentors **interact with parents during the parent-teachers meet** and discuss the students' performance with the parents.
- Mentors encourage **advanced learners to participate in academic** and extracurricular activities that are aligned with their academic goals.

Guidelines for Mentors:

- The college encourages the faculty to be **proactive** in their communication with students.
- They are expected to be **approachable** and **available** as the first point of contact for the student in case of any academic difficulty.

Since the majority of the students in the college come from a rural background, the mentoring scheme ensures that any doubt students have on the academic process is clarified by the mentors.

Implementation, Monitoring and Evaluation of the Mentor-Mentee Program

- Each faculty is assigned one batch of students as class in-charge. He or she acts as a mentor to the students of the class.
- The head of the department circulates the details of mentorship to the faculty during the department level meeting.
- The effectiveness of the mentor-mentee schemes is monitored by the head of the department.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.3.3

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

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

Response:

Preparation of Academic Calendar is undertaken by the calendar committee:

- **Committee Composition**
 - Secretary
 - Principal
 - Vice-Principal
 - Controller of Examinations
 - Dean
 - Internal Quality Assurance Cell (IQAC)
- **Planning Schedule:** The committee plans the academic schedule for the upcoming year considering:
 - Required number of instructional days
 - Semester breaks
 - Public holidays
- **Key Events included in the calendar:** Major events planned for the academic year include
 - Student Induction Program
 - Association functions
 - Guest lectures
 - HOD meetings
 - Extension programs
 - Educational tours
 - College cultural events
 - Department seminars/conferences
 - Field visits
 - Inter-collegiate competitions
 - Internal and end-semester examinations
- **Club Activities**
 - Faculty coordinators present detailed schedules of club activities, including:
 - Debates
 - Poster presentations
 - Commemorative celebrations

- Workshops and seminars
- Rallies and other events
- **Research Development Cell and Internal Quality Assurance Cell**
 - The Research Development Cell and IQAC present their schedules for the academic year.
- **Stakeholder Involvement**
 - Preparation of the academic calendar involves all major stakeholders and units.
 - After approval by the college council, the calendar is distributed to faculty and students.
 - The calendar is modified to accommodate unforeseen holidays or natural calamities to meet required working days.
- **Student Handbook:** The academic calendar is printed in the student handbook that is provided to students and faculty, detailing important events and attendance requirements.

Examination Schedule

- **Preparation of Examination Schedule**
 - The Controller of Examinations (CoE) collaborates with department heads to create the examination schedule.
 - Considerations include:
 - Time needed for effective teaching and learning
 - Time for evaluation and result processing
 - The CoE conducts:
 - Two internal assessments per semester
 - End-semester examinations
 - Arrear examinations
 - Exam schedules are communicated to students well in advance.

Preparation of Teaching Plans

- **Distribution of Workload**
 - The Head of Department distributes teaching workload to staff.
 - Staff prepare **teaching plans** for their respective courses and submit it in the ERP.
- **Implementation and Feedback**
 - The Head supervises and provides feedback on teaching plan implementation ensuring that Staff allocate time for:
 - Cover prescribed units
 - Conduct Assessments (class tests, student presentations, quizzes, debates, group work)
 - The College has implemented a Comprehensive Instruction Tracking System to track Teaching Methods used by the faculty.
 - The students provide feedback on the completion of the syllabus as well as general feedback on the teacher's performance.

Adherence to the Calendar

- **Monitoring Adherence**
 - Department-level meetings are conducted periodically to ensure adherence to the academic calendar and teaching plan.
 - Faculty are informed about:

- Units to be covered for each assessment
- Portions for tests to be communicated to the students
- **Availability of Calendar**
 - The academic calendar is available on the college website and shared through class WhatsApp groups by class in-charges.
 - The daily timetable and online attendance registry are accessible to faculty via the ERP system.
 - Attendance is monitored regularly to ensure compliance with both the academic calendar and teaching plan.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
173	176	183	179	180

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2**Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years****Response:** 57.27**2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 126

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

2.4.3**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)****Response:** 12.99**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 2248

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.4**Percentage of full time teachers working in the institution throughout during the last five years****Response:** 78.89

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

Response: 142

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	View Document
Provide Links for any other relevant document to support the claim (if any)	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 last date of declaration of results during the last five years

Response: 17.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
15	16	16	33	8

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

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in

the examinations during the last five years**Response:** 0.84**2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
45	73	111	0	0

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

2023-24	2022-23	2021-22	2020-21	2019-20
5080	5248	5358	5695	5884

File Description**Document**

List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.

[View Document](#)

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

[View Document](#)

2.5.3

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

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

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

Response:

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

IT Integration:

IT is implemented through the SJC Enterprise Resource Planning (SJC ERP) and Electronic Controller of Examinations (ECO) software.

1) SJC ERP:

SJC ERP is the academic management system of the College,

- It is the single-portal solution to the examination related requirements of the college. Students can apply for examinations only through SJC ERP.
- Teachers can securely log in to SJC ERP and enter marks of various components of CIA namely Attendance, CIA tests, Assignment/Seminar/Quiz/Internship/Case Study, etc.
- Students can verify their internal marks in their ERP login.
- Results are published through SJC ERP and through the college website.

2) ECoE:

The ECoE is an Examination Management Software, which facilitates the conduct of external examinations.

- Invigilation appointment and absentees record are maintained via software.
- Preparation of bundles, appointment of first, second and third (if required) valuers is done through ECoE software.
- CIA and External consolidation and Marklist generation are done through the ECOE software.

Exam Reforms:

In the last five years, the following reforms were carried out:

2019-2020

1. Included **Bloom's Taxonomy** as a part scrutiny committee's criterion for evaluating question papers.
2. Introduced **mandatory projects** for UG students. Following this, guidelines and systems for evaluating projects were put in place.
3. Following the **guidelines issued by the Government, measures** were taken to assess students and award marks for the April 2020 Semester.

2020-2021

1. **Online Exams** were conducted to meet the demands of the pandemic.
2. College ERP was used to conduct internal assessment and external assessment.

2021-2022

1. The November 2021 Exams were conducted in **online mode**. These tests were proctored and special links were created through the ERP.

2. **Contact-less valuation** was enabled. Students were asked to submit scanned copies of the answer-script as well as send the hard copy of the answer script to the COE.
3. One credit was given for a **Field Visit** course for the first-year students
4. One credit was given for **Internship** for the second-year students.

2022-2023

1. The practice of awarding **extra credits** was introduced. Credits earned through SWAYAM and MOOC courses are printed on their cumulative grade cards.

2023-2024

1. The following features were added in the software:
 1. Result Analysis Module
 2. Class-Wise Result.
 3. Abstract and Summary Features of the result.
 4. Department wise and subject-wise result view.
 5. Semester Exam Seating Arrangement.
 6. CIA Exam Seating Arrangement.
2. **Instant CIA Exam** was conducted for all subjects as against one in April 2024 to enable students to improve their internal performance.
3. The rules and guidelines regarding malpractices were revised.
 1. An Additional Chief Examiner was appointed.
 2. A squad for prevention of malpractice was appointed.
 3. Staff were given invigilation appointment orders with room numbers.
 4. Stand-by staff were appointed.

The hall tickets were issued indicating whether the student is eligible/ineligible for the semester exam due to internal arrear in a given subject.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

All degree programs and courses offered by the institution have stated learning outcomes (programme and course outcome) which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution.

Preparation of Outcomes

The college adopted the Outcome Based Education framework in 2018 in accordance with the directive of the UGC. The OBE system is implemented in the following fashion.

- The Dean of Studies (DoS) convenes a meeting for framing the Outcomes. Once the Programme Outcome (PO) is framed listing the different skill attributes expected to be acquired by the student on completion of the course, it is approved.
- Then, the Dean of Studies provides the template for Programme Specific Outcome (PSO) and Course Outcome (CO) for each program to the respective head of the department.
- The Head, along with the faculty members, frame the Programme Specific Outcomes and Course Outcomes for each course in line with mission and vision of the college. This is placed for approval before the Board of Studies and Academic Council eventually.

Publicization of Outcomes

The Programme Outcomes, Programme Specific Outcomes and Course Outcomes are available to the students and staff in the college website. To access Course Outcomes, the staff or student can access the syllabus copies made available by the respective departments in the website. The syllabus contains the Course Outcomes along with the Programme Outcomes and Programme Specific Outcomes.

Apart from the website, the Outcomes are available in the following ways:

- The outcomes are discussed and explained during the Student Induction Programme for the first-years.
- Mentors and Course instructors will brief the students on Course Outcomes at the start of the semester.
- The college regularly conducts programs and workshops to ensure that Faculty members are knowledgeable about OBE, Programme Outcomes, Programme Specific Outcomes and Programme Outcomes. These are also discussed at department level-meetings.
- Furthermore, the Outcomes are provided in the syllabus and course instructors share them with the students through mail/whatsapp/hardcopy and a syllabus booklet is placed in the department.

The marks obtained by the students are entered question wise which in turn will help to assess whether the related course outcome is attained or not.

Attainment of Course Outcomes is calculated using the following formula,

$$\text{STEP-1: } COAi = (\text{mark}(Q_COj) / \text{No_of_Students_Attended}) \times 5 / (AMQ)$$

$$\text{STEP-2: } F_COAk = \text{AVERAGE}(COAi)$$

Where,

AMQ- Allotted mark for the question

COAi = Course Attainment, $i=1,2,3,4,5,6,7,8,\dots$ Total_no_of_Questions

Q_COj= Question related to Course Outcome, $j=1,2,3,4,5,\dots n$

F_COAk= Final Course Outcome Attainment, $k=1,2,3,4,5$

If $(F_COAk) > 2.5$ then that Course Outcome is considered attained.

This enables the institution to calculate course outcome attainment and strategize improvements in the teaching-learning process in the college.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6.2

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

Response: 70.13

2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:

Response: 1181

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.95

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The college's research facilities are frequently updated and there are well defined policies for promotion of research which is uploaded on the institutional website and implemented.

Updating of Research

- **Rs.51,44,724** was spent for Research and Development Expenditure.
- A grant of equipment worth **1.6 crores from Pfizer Pvt. Ltd**, the college was able to step-up its research contributions.

Promotion of Research

Institutional Measures:

- The policy for promotion of research includes **Research Promotion, Ethics, Incentives and College Research Regulation**. These are uploaded on the college website.
- The college offers **8 doctoral degrees**.
- The individual Research Supervisors, Research Departments, Dean of Studies and Research Advisory Committees oversee research activities at various levels.
- To ensure quality research, plagiarism checking is done internally.
- **Specific Offices and Bodies established to coordinate and review research:**
- Dean of Studies oversees the conduct of Ph.D. Programme.
- Research Advisory Committees as per University Regulations.
- Ethics Committee.

Infrastructural Provisions:

- The research science departments are equipped with the state of the art of equipment and instruments for research
- A Common Instrumentation Centre (Rev. Fr. Dr. I. Ratchagar Common Instrumentation Centre) hosts state of the art instruments/equipment of different science departments to facilitate multidisciplinary research. The list of instruments is available in the website. Equipment are provided consultancy

Incentive Measures:

- Seed Money is provided to the proposals submitted by the faculty to promote and to assist research. Duty leaves and registration charges for attending seminars and conferences are

granted.

- **Rev. Fr. G. Peter Rajendiram Best Paper Award** awarded annually to the faculty of different disciplines (Arts, Science and Commerce) who publish research papers in indexed journals (Scopus/WoS/UGC CARE) with high impact factor
- **Rev. Fr. Dr. M. Swaminathan Award:** Faculty who have published papers in Indexed Journals (Scopus/WoS)
- Increment in salary is offered to Faculty members who have completed Ph.D.

Research Policies and Regulations:

1. The Research Policy defines strategies to promote research, ensures research ethics and professionalism in research conducted in the campus, and encourages multidisciplinary research.
2. The Consultancy Policy specifies consultancy procedures and provides guidelines for various research activities.
3. The Ph.D. Program is governed by regulations of the parent university and UGC regulations.

Milestones and Outcomes:

During the assessment period the initiatives of the institute have successfully translated to:

- **428** papers published during the assessment period.
- **1206 Scopus** indexed citations, **1157 WoS** indexed citations and an H-index of **17**.
- **54** of faculty members received their Ph.D. degrees.
- **126** staff members with Ph.D. Degrees served the college during the assessment period.
- **25** faculty members received their Ph.D. guideship.
- **51 Scholars have registered for their Ph.D. programs** (Full-Time/Part-Time).
- **17 Ph.D.** scholars received their Ph.D. degree.
- **3 patents** were awarded out of the **7 patent applications** that were filed.
- All departments conduct research **conferences/seminars/workshops**.
- Hands-on training is provided on **MATLAB, SPSS and other analytical tools**.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 0.88

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
0.75	0	0.13	0	0

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

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 17.27

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

Response: 38

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

3.2 Resource Mobilization for Research

3.2.1

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

Response: 170.03500

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

3.2.2

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

Response: 0.06

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

Response: 13

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

3.2.3

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

Response: 14.45

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

Response: 25

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	View Document

3.3 Innovation Ecosystem

3.3.1

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

Response:

Ecosystem for Innovation

The college cultivates a **dynamic environment** that supports **research, innovation, and knowledge transfer**. This ecosystem is bolstered by various **centres and clubs** aimed at fostering creativity among staff and students. The key elements include research departments, faculty development programs, funding support, and entrepreneurship initiatives.

a) Research Departments

- Maths, Physics, Chemistry, Biochemistry, Microbiology, Computers Science, Commerce and History are **Research Departments**.
- Maths, Physics, Chemistry, Biochemistry, Microbiology, Computers Science departments are equipped with **advanced laboratories and instruments**, enabling high-quality research.

b) Faculty Development

- The college regularly conducts **Faculty Development Programs (FDP)** to enhance research skills.
- Faculty are provided **duty leave** for attending external training and development programs.
- **MOUs** are signed with industries and other academic institutions to facilitate **knowledge exchange**.

c) Internal & External Funding

- **Seed money** is offered to faculty members by the college for undertaking research projects.
- The college promoted interdisciplinary research projects
- **12** externally funded projects were completed during the assessment period.

d) Publications

- The college publishes the **St. Joseph's Journal of Humanities and Science**, a **peer-reviewed** journal.
- **Two issues** are released annually, featuring articles from scholars and staff members.

e) Research Development Cell (RDC)

- The **RDC** guides faculty in securing funds and organizing workshops on **Research Methodology** and **Intellectual Property Rights**.
- The website lists **faculty** available for **consultancy** in various research areas.

f) Entrepreneurship Development Cell (EDC) and Incubation

- The **EDC** organizes **seminars, workshops, training programs**, and an **entrepreneur's fair** to build business skills among students.
 - During the fair, students run stalls and **sell products**, fostering **entrepreneurial skills**.
- The college established the **SJC Innovation and Startup Policy (2021)**, aiming to:
 - Make the institution a leading **innovation hub** and **startup incubator** by 2035.

g) Transfer of Knowledge

- **Service Learning Programme**: A structured **extension activity** where students engage in **community service** in adopted villages.
 - Activities include **social awareness campaigns, medical camps, and skill training**.
- The college emphasizes **knowledge transfer** to marginalized communities, ensuring inclusivity.

- 3 patents were awarded out of the 7 applications that were filed by faculty members..

h) Indian Knowledge System

- Courses on **indigenous culture and knowledge** like 'Folklore' and 'Ayurveda' are offered.
- The **History, Tamil, and English departments** focus on preserving **indigenous cultures and literature**.
- All students have the option to study **Tamil** under the **Part-II language** course.
- **Capacity Development & Skill Enhancement** programs include:
 - **Physical & Mental Fitness through Yoga.**
 - Guest lectures on **Siddha** and **Ayush** practices.

This structured approach helps the college create a robust **research-innovation ecosystem** that supports both academic and entrepreneurial aspirations.

File Description	Document
Upload any additional information	View Document
Link for Any other additional information	View Document

3.4 Research Publications and Awards

3.4.1

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

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

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

Response: A. All of the above

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

3.4.2

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

Response: 2.04

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

Response: 51

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

3.4.3

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

Response: 1.95**3.4.3.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Response: 428

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

3.4.4**Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 0.35**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 77

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response: 0

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6

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

Response: 0

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

3.5 Consultancy**3.5.1**

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

Response: 55.28

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

2023-24	2022-23	2021-22	2020-21	2019-20
14.00200	13.30681	4.34910	2.54610	21.07970

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

3.6 Extension Activities

3.6.1

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

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

Response:

Extension Activities are carried out in the neighbourhood to sensitize students about different social issues as well as develop a 'spirit of brotherhood in them.' The extension activities conducted by the college address a number of pressing issues such as cleanliness, sanitation, school education, health awareness, tribal empowerment, blood donation, awareness rallies and women empowerment programs. It is mandatory for all UG students to complete 2 credits by participating in extension activities.

During the assessment period:

1. The college has received **60 awards/certificates of appreciation** for various extension activities for NGOs and Government agencies.
2. **432 Extension activities** were conducted by the various clubs and units in the college.
3. The college conducted covid-relief and awareness activities as well as volunteered support for vaccination camps and distribution of sanitation kits.

Some of the key extension activities and their impact on students are given below:

Blood Donation

The college regularly organizes **blood donation drives**, partnering with local hospitals and blood banks. **533** Units of Blood were donated during the blood donation camps. Over **216 units** of blood was donated in response to emergency requests.

- **Impact on students:** It has created a strong sense of community responsibility among students, making them more aware of the medical needs of society.
- **Values:** Altruism and health consciousness.

School Outreach

The **School Outreach Program** focuses on providing educational support to underprivileged schools in nearby communities. Students from various disciplines volunteer as tutors and mentors, helping school children in subjects like Mathematics, Science, and English. The program also includes workshops on **career guidance, personal hygiene, and basic computer skills**.

- **Impact on students:** This initiative has not only improved the learning outcomes for school children but has also given college students an opportunity to understand the challenges of the education system in rural areas. It has instilled in them a sense of **social responsibility and leadership**.
- **Values:** Service Mindset and Volunteerism.

Environmental Outreach Programme

The **Environmental Outreach Programme** is an ongoing effort to promote **environmental awareness and sustainability**. Students participate in **cleaning campaigns** in public spaces, such as parks and riversides, and organize **tree-planting events**.

- **Impact on students:** By participating in these activities, students develop a deeper understanding of **environmental issues** like pollution and waste management. It also fosters a sense of pride in contributing to a cleaner environment and promotes sustainable habits.
- **Values:** Social Responsibility and Environmental Consciousness.

Tribal Empowerment Programme:

The Empowering the Irula Tribe Program started in 2018 and focussed on community transformation of the Irulas. The Department of Social Work created awareness programs to change the mindset of parents and children of Irula tribal communities in Parangipettai block and other nearby villages in Cuddalore district so that they value and pursue education. The total number of dropouts reduced drastically due to the intervention and the total number of female children enrollment increased significantly in the community.

- **Impact on students:**The Program acts as a platform for training students and staff members in skills required for social service and community transformation.
- **Values:** Empathy and Leadership.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

3.6.2

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

Response: 432

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

2023-24	2022-23	2021-22	2020-21	2019-20
186	91	40	19	96

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

3.7 Collaboration**3.7.1**

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

Response: 32

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

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

Response:

The College Management provides quality infrastructure to enhance teaching and learning in the campus. Our institution has the following facilities:

Teaching – Learning:

- **79 classrooms and 3 Research Rooms (for Ph.D. scholars) furnished** with lights, fans, benches, writing desks, blackboards and teacher's desk.
- **Two** rooms for conducting **skill development activities/lectures.**
- **387 computers** in six computer laboratories and a server cabin with **4 servers** to conduct practical classes, online tests and staff evaluation.
- A separate lab provided for Allied Subject students to work on software related to their courses. This can also be used as a Language Lab.
- **One language lab** with Computer, Smart Board and accessories to enhance the language skills of the students.
- **7 Advanced Research Labs** in various departments.
- All science departments have separate **laboratories for UG and PG courses.**
- Separate research lab with internet facilities is available for science researchers with 8 computers installed with simulation software like Gaussian 09w, Gauss view 5.0, Gab edit, Auto dock/Vine Origin etc.
- **Department staff rooms** are equipped with computers, printers and other accessories with Wi-Fi and LAN connections.
- **35043 Books, 49 print Magazines/periodicals, 12 computers** and a server with Internet facilities (Wi-Fi and LAN) are available in the fully computerized central library.
- The institute has subscribed to INFLIBNET.
- Departments have separate libraries with around **850** books for students' reference.
- Research Development Cell, Alumni Office, IQAC, and Placement and Guidance Cell Counselling room have been provided separate rooms.

ICT – enabled facilities:

- **50 Mbps broadband** connectivity is provided through a leased line (optical fibre) connection via

12 controlled Wi-Fi access points and **LAN** for campus-wide internet access.

- **13 projectors** are available in common and can be used by all the departments.
- **7 interactive** boards are available on campus.
- **6 Seminar/Lecture** halls out of which three are equipped with computers, LCD projectors and audio systems to facilitate the conduct of seminars, workshops and conferences.
- The college has subscribed to **Google Workspace for Education**.
- The college has implemented **Enterprise Resource Planning** software to manage all day-to-day academic activities in the. Campus.

Sports facilities:

- The college has 9 acres of playground.
- Outdoor facilities are available for football, athletics, volleyball, cricket, basketball, etc.
- 1 Multipurpose Indoor Auditorium for functions College events and indoor games
- **1 Yoga and Wellness Room** with required facilities.
- Supporting services such NSS, NCC, YRC, RRC, Rotaract, SSC, Rovers crew, Fine Arts Club, Enviro Club, Citizen Consumer Club, Women Empowerment Cell, and Entrepreneur Development Cell, have separate office rooms. Fine Arts club has an exclusive room for practice sessions for cultural events.
- 2 open-air stages for conducting Daily Assembly and other programs.

Residential Facilitates:

- 1 hostel (managed by the college management) separately for Male students with 20 rooms to accommodate 114 inmates.
- 1 hostel (managed by Sisters of Don Guanella) separately for Female students with 26 rooms to accommodate 185 inmates.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

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

Response: 36.31

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

2023-24	2022-23	2021-22	2020-21	2019-20
134.46913	54.26017	56.24490	91.31458	224.22900

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Archbishop Michael Augustine Library is the central library of the college that caters to students and staff. It is **automated with digital facilities** using software and has adequate subscriptions to **e-resources and journals**.

The library consists of different sections: Internet/Digital Library, Journal and Magazine section, Reference Section, Archives, Daily and Periodical sections and Seminar Hall.

Apart from the central library, the departments also have **departmental libraries** that are maintained by them. Members can browse and borrow from the collections which are arranged according to **colon** classification.

UG students are eligible for **2 books**, **PG students** for **4 books** and **research scholars** can borrow up to **6 books**. The library has a **seating capacity for 328** users and has a dedicated digital library section with computers for accessing e-resources.

The library has a collection of **35043 books** and **49 magazine journals in print**. The library also houses CDs. The library has an MOU with KNC College for inter-library loans.

Automation:

The library is fully automated using **Modern Library Management software**.

- The library software along with the **ERP** helps manage the lending of books and viewing the books on due.
- It also provides a record of the overall collection. This enables the librarian to improve the library collection as well as digital subscription based on usage.
- The college-id serves as the library membership card and contains a bar-code to easily access member details.
- Members can search book through **Open Public Access Catalog** enabled through the college ERP and view the availability of books.
- The library is Wi-Fi enabled and provides computer access.
- The issue and return of library books are recorded with the help of the barcode scanner.
- Copies of student theses are deposited in the library.

MONITORING USAGE:

- Library usage is monitored through the ERP.
- Library hour is included in the time-table to motivate students to make use of libraries.
- During the Student Induction Program, the faculty educate students on the library facilities and procedures for borrowing books.
- Ramp facility is available for the differently abled users. For accessing books help is rendered by library assistants

Digital Database and e-resources:

- eBooks and e-journals are made available through UGC-INFILIBNET.
- The library is a member of N-List.
- Online access to question bank.
- Online access to e-content material developed by faculty members.

The library also co-ordinates the updating of **IRINS** page for the faculty.

Management:

The college has a Library Committee to frame and monitor the rules and regulations of the library and to give suggestions for improvement. The committee includes the Secretary of the college, the Principal, 10 Senior Staff members, Librarian, Assistant Librarian and one representative from the administrative office.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.2.2

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

Response: 4.68

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

2023-24	2022-23	2021-22	2020-21	2019-20
16.08643	20.18037	14.06200	10.66904	11.30463

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

4.3 IT Infrastructure**4.3.1**

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

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

Response:

The institution provides updates its IT facilities and provides sufficient bandwidth for internet connection:

- **50 Mbps leased line to the staff**, student and research community. This provides ample support to the academic, research and administrative requirements of the institution.

- **7 full-fledged Computer Labs with 387 Computers powered with i3 and i5 processors.** With the help of these lab facilities, the departments are able to provide one system per student.
- To cater to all course requirements, the lab has installed **2 Windows Servers, 1 Oracle Server and 1 Linux Server.** The whole system is protected using the **Tacitine** TG HS5200 firewall that provides necessary security features.

Communication Services:

- All the staff, researchers and students are provided with **e-mail ids** in the official domain of the college <https://sjctnc.edu.in>. This allows them to use the email ID for any official communication.
- They are also provided access for internet surfing, and facilities for accessing web-based applications. **WhatsApp groups** are created for students and staff to enable friction-free sharing of information. The college also uses **SMS** for communication with staff and students. Parents receive text messages when their ward is absent during the class. The library provides access to e-resources and journals.

Website:

- The college website, which is the virtual front door of our campus, it provides information on all key activities pertaining to it.
- It facilitates sharing information regarding academics, examinations, and research and provides links to e-learning material.
- Video lectures/presentation by faculty members are uploaded in YouTube and links to access them are shared in the website.
- The website contains syllabi, old question papers, list of faculty members, and achievements of the college.
- It also provides access to the ERP system enabling staff and students to use the ERP portal. The ERP portal can also be accessed remotely.

ERP:

- The college has a centralized ERP supported with requisite functioning hardware, including computers, printers and WiFi.
- This caters to different processes in the college such as feedback, examination, academics, fee, timetable and online classes.
- The ERP also facilitates the entry/retrieval/processing of information pertaining to Workload management, Lesson Plan, Teaching Learning, Curricular Aspects, Co-Curricular Aspects, Extension Works, and Personal Academic Activity of teaching staff, Association Activities, Department Daily Activity, IQAC Individual Status and Seminar/Workshop Organized.
- The ERP extends IT integration in the admission process. Application, selection and intimation of selection are all done online.
- Similarly, the examinations wing of the college is completely IT enabled allowing the college to process marks and display them in a timely manner.

Surveillance and Security

The entire college is under 24 x 7 CCTV surveillance which is supported with HIKVISION 1 to 5 Mega Pixel cameras, DVR 8 Channel-5 Nos., 16 Channel-3 Nos., 32 Channel-1 Nos with 1 TB/2 TB Hard Disk

Capacity and Cameras.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2

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

Response: 13.75

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

Response: 387

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

4.3.3

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

Response:

To facilitate ICT-enabled teaching and learning, particularly for rural first-generation learners, the institution has procured essential equipment and accessories for developing high-quality e-content. Understanding the unique challenges these learners face, the college has established a dedicated lecture hall equipped with state-of-the-art audio-video recording facilities. This environment allows faculty members to create engaging instructional materials tailored to the needs of students from rural backgrounds.

Specifications of Recording Equipment

The facility provides an end-to-end solution for recording videos, ensuring faculty members have the necessary resources to produce effective educational content. The specifications include:

- **Canon DSLR 550 D and Canon DSLR 1300 D Cameras:** Renowned for their exceptional image quality and reliability.
- **Memory Cards:** Essential for storing recorded footage.
- **Extra Flash:** To enhance lighting during recordings.
- **Extra DSLR Batteries:** To ensure uninterrupted recording sessions.
- **Camera Stand:** Provides stability during filming.
- **Yamaha Mixer Board:** Balances audio levels for clarity in communication, vital for learners with limited exposure to technology.
- **AKJI Collar Microphone:** Ensures clear audio capture.
- **Phone Microphone:** Offers additional audio recording options.
- **Ahuja Amplifier:** Enhances sound projection, crucial for larger or outdoor settings often encountered in rural areas.

With this equipment, faculty can produce professional-quality video content specifically designed for rural first-generation learners.

Editing and Sharing of E-Content

After completing the recording and editing processes, the e-content is shared with students through accessible channels like WhatsApp and Email. This immediate sharing allows educators to engage rural students, providing access to learning materials outside traditional classroom settings. The college encourages faculty to utilize these tools to foster a supportive learning environment.

Additionally, the details of the e-content produced are systematically updated on the college website, specifically on the e-content page. This initiative enhances accessibility, ensuring that all students, regardless of their technological background, can easily access valuable resources. By maintaining a centralized repository, the college allows students to revisit lectures and supplementary materials at their convenience, which is especially important for first-generation learners.

Commitment to ICT in Education

The integration of ICT in teaching and learning demonstrates a commitment to addressing the challenges faced by rural first-generation learners. By equipping faculty members with the tools to create and share high-quality e-content, the college enhances the educational experience for these students, many of whom may lack prior exposure to advanced educational technologies. This commitment to a robust ICT infrastructure reflects the institution's understanding of the evolving educational landscape and its dedication to fostering an environment conducive to effective learning.

Conclusion

In conclusion, the institution's efforts to implement ICT-enabled teaching and learning through the procurement of advanced recording equipment and facilities signify a significant step toward modernizing education for rural first-generation learners. This initiative empowers faculty to create engaging e-content that addresses the specific needs of these students, enriching their learning experience and preparing them for life-long challenges. Through effective use of technology, the college is paving

the way for a more inclusive and accessible educational environment, ensuring that both faculty and students can thrive in a changing educational landscape.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 53.75

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

2023-24	2022-23	2021-22	2020-21	2019-20
225.23776	237.10323	113.80234	76.99055	176.41840

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

4.4.2

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

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

Response:

Policy and Procedures for Infrastructure Maintenance

- The college has a well-defined policy and procedure for the maintenance of infrastructure facilities and their utilization.
- The policy and procedures ensure effective allocation and use of infrastructure amenities, prevent mismanagement of facilities, and provide routine and corrective practices for the maintenance of infrastructure.

Campus Infrastructure Maintenance:

- Maintenance of laboratories, library, classrooms, equipment, and sports facilities is done periodically and as needed. Seminar hall usage is tracked via logbooks.

Log Books:

- Every department/unit, including the college office, keeps track of **equipment** using a stock register.
- Stock registers are maintained for purchases and utilization of **consumables** in laboratories.
- A **laboratory** logbook for recording equipment usage.
- A departmental record book for the issue and return of **departmental library books**.
- A logbook for recording the use of **ICT equipment such as projectors and laptops**.
- A record book is used for registering the borrowing and return of **sports items**.

Maintenance and Upgrades

- Requests upgrading or purchasing new equipment is forwarded through the unit heads, such as HODs/in-charges, to the Planning and Evaluation Committee.
- External agencies maintain specialized equipment like CCTV, air conditioners, servers, and fire safety systems.
- The departmental equipment is maintained by the respective department heads with the help of the departmental support staff.
- Each department is equipped with one or more computers and printers. Several departments have multiple labs under their purview, which they manage on a day-to-day basis.

Reporting Maintenance Needs

- Requirement for repair or upgrading on the campus is brought to the notice of the Works Manager or the Office Superintendent.
- The Office Superintendent monitors the maintenance of the equipment and facilities in the administrative section of the college.

Student Orientation and Safety

- Students are instructed on the maintenance of college property and the efficient use of college equipment.
- CCTVs, as well as watchmen, are in place to monitor the overall safety of various resources and facilities on the campus.

Classroom, Seminar/Conference Hall and Auditorium

- All equipment is switched-off in labs and classroom and the facilities are locked by the respective non-teaching staff.
- Safety measures are displayed in the labs. Fire extinguishers are in place in labs as well as in prominent locations in the campus.
- An infirmary functions to cater to any first-aid requirements.

Library Management:

- The Librarian manages library maintenance, books, and premises. The library has a structured policy on fines, borrowing limits, and rules for lost or overdue books.
- Student suggestions and complaints are addressed through the Student Forum.

Waste Management

- Dust bins are available on every floor. Lab and biological wastes are managed according to government norms. E-waste is collected and sold to an authorized agency.

Cleanliness and Hygiene:

- A group of attenders take care of the general cleanliness of the campus including the maintenance of restrooms.

Hostels

- A hostel for boys (managed by the college management) and a hostel for girls (managed by Sisters of Don Guanella) is provided. They are well-maintained and have mechanisms to receive and act upon feedback and suggestions.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 46.83

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

2023-24	2022-23	2021-22	2020-21	2019-20
3022	4863	1960	1435	1965

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

5.1.2

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

Response:

Counselling and Guidance: The Guidance and Counselling Cell, along with departmental coordinators, oversees career counselling and competitive exam preparation. Departments conduct skill enhancement programs and ensure effective communication with the Counselling Cell.

- **Career and Skill Programs:**
 - The Department organized a *Skill Enhancement and Career Awareness* session for final-year PG students with alumnus S. Vikramraj, Analyst at Solara Active Pharma Science Limited (Aug 16, 2023).
 - *Chemistry*: Hosted a session on 'Higher Studies & Career Opportunities for Chemists' for UG and PG students by Dr. H. Surya Prakash Rao, Director at Teadus Pharma (Feb 22, 2024).
 - *Computer Science*: Launched the 'Jose Bytes Association' and organized a session on 'Tips and Tricks in Interview' with Dr. R. G. Suresh Kumar (Sep 28, 2022).
 - *Commerce*: Conducted a 'Career Planning Programme' for 166 students with CA Ranjith Kumar, Auditor (July 27, 2022).
 - *Business Administration*: Inaugurated 'Joe Bizcom' and held a session on 'Chartered Financial Analyst (CFA)' with experts Mr. M. Shankaran and CA K. Ranjithkumar (July 28, 2022).
- **Career-Oriented Events:**
 - Various career guidance programs were held, including:
 - Career Guidance by HR consultant Mr. Nayeem A Khan (Feb 9, 2021).
 - Motivational Talk by Mr. V.T Tyson Vignesh, MD, Scode Software Solutions (Mar 16, 2021).
 - TNPSC exam coaching sessions with Senior Revenue Inspector C. Gangadharan (July 29 and Aug 21, 2022).
 - Orientation sessions for Google Certification courses (Aug 4 and Sep 8, 2022).
 - Career Guidance Program and Google Certificate Ceremony with NASSCOM and DEED experts (Sep 28, 2022).
- **2023 Career and Capacity Development Programs:**
 - Capacity development on 'Latest IT Technologies' by Mr. George Stephen Raj and team (June 26, 2023).
 - 'Google Data Analytics Course' for Shift-II students and alumni (July 31 - Aug 31, 2023).
 - Training for competitive exams (Aug 11, 2023).
 - Capacity development for M.Sc. IT and BCA students (Aug 30, 2023).
 - Mental Health and Human Values session with industry and academic experts (Jan 10, 2023).
 - *Google Data Science & DXC Course Certificate* program for final-year students (Mar 6, 2024)
- **On-Campus Recruitment Drives:**
 - *Integra Ltd.* drive for UG and PG students (Oct 6, 2023).
 - Guidance for final-year Computer Science and BCA students (Oct 18, 2023).
 - Recruitment by *Zappy Works (Zoho)* (Dec 7-8, 2023).
 - *Job Fair* in association with DXC Technology, NASSCOM, and DEED (Feb 17, 2024).
 - Recruitment drive by *Episource, Chennai* (Feb 17, 2024).

These structured activities provide students with essential skills, exposure to industry standards, and direct employment opportunities.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 28.71

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

2023-24	2022-23	2021-22	2020-21	2019-20
424	492	580	730	514

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of students qualifying in state/ national/ international level examinations out of the

graduated students during the last five years

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

Response: 1.94**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
61	53	53	11	7

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

5.3 Student Participation and Activities**5.3.1****Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years****Response:** 429**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
189	152	35	22	31

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

5.3.2

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

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

Response:

Representation of students on Academic & Administrative bodies/committees of the institution

The college enables students to be active stakeholders in the teaching-learning process. The following is a list of different roles/activities of students in academic and administrative bodies of the college.

1. **Class representative:** Each class has a student representative. In case of co-ed programs, a male and a female representative are chosen. These representatives take part in departmental meetings regarding student welfare and present student opinions to the faculty and the head. To co-ordinate with the faculty, for the collection of data, management of classroom infrastructure, general communication, student feedback and student grievance.
2. **Student Forum:** Student representatives from each department take part in the student forum where feedback on the teaching-learning process and extra-curricular activities is received and issues pertaining to the general welfare of the student body are discussed. Student forum meeting are held once every semester. A separate session is held for Boys and PG students and Girl students.
3. **Student Grievance Redressal Cell:** A student grievance redressal cell has been established to receive complaints and ensure requisite action is taken.
4. **IQAC Committee:** Students in the Internal Quality Assurance Cell (IQAC) provide feedback on academic quality, curriculum enhancement, and college improvements, helping shape the institution's educational goals.
5. **Internal Complaints Committee:** Student members in this committee address grievances and ensure a supportive, harassment-free environment, advocating for fairness and inclusivity on campus.
6. **Women Empowerment Cell:** Here, students play a role in promoting gender equality and organizing empowerment workshops, fostering awareness and support for women's rights and issues.
7. **Library Committee:** Students can suggest books and other materials as well as present their

suggestions for improvement of the collection.

8. **Games & Sports Committee:** Students in the sports and games committee organize events, promote participation, foster teamwork, manage logistics, and encourage a healthy, competitive spirit within the college community.
9. **Alumni** are a part of the Board of Studies as well as the Academic Council.
10. **Department Associations** allow students to take the role of President and Secretary. These representatives are responsible for organizing events.

Students actively organize a number of festivals and activities on campus:

1. Compein
2. Joselit
3. J-spree
4. Tech-Expo
5. Tech-Extra
6. Commet
7. Fotonica
8. Dhamaka
9. Zephyr

11. Representation in clubs: Students are also members of different clubs and student organizations in the campus such as Rotaract and NSS. They take up different roles depending on the club-structure.

CLUBS AND CAMPUS Organizations.

1. National Service Scheme (NSS)
2. National Cadet Corps (NCC)
3. Youth Red Cross (YRC)
4. Red Ribbon Club
5. Rotaract
6. Social Welfare Club
7. Fovers Crew
8. Fine Arts
9. Enviro Club
10. Citizen Consumer Club
11. IEDC (Innovative and Entrepreneurship Development Cell)
12. Youth Parliament Programme
13. Bureau of Indian Standards
14. Swachh Bharat Mission
15. Road Safety Club
16. Women Empowerment Cell

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

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

Response: A. All four of the above

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

5.4 Alumni Engagement**5.4.1**

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

Response: 21.87

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

2023-24	2022-23	2021-22	2020-21	2019-20
6.01650	6.95100	0	1.85900	7.04550

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4.2

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

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

Response:

The Alumni Association enables productive interaction between the alumni and the college to build a community of active stakeholders willing to provide intellectual, organizational and financial support for the college.

The goals of the association are:

1. To foster and maintain a productive relationship with the past students through alumni meetings.
2. To motivate alumni to take an active interest in the welfare of the College.
3. To enable alumni to assist current students who may be in need of guidance with regard to higher studies, jobs, field visits, internships, and projects.
4. To facilitate with the assistance of the alumni Industry-College links and MoUs.
5. To enable research co-ordination and collaboration with the alumni.
6. To facilitate knowledge-sharing by the alumni through invited talks and workshops.
7. To assist institution infrastructure development viz alumni contribution.

Since its inception in October 1991, the college has 28 batches of students who have graduated and are part of this association. To network with such a large body, each department has an alumni coordinator who reaches out to the alumni of the department and periodically invites them for meetings and informs them about key events at the college. The co-ordinator also motivates the alumni to actively contribute towards the development of the college. Each department conducts its own alumni meet at a time convenient for the alumni and the faculty.

Key contributions and engagements of the alumni.

The alumni are actively providing job notifications and recruitment details to the college. And also, they are conducting on campus interviews with college students on behalf of their organization. Depending on the availability of alumni, a meeting will be conducted by all departments and for the college as a whole.

The alumni contributed to the construction of the alumni block.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

I. Governance Structure

- **Management Board:** Establishes policies that drive national progress and peace, aligning with the institution's vision.
- **Principal:** Ensures the delivery of wholesome and integral education, supporting students' personal growth.
- **Academic Council:** Maintains academic standards and embeds academic and technical knowledge, ethical and social values into the curriculum, preparing students to face life's challenges confidently.
- **Heads of Departments and Faculty:** Implements the curriculum so as to achieve the institutions vision and goal.
- **Overall Impact:** Together, these roles equip students to overcome sectarianism and contribute to a united, progressive nation.

II. Implementation of NEP (National Education Policy)

- **Principal:** Guides the implementation of skill development, vocational training, and career readiness to equip students for varied professional paths.
- **Academic Council:** Structures a multidisciplinary curriculum and creates flexible learning pathways that foster critical thinking, adaptability, and innovation.
- **Heads of Departments and Faculty:** Lead efforts to embed skill-based learning in coursework, cultivating ethical, human, and community values, thus nurturing responsible citizens as outlined in NEP.

III. Sustained Institutional Growth

- Short-Term Plan
- Long-Term Plan
- Performance Based - Appraisal monitored by the Management.
- Incentives for Research
- Promotion Scheme

IV. Participation in Institutional Governance

- **Decentralization through committees:**

- Over 25 committees oversee various administrative functions.
 - Comprising of administrators, faculty, students, and external experts to encourage diverse input.
 - Serve as platforms for suggestions and feedback, promoting shared governance.
- **Participation in Governance:**
 - **Student Forums:** Conducted once per semester to gather student input on governance and practices.
 - **Staff Meetings:** Regularly held to consider faculty opinions and suggestions, ensuring faculty involvement in governance.
 - **Parent-Teacher-Student Meetings:** Facilitate interaction with stakeholders for institutional development, reflecting commitment to inclusivity.
 - **Alumni Gatherings:** Enable continuous feedback and engagement from former students, contributing to sustained institutional growth.

V. Institutional Perspective Plan (Short-term/Long Term)

1. **Skill Development Workshops:** Led by the **Departments** in collaboration with the **Placement Cell** to organize workshops and training programs that boost employability.
2. **Curriculum Enrichment:** Managed by the **Academic Council, Board of Studies, and Heads of Departments** to update courses and align with NEP standards.
3. **Community Engagement Initiatives:** Coordinated by the **Service Learning Programme Committee** to strengthen outreach programs.
4. **Digital Infrastructure Upgrade:** Supervised by the **Principal** to implement technological upgrades that support ICT-based learning and teaching.
5. **Faculty Development Programs:** Organized by the **Vice- Principal** to equip faculty with new teaching techniques and tools.
6. **Research Development Cell:** Initiated by the **Management, Research Development Cell, Research Executive Committee** to develop a dedicated research hub for fostering innovative projects.
7. **National and International Collaborations:** Managed by the **Principal and Coordinator - MOUs** to establish partnerships that provide exchange programs and collaborative research.
8. **Sustainable Campus Initiatives:** Led by the Planning and Evaluation Committee, **Swachh Bharat Mission Programme** and **Enviro Club** and **Work Manager** to implement eco-friendly practices campus-wide.
9. **Expansion of Multidisciplinary Programs:** Overseen by the **Academic Council and Board of Studies** with support from **Heads of Departments** to develop new courses that reflect a multidisciplinary approach.
10. **Alumni Network Development:** Driven by the **Alumni Association** to enhance alumni participation and contribution to the short-term and long-term goals of the college.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

With the goal of providing quality and affordable education, the college has drawn a strategic plan aligned with the governance and leadership structure of the institute. The plan focuses on all-round development of the college.

Academic: To enhance graduate outcomes, the college aims to increase the number of Certificate and Value-Added Courses. This will enable the student to find job-opportunities and equip them with skills relevant to the job-market.

Institutional Governance and Leadership: Faculty members propose new courses (based on the feedback and suggestion received from Academic Peers, Alumni, and Industry experts) during the Board of Studies Meeting. Following this, the implementation of new courses is overseen by the Academic Council.

Research: The College plans to enhance its research capabilities and increase the number of Ph.D. programs.

Institutional Governance and Leadership: Faculty co-ordinators and committees manage the institution's various initiatives such as seed money for research, guest lectures, conferences, seminars, and MOUs with industry and other academic institutions. **Research Development Cell, Research Executive Committee, Intellectual Property Rights Cell** are the institutional units that promote research on campus. The college has established a **Common Instrumentation Centre (CIC)** that supports interdisciplinary research. The college plans to build linkages with national and international centres to elevate the CIC to the next level.

Appointment: A Junior Assistant was appointed for managing documentation in the office of the Dean of Studies for coordination of Research Programs

Community Development: The College carries out a number of extension activities related to environment, health, teaching outreach, and blood donation.

Institutional Governance and Leadership: The members of the **Service Learning Program Committee** and various **Club Coordinators** work with the academic and administrative units of the college to conduct various programs. Students and staff members are encouraged by the committee to propose innovative socially impactful initiatives that can be taken up by the college.

Appointment: The service learning programme committee was enhanced with the appointment of assistant for managing the programme.

Examination and Assessment: The office of the CoE coordinates examination reforms. The college plans for a comprehensive strengthening of the processes related to examinations to keep up with technological disruptions. The institutional administrative setup has enabled the office of the CoE to implement a number of changes such as:

1. **Revamping Malpractice Prevention Strategic Plan:** Appoint dedicated personnel and reinforce policies to prevent exam related malpractices. **Action Taken:** Appointed a **malpractice prevention squad** and refined procedures for investigating and addressing malpractice cases. Ensured clear guidelines are communicated to students and staff.
2. **Implementing a Comprehensive Hall Ticket System Plan:** Modify the hall ticket system to reflect students' eligibility status based on internal performance. **Action Taken:** Collaborated with the **ERP team** to display eligibility for each subject on the hall ticket, indicating any internal arrears.
3. The CoE appoints Chief Examiners, Additional Chief Examiner, Assistant Examiners, and Scrutinizers for question paper, question paper setters and evaluation camp officer for the smooth conduct of examinations.

File Description	Document
Upload any additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

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

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Performance Based Appraisal System: The performance based appraisal evaluates the faculty under different criteria such as

- (i) Teaching, Learning, and Evaluation related activities,
- (ii) Co-curricular, Extension and Professional Development related Activities and
- (iii) Research & Academic Contributions

St. Joseph's College of Arts & Science provides supportive ambiance and structured avenues for career development/progression.

Welfare benefits for the teaching staff and non-teaching staff.

1. 12 days of **casual leave** is provided to both teaching and non-teaching staff.
2. As per Government rule **Maternity Leave** is provided to female teaching and non-teaching staff.
3. **EPF** (Employee Provident Fund) provides pension to the employees.
4. Faculty members who have put in for more than four and a half years of service are **eligible for gratuity** when they exit from the institution.
5. **ESI** as per rule is collected and non-teaching staff can avail medical benefits for their family members.
6. An **infirmary facility** is available in the college for First-aid and medical emergencies.

7. **Health Check-up Camps** are regularly organized by the College through tie-up with hospitals.
8. **Canteen facilities** are available providing snacks as well as meals during the working days.
9. **Grievance Redressal Cell** for faculty is available.
10. **Internal Complaints Committee** for faculty is available.
11. Two wheelers and four wheelers **parking facilities** are separately provided.
12. **Clean RO drinking water** facility is provided for faculty.
13. **Sports** and other games are held during Sports Day for both teaching and non-teaching staff.
14. **Festival advance** is provided for staff.
15. **Annual retreat programme** is arranged for the holistic development of catholic staff members.
16. **Teacher's Day Celebration** is organized to appreciate faculty contribution.
17. Teachers' Day gift is offered to both teaching and non-teaching staff.

Avenues for Professional Development and Career Progressions:

The teaching staff are eligible for the following provisions for their professional development.

- **Duty leaves** for a maximum 15 days is granted to attend various activities such as Orientation/Refresher/Seminar/workshops/Training Programs and to serve as Resource Person/ Examiner as per the Government rules. Non-teaching staff are also given duty leave.
- **Faculty Development Programmes, Workshop and Conferences** are conducted by the College for the capacity development of faculty.
- Faculty are encouraged through the Research Development Cell to apply for **external grants and funding**.
- Faculty are eligible for the **Rev. Fr. G. Peter Rajendiram Award** (for research publication in high-impact journals) and **Rev. Fr. Dr. M Swaminathan Award** (for research publication)
- Faculty are eligible for applying for **Career Advancement Schemes**. Staff members who qualify the criteria set by the college can apply for promotion.
- **Seed money** is provided for research proposals submitted by faculty members.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.3.2

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

Response: 31.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	3	165	5	100

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

6.3.3

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

Response: 52.97

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

2023-24	2022-23	2021-22	2020-21	2019-20
60	56	167	66	123

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

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

Response:

As a self-financing institution, the college management is the major contributor towards infrastructure development and research and academic activities in the campus. Apart from the management, alumni, consultancy, and endowments are the chief sources of funds.

Infrastructure Utilization

- The college has optimally utilized its infrastructure facility by offering programs in **two shifts** thus catering to twice the number of students than otherwise possible.
- It also hosts a twinning programme with Pondicherry University (a Central University) as well as hosting online and offline examinations for different institutions and government bodies. It is a recognized study centre for the Distance Education Programmes offered by Bharathidasan University (a State University), Tiruchirapalli.
- The college ensures that equipment and lab facilities are optimally shared between different departments on need-basis.

Alumni Contribution

- The college boasts of having over 100 endowment scholarships, prizes and awards instituted by different stakeholders and philanthropists.

- With the support of the Alumni, the college has started work on an Alumni Block. When finished, the alumni block will host a seminar hall and classrooms.

Sponsored Events

- The college has conducted seminars sponsored by the ICSSR.

Government Scholarships

- The college facilitates students receiving scholarships from government and external agencies.

Other Sources

- The college gains a moderate sum through the sale of vermicompost, mushrooms, and sale of papers.

Optimal Utilization of Resources

The budget is prepared every year and funds are allocated for different units and initiatives. The department heads with the staff members estimate the financial requirements of their respective departments. Similarly, the co-ordinator/in-charges of other campus units such as library, RDC, and IQAC also prepare their budgets. These budgetary proposals are presented to the Planning and Evaluation Committee. The Planning and Evaluation Committee collates the financial requirements under different heads and presents it to the Finance Committee which scrutinizes and approves the financial plan. Apart from the yearly budget, a monthly interning budget is also prepared. The departments and units can approach the management for any non-budgetary expenses. These are approved on a case-by-case basis considering the college's priorities and availability of funds.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.4.2

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

Response: 12.38

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	12.37737	0	0	0

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

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

St. Joseph's College of Arts and Science (Autonomous), Cuddalore, operates as a fully self-financing institution, relying primarily on the contributions of its management, student fees, and other supplementary sources to support its various functions. To ensure financial transparency and maintain accountability, the college conducts both internal and external audits regularly.

Internal Audit: The internal auditing process is overseen by the Senior Accountant within the Finance Section of the administrative office, who is responsible for maintaining accurate and up-to-date accounts for the college. Under the guidance and approval of the Secretary of the College, an internal committee, in collaboration with the finance section, prepares an annual budget. This budget takes into account financial requirements across the college, including departmental needs and other institutional requirements. Information regarding these requirements is gathered meticulously from all departments and units, forming the basis for budget planning. Once compiled, the budget is forwarded to the College Finance Committee, where it undergoes thorough scrutiny and any necessary adjustments are made to finalize it. The Finance Section conducts regular internal audits of the expenditure statements submitted by departments and various units, carefully verifying that the expenditures align with budgeted allocations. In addition, the College Finance Committee conducts a comprehensive internal audit to oversee the financial integrity of the institution's overall operations, ensuring accuracy and adherence to budgetary constraints.

External Audit: In addition to internal audits, an external audit is performed by an independent external auditor. Before this process begins, the College Finance Committee reviews and prepares the college's financial records, conducting a preliminary scrutiny to facilitate a smooth external auditing process.

During the external audit, the auditor closely examines the institution's financial records to verify compliance with relevant regulations and financial policies. Following the completion of the audit, the auditor's observations and recommendations are formally documented in an audit report. Any comments or recommendations provided in the audit report are addressed by the Accounts Department, which implements corrective actions and compliance measures as required. This dual approach to auditing ensures a strong, transparent financial management system, promoting accountability and safeguarding institutional resources.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

The IQAC has played a pivotal role in advancing academic quality through various initiatives, particularly in faculty training, curriculum development, and outcome-based education (OBE). These efforts have led to the introduction of new programs, an increase in Value Added Courses (VACs), the filing of patents, and enhanced feedback mechanisms, increasing stakeholder engagement. As a result, the college has been recognized as a MENTOR College under the UGC PARAMARSH scheme and achieved a ranking in the 201-300 band in the NIRF 2024 rankings.

Best Practice I: Implementation of Outcome-Based Education (OBE) Framework

- **OBE Framework:** The IQAC introduced the OBE framework, focusing on specific learning

outcomes for students. This includes:

- **Programme Outcomes (POs):** Broad competencies and skills to be acquired by the end of a program.
- **Programme Specific Outcomes (PSOs):** Discipline-specific skills and knowledge.
- **Course Outcomes (COs):** Course-level goals aligned with POs and PSOs.
- **Curriculum and Syllabus Modification:** The curriculum and syllabi were revised to align with OBE goals. Course content, assessments, and teaching methods are structured to meet the defined competencies, providing a clear learning pathway for students.
- **Periodic Outcome Analysis:** The IQAC established a system to analyze student performance in end-semester exams. Regular reviews ensure the OBE framework effectively meets POs, PSOs, and COs. Data insights drive continuous curriculum and teaching improvements.
- **Enhancement of Teaching-Learning Processes:** New pedagogies, including experiential, problem-based, and technology-enhanced learning, were introduced to promote critical thinking and real-world applications, preparing students for academic and career challenges.
- **Incremental Improvement through E-governance:** The IQAC implemented:
 - Online entry of teaching plans and feedback collection via ERP.
 - Google Forms to track teaching methods.
 - Integration of innovative teaching methods in the Annual Performance Appraisal.
- **Continuous Monitoring and Quality Assurance:** The IQAC regularly monitors and provides feedback to faculty on teaching strategies, promoting a culture of collaboration and continuous improvement.

Best Practice II: Introduction of Value-Added Courses (VACs) and Related Initiatives

- **Value-Added Courses (2018-2019):** The IQAC launched 44 value-added courses to enhance students' technical skills and employability, meeting industry standards and promoting personal and professional growth.
- **Non-Major Electives (2021-2022):** Introduced to promote interdisciplinary learning, allowing students to explore subjects outside their primary discipline, encouraging intellectual growth and curiosity.
- **Field Work, Internship, and Project Work (2021-2022):** These initiatives were introduced to emphasize experiential learning. They align with OBE and offer students hands-on industry experience and practical problem-solving skills.
- **Integration of Online Courses via MOOCs:** Students are encouraged to earn extra credits through online platforms like SWAYAM and NPTEL, gaining certifications and specialized skills.
- **Continuous Review and Quality Assurance:** The IQAC regularly reviews these initiatives through performance data and feedback, ensuring curriculum relevance and high academic standards.

The IQAC's initiatives, particularly in implementing the OBE framework, introducing value-added courses, and integrating online learning opportunities, have resulted a quality-driven academic environment, preparing students to meet workforce challenges and ensuring continuous improvement in teaching and learning processes.

File Description	Document
Upload any additional information	View Document
Provide the 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

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

The college assesses and reviews the teaching-learning process, structures, and methodologies of operations and learning outcomes at periodic intervals through the IQAC. Some of the key activities that are part of this initiative are:

Feedback on Teachers/Teaching: Students submit their feedback on their course teachers through the college ERP (<https://erp.sjctnc.in>). Faculty members are encouraged to use the feedback received to improve their instructional strategies as well as assessment methods.

Exit feedback is obtained from the outgoing students to analyse and to review the quality of teaching-learning process and other aspects of the college.

Feedback on Curriculum/Syllabi: Feedback on curriculum/syllabi is collected from various stakeholders to revise the curriculum and to ensure it meets the developmental needs of local, regional, national and global economies. These are collated and communicated to the concerned department. The departments use the feedback as pointers to revise the syllabus.

Result Analysis: Analysis of results is done every semester immediately after the publication of results. The analysis is communicated to the respective departments and to the individual faculty concerned for corrective measures.

Academic Audit and Administrative Audit: Academic and Administrative Audit: Academic and Administrative Audit is conducted every year to review the academic and administrative functions of the college.

Two key reforms that the IQAC enabled during the last five years are field visit, internship, project components and the provision to undertake MOOC courses in the UG Curriculum.

Field Visit, Internships, Project – UG:

The IQAC co-ordinated the implementation of field visits, internship and projects for UG Students. Following the decision to increase **experiential learning** components in the curriculum, the IQAC emphasised the inclusion of **field visits, internship and projects** to ensure that students have industry

exposure. During field visits, students get a guided tour of one or more of the following: industrial facilities, laboratories, archaeological sites and heritage sites. During their internship, students are encouraged to take up roles relevant to their career plans. The project work enables students to work under the supervision of a faculty member on a topic of their choice. This can include theoretical research or experimental/field activities. Thus, the IQAC enabled an increase in the number of experiential and advanced learning components in the UG curriculum.

Extra credit course:

The IQAC in tandem with the other stakeholders introduced the provision for UG students to take up MOOCs through platforms such as SWAYAM- NPTEL. Students can choose any course that is currently offered by the platforms. They make use of the vast catalogue of courses to pursue their interests in their own discipline as well as choose courses across different disciplines. The college is also an NPTEL chapter, thus ensuring quick clarification of any doubts that students might have regarding the registration process. Thus, the IQAC's has jointly enabled an **enrichment of curricular options** available to the students.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.3

Institution has adopted the following for Quality assurance:

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

Response: A. Any 5 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The college promotes gender equity through a Gender-Inclusive Curriculum, Sensitization Programmes, Community Outreach Activities, Research and Advocacy. The college is an equal opportunity provider and does not discriminate on grounds of gender, caste, or economic background for the purpose of admission or employment.

Sensitization and Orientation – In Curriculum

- Student Induction Programme
- Programs and workshops on gender sensitivity.
- Gender-related (Number of Courses) courses in various programs
- The Entrepreneurial Development course offered creates awareness among women.

Sensitization in Co-Curriculum:

- Sports day, College day and all major competitions are conducted inclusive of Shift-II students.
- All clubs on campus have women co-ordinators and enable women to participate in events.
- **On-Campus Sensitization: Women Empowerment Cell and Gender Champion Club** promote gender equity through guest lectures, debates, and street plays, often in partnership with the Government Social Welfare Department and NGOs.
- Regular programs raise awareness on women's rights, health, and hygiene.
- **Off-Campus Sensitization: The Service Learning Programme** conducts activities on rights and safety of Girl Children, Importance of Higher Education and Cybercrime awareness.
- **Sports:** Our women students receive ample opportunities to participate in sports. Our women students have represented the college, and the university at State, National and International levels in football and have bagged many trophies. Some of these women students have received government jobs under the sports quota.

Financial Assistance Inclusive Admission Policy:

- Women Students are eligible for concessions. A total of 699 women students received fee concessions from the management during the assessment period.

Mentoring and Guidance:

- Professional counsellors to address general and gender related matters are available.
- Mentoring and counselling of women students is periodically conducted.

Policy, Rules and Regulations:

- The college has adopted a Gender Equity Policy that is available on the college website.
- Maternity leave for women faculty is given as per government regulations.
- Maternity leave/Child care leave is given once to women Ph.D. students during the course of their program as per the directive from regulatory bodies.

Representation:

- **Employment:** Number of women in the teaching and non-teaching designations is maintained at a healthy ratio.
- **Grievance: Students’ grievance redressal, anti-ragging and sexual-harassment committees** with women representatives are in place for preventing harassment. Strict compliance with **VISHAKA** guidelines is ensured to prevent sexual harassment in workplace.
- **Administration:** Two women faculty are appointed as Vice-Principal Shift -II College in-charge of the women students.
- **Extra-curricular:** All clubs have women faculty members as coordinator.
- **Teaching: 75** women faculty are presently working in the campus.

Research and Advocacy

The MSW Students have done a significant amount of case studies on Gender-related issues. (https://naac2024.sjctnc.edu.in/assets/C-7/7.1.1/7.1.1_Gender_Related_Research_by_Students.pdf#view=FitH&scrollbar=0&toolbar=0)

Facilities on Campus:

- Separate transport for the women students of Shift-II
- Common rooms for the women staff and students
- Incinerators-disposal of sanitary napkins.
- CCTV cameras-safety
- ID card-based entry-security

Promotion of Women Students’ Talent and Skills:

International Women’s Day competitions, awareness programs, women-led blood donations, and exclusive sports events for Women students are held.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

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

- 1. Solar energy**
- 2. Biogas plant**
- 3. Wheeling to the Grid**
- 4. Sensor-based energy conservation**
- 5. Use of LED bulbs/ power efficient equipment**
- 6. Wind mill or any other clean green energy**

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response:

The Institution has facilities for the management of the following types of degradable and non-degradable waste, Solid waste management, Liquid waste management, Biomedical waste management, e-Waste management. The institution does not produce any biomedical, hazardous chemicals or radioactive waste apart from regular lab wastes.

Degradable and Non-Degradable Waste

Solid wastes collected from various sources are segregated as degradable and non-degradable on a daily basis. Blue and red in color-coded dustbins are used. Blue is used for degradable and red for non-degradable wastes.

Solid Waste Management:

In order to reduce the amount of solid waste in the campus, the students, staff and sweepers are educated regularly on proper waste management practices through distribution of hand notices and display of slogan boards in the campus.

Waste Category Constituent Parameter Method of Disposal has been introduced. Bio-degradable wastes such as food waste, garden waste and yard waste are utilized for vermicomposting.

There are two vermicomposting pits available in the campus. Approximately **2000 Kgs of vermicompost** is generated every year and is used for the college garden and is also given to the students for their terrace gardens at home.

Waste Recycling

Paper wastes and plastic wastes such as pens, refills, plastic water bottles wrapper, and other plastic containers are sent for direct selling. Biodegradable materials are used as fuel for the Biogas kept at the Zoology department. Its application spans from heating to electricity generation. This contributes to reduced carbon emission.

Liquid Waste Management:

Automatic cut-off system with sensors is installed in all the RO units present in the campus.

Water spilled from the RO system during water purification is transferred to soaking pits for recharging the underground water table.

- Quantity of water recharged per day in RO plants: 4000 Liters
- Potable Water Segregated from it: 1000 Litres
- Remaining non-potable water send for percolation pits – 3000 litres.
- 300 to 350 litres spilled per day is diverted to garden through proper channel.

Hazardous Chemicals

Wastage of water from the laboratory is reduced by adopting micro-scale analysis i.e., by using less quantity of chemicals for the experiments.

Laboratory liquid wastes are collected in two sumps (one is near the chemistry lab and another one is near the Microbiology lab). The liquid waste collected in these sumps is kept for sedimentation and dilution by adding water and then it is utilized for gardening operations and other non-potable usages. Approximately, **480** litres of laboratory liquid waste are collected in both the sumps.

E-waste Management:

Electronic waste and defective parts of computers such as hard disks, RAMs, motherboards, CD drives, cabinet monitor, SMPS, floppy drives, FANs, 16-port –Ethernet repeaters, monitor cabinets, cartridges, printers, D-Link ethernet switches, adapter cards (ethernet hub) and adapters are stored in an exclusive store room and then handed over to E-waste handling agencies approved by the Tamil Nadu Pollution

Control Board. The process has been able to successfully segregate and sell around **1,745.54 Kg** of E-waste till date. Old monitors and CPUs are periodically repaired by our technicians and reused further.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geo-tagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

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

7.1.5

Green campus initiatives include

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

Response:

Green Campus Initiatives of the Institution

Ban on single use of plastic: The College bans single-use plastics and encourages the reduction of plastic use, with campus sign boards promoting the initiative.

No Vehicles Day: The College celebrates No Vehicles Day every Wednesday to nudge students and staff to use public transportation instead of their vehicles.

Reduced Paper Wastage: Circulars, information brochures, examination related announcement, exam registration, time-table, and other documents are circulated digitally through WhatsApp, Email, and the college ERP.

Transportation: The College operates four buses for faculty and students, encouraging campus transportation use.

Green Campus Policy: The College has approved a Green Campus Policy that outlines the college's vision in becoming an eco-friendly institution.

Energy Efficiency: To promote less power consumption, the college moved to LED lamps. The non-teaching staff regularly check that all lights, fans and equipment are switched off. Biogas tank is utilized in the Zoology Lab. Solar Panels have been installed on the rooftop of the Administrative Building and the Library Building and contribute an estimated 2352 Total Watts/Hr.

Aqua Culture: The institution has initiated the use of *Gambusia* to control mosquito menace, the institution also promotes the culture of *Labeo Rohita* for economic sustainability.

Awards: The College was awarded the 'Green Champion Award' with a certificate and cash award of Rs.1,00,000 by Pollution Control Board, Tamil Nadu Government, Cuddalore on 6.10.2023. The College was awarded 'The Green Award' by Rotary International District 2981 for the year 2019-21.

Tiny Vermicomposting: the College initiated the practice of setting up a tiny vermicomposting unit with the species *Eudirilus Eugenia* in the department of Zoology on 6.10.2023.

Plantation: A total of 80 saplings were planted by different campus units during the assessment period.

Waste Segregation: Waste is segregated daily into degradable and non-degradable in blue and red bins, respectively.

Extension: Different units of the college planted at saplings in the neighborhood. The enviro club took part in palm tree plantation and planted 1000 saplings during their outreach work.

Campus Overview: Green cover constitutes **78.34%** of the campus. And the campus has a sufficient number of plants, shrubs and lawns. This is well above the 25% recommended by the World Green Building Council. It is home to a number of flora and fauna.

Gardening and Landscaping: The College employs gardeners and sweepers to maintain the beauty of the campus. The scientific name for each of the plants is displayed. Sprinklers are used to minimize water usage. Vegetables and Fruits are grown: Plantain Bunches, Radish, Tomato, Brinjal, Coconut, Goosebury, Fig Fruit, Papaya, Mango, Jamun, Indian Almond.

Pedestrian Friendly Pathways: The College has multiple speed-breakers and well-maintained roads. Watchmen at different gates regulate the traffic and ensure the safety of all users.

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

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

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

7.1.7

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

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

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

Response:

St. Joseph's College of Arts & Science (Autonomous), Cuddalore, is deeply committed to creating an inclusive, accessible, and barrier-free environment for differently-abled individuals (Divyangjan), ensuring that students, staff, and visitors with disabilities are well-accommodated and able to navigate the campus independently and comfortably. The college has made a significant investment in infrastructure to support accessibility, facilitating a conducive educational environment for all.

Barrier-Free Access and Ramps:

To provide barrier-free access across the campus, ramps have been constructed at strategic points and major buildings, ensuring easy access to classrooms, administrative offices, and other facilities. These ramps are carefully designed to accommodate wheelchair users and are compliant with accessibility standards. The barrier-free layout is a critical part of the college's commitment to fostering an inclusive campus, allowing differently-abled students, staff, and visitors to access all parts of the institution with minimal assistance.

Elevator Facility:

The college has installed an elevator in the Petrine Jubilee Convention Hall (an indoor auditorium) which connects Durier Block, Ruby Jubilee Block and Rev. Fr. M.A. Ratchakar Seminar Hall to cater specifically to the needs of differently-abled individuals. This facility allows students, staff, and visitors with mobility challenges to easily access various floors, enhancing their campus experience and reducing physical strain. The lift is maintained regularly to ensure it remains safe, efficient, and accessible at all times.

Wheelchair Accessibility:

To further support students and visitors with mobility needs, St. Joseph's College has a provision for wheelchairs, which are available upon request. These wheelchairs are made available for contingencies and emergencies to assist differently-abled individuals in navigating the campus effectively. This provision ensures that, even in unforeseen circumstances, students and visitors with physical challenges have immediate access to mobility support.

Classroom Allocation:

The college takes care to allocate classrooms and examination halls on the ground floor for differently-abled students, ensuring their comfort and accessibility. The Office of the Controller of Examinations oversees the allocation of exam halls, prioritizing accessibility for students with disabilities. This thoughtful allocation ensures that no student is disadvantaged or physically strained due to classroom or exam hall locations.

Scribe Assistance:

For students who require assistance during exams, St. Joseph's College offers a scribe service. Differently-abled students are encouraged to specify their need for a scribe during exam registration. Upon request, scribes are allotted to assist students in a respectful and supportive manner, ensuring they have equal opportunities to perform to their best abilities in examinations.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

It promotes Inclusive Environment through Institutional Mechanisms and Policies such as

- **Inclusive Admission Policy:** The College emphasises on social empowerment. It prioritizes admission to students from rural and marginalized backgrounds.
- **Fee-concession:** The College has disbursed institutional scholarship around 74 lakh rupees during the assessment period 2019-2024 under various categories such as means/merit/sports.
- **Student Induction Programme:** The College orients students towards the cultural and administrative norms of the institution enabling the students to easily get used to the cultural and academic differences that they might encounter. A bridge course is offered to equip students with English language, computer literacy and basic subject-specific knowledge to enable them to navigate the academic requirements of their respective programs.

Student Support Units:

1. Guidance and Counselling
2. Mentoring
3. Remedial Classes
4. Student Grievance Redressal Committee/Internal Complaints Committee

The college has implemented strong measures against ragging, discrimination and sexual harassment. The management ensures a student friendly environment and students are well advised about grievance redressal mechanisms and counselling facilities available in the college.

Further, it also promotes an inclusive environment through Routine Institutional Activities that promote

1. National Unity:

- The college celebrates **Independence Day** and Republic Day with great pride and enthusiasm.
- National Service Scheme, Youth Red Cross, Rotaract Club and other clubs proactively take part in the promotion of different celebrations and outreach activities during days of regional and national importance.
- Rotaract Club Volunteers distributed the National Flag to all the Department HOD's and to the students on 12.08.2022.
- Students regularly participate in the 'District Level Neighbourhood Youth Parliament' Programme organized by Nehru Yuva Kendra.

b) Cultural Diversity:

- The college celebrates Tamil harvest day '**Pongal**' with traditional cooking competitions. Students dress up in their traditional attire and prepare traditional dishes.
- **Uri Adithal** (pot breaking) a traditional festive game is also conducted during the celebration.
- The college also celebrates **International Yoga Day** wherein students and staff take part in performing asanas. During college festivals, students perform **folk dance**.
- The college assembly **promotes religious harmony by reading scriptures from different religions**.
- The college has hosted Students from **Groupe Scolaire Sophie Barat, France**. The students interacted with the visiting students and exchanged cultural experiences.

c) Linguistic and Cultural Awareness:

- The college offers languages such as **Tamil, French and Hindi** under Part-II.
- The college offers a number of courses on **different cultures** for Tamil and English department students.

d) Gender empowerment:

- Women students account for a significant portion of the students enrolled in the college.
- A number of women empowerment programs are carried out within and outside the college to sensitize both male and female students on gender issues.
- Two Vice-Principals Shift- II are appointed to oversee women student's discipline and welfare respectively.

Spirit of Brotherhood:

The college promotes the spirit of brotherhood and neighbourhood development by conducting awareness programs, medical camps and relief activities during various crises such as the Corona

Pandemic and Gaja Storm.

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

7.1.9

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

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

Response:

Fundamental Duties listed in the constitution.	Institutional Practices
To abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;	<p>Every Monday the college conducts an assembly with the national anthem and flag hoisting. The NSS of the college conducts</p> <ol style="list-style-type: none"> 1. National Voter Day 2. Voter Awareness Rallies. 3. Vigilance awareness rallies 4. Awareness on wearing helmets and following road safety rules. <p>The Student Induction Program (SIP) conducted every year emphasizes the significance of constitutional obligations and the responsibilities of all citizens, as well as the role of students as nation builders.</p>
To cherish and follow the noble ideals which inspired our national struggle for freedom;	<p>Independence Day competitions are conducted to remind the students about the sacrifices of the freedom struggle.</p> <p>The college proudly celebrates</p> <ol style="list-style-type: none"> 1. Independence Day 2. Republic Day, 3. Gandhi Jayanthi and other important commemorative days.

<p>To uphold and protect the sovereignty, unity and integrity of India; to defend the country and render national service when called upon to do so;</p>	<p>Patriotism and National Duties are taught as a part of Value Education</p> <p>Students are encouraged to be a part of</p> <ol style="list-style-type: none"> 1. National Cadet Corps (Navy) 2. National Service Scheme 3. Bureau of Indian Standards
<p>To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;</p>	<p>The scriptures of three major religions are read during the assembly on a rotational basis.</p> <p>Women Empowerment and Gender Sensitization activities are conducted. Blood donation, rescue-relief operations during floods and covid; and visits to old-age homes, orphanages are organized as a part of the Service Learning Programme.</p> <p>The college offers</p> <ol style="list-style-type: none"> 1. Human Rights (For PG) 2. Value Education (For UG)
<p>To value and preserve the rich heritage of our composite culture;</p>	<p>Tamil and Hindi Language is taught as Part-I. The students of B.A. history visit archaeological sites and heritage buildings.</p>
<p>To protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;</p>	<p>The college clubs actively participates in</p> <ol style="list-style-type: none"> 1. Cleaning Drive 2. Seed Plantations 3. Awareness campaign against single-use plastic
<p>To develop the scientific temper, humanism and the spirit of inquiry and reform;</p>	<p>The college promotes scientific temper on and off campus.</p>
<p>To safeguard public property and to abjure violence;</p>	<p>The college holds rallies against social evils such as</p> <ol style="list-style-type: none"> 1. Drug Abuse 2. Human Trafficking 3. Child Safety.
<p>To strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.</p>	<p>The college offers merit-based awards to students to encourage excellence.</p>

who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years	The college regularly conducts outreach activities among the tribal and socially disadvantaged groups encouraging children to continue attending school.
File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant information	View Document

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE - I

1. Title of the Practice: PRISM: PROMOTION OF RESEARCH, INNOVATION AND SCHOLARSHIP BY THE MANAGEMENT

2. Objective of the Practice:

PRISM aims to improve research output, nurture a culture of innovation, and enhance faculty and student development. Key goals include increasing Ph.D.-qualified faculty, enhancing research quality, and strengthening doctoral research initiatives.

3. The Context:

During the 3rd assessment cycle, the college had 31 Ph.D.-qualified faculty and only 2 Ph.D. guides. With 556 peer-reviewed publications but limited capacity for mentoring doctoral students (10 scholars), the need for increased faculty development and guideship capabilities became apparent. In response, the

college invested in faculty growth, research infrastructure, and mentorship, leading to significant growth in the 4th cycle.

4. The Practice:

The college implemented several initiatives:

1. Faculty were encouraged to pursue Ph.D.s and were incentivized through increments.
2. Publications were recognized through awards like the Rev. Fr. G. Peter Rajendiram Award (High-Impact Publications) and Rev. Fr. M. Swaminathan Award (Publication in indexed journals).
3. Research infrastructure was strengthened to support Ph.D. programs.

5. Evidence of Success:

- **Faculty Development:** The number of Ph.D.-qualified faculty grew from 31 in the 3rd cycle to 126 in the 4th, and guideship holders increased from 3 to 25.
- **Research Publications:** Publications dropped from 556 to 428, with a shift towards higher-quality journals. Chapters published rose from 14 to 77.
- **Ph.D. Programs and Mentorship:** Ph.D. programs expanded from 3 to 8, and research scholars increased from 10 to 51, with 17 Ph.D.s awarded during this assessment period.
- **Innovation and Skill Development:** The college saw growth in patents (3 awarded, 7 filed) and held training sessions on tools like MATLAB and SPSS.

Outcomes:

During the 4th cycle, PRISM led to:

- 428 publications, with 1206 Scopus citations and 1157 Web of Science citations, achieving an H-index of 17.
- 54 faculty earned Ph.D.s, and 126 faculty in-service held Ph.D.s during the assessment period.
- 25 faculty received guideship status.
- 51 students enrolled in Ph.D. programs, with 17 completing their degrees.
- 3 patents were awarded.
- Science departments conducted seminars, conferences, and workshops, offering hands-on training on advanced tools.

6. Problems Encountered and Resources Required:

Challenges included balancing quality with quantity in publications, managing increased administrative and mentoring duties, and promoting a research-oriented culture. Essential resources included funding for patent filings, conference attendance, administrative support for Ph.D. programs, and infrastructure such as labs and access to premium databases.

Impact on Students:

The Ph.D. program saw a fivefold increase in enrollment, and 17 Ph.D.s were awarded. Mandatory undergraduate projects were introduced, and PG students contributed to 10 publications in the college's journal.

Conclusion:

PRISM significantly enhanced the college's research culture, encouraging many students, especially from rural areas, to pursue advanced education and research, ultimately elevating the institution's

academic environment.

BEST PRACTICE - II

1. Title of the Practice: GREEN OUTREACH AND SWACHH BHARAT MISSION PROGRAMME

2. Objectives of the Practice:

St. Joseph's College of Arts & Science launched the Green Outreach and Swachh Bharat Mission Programme to enhance cleanliness and public space quality in its surrounding areas. This initiative mobilizes volunteers to promote a cleaner, healthier environment, aligning with the national 'Clean India' campaign. Key objectives include advancing hygiene, waste management, and public responsibility, with a focus on eliminating open defecation, managing waste effectively, and cultivating sustainable communities.

3. The Context:

Since the Swachh Bharat Mission's inception in 2014, the college has supported this movement through various community-focused events organized by student clubs. The programme has engaged students in promoting public health and environmental responsibility, benefiting both students and society.

4. The Practice

- 1. Community Involvement:** By involving students, faculty, and local residents, the programme instils collective responsibility for the environment.
- 2. Educational Outreach:** It raises awareness on issues like pollution, climate change, and biodiversity, emphasizing individual and community roles in these areas.
- 3. Action-Oriented Approach:** Practical initiatives, including tree planting, campus and neighbourhood clean-ups, enable participants to make a tangible environmental impact.
- 4. Collaborative Partnerships:** Partnerships with NGOs, government agencies, and environmental organizations increase the programme's reach and effectiveness.

Key Activities

- 1. Cleanliness and Hygiene Awareness:** Workshops, seminars, poster contests, and rallies educate students and the community on cleanliness, promoting proper waste disposal and good hygiene habits.
- 2. Campaign Against Open Defecation:** In collaboration with local authorities, students conduct awareness campaigns in rural areas, using door-to-door visits, pamphlets, and skits to highlight health risks and encourage sanitation facility use.
- 3. Public Clean-Up Drives:** Frequent cleaning initiatives in nearby parks, villages, schools, and beaches encourage civic responsibility and environmental care.

Achievements

- Conducted 50 clean-up drives and 23 tree plantation events.
- Organized 20 awareness programs on issues like plastic use reduction, waste segregation, and

water conservation.

Integration with Higher Education

The programme complements the college's Environmental Science course for undergraduates, allowing students to apply theoretical knowledge to real-world projects. These experiences instil a sense of civic duty, inspiring students to care for and improve their surroundings. Additionally, students develop project management and teamwork skills while addressing local challenges.

5. Evidence of Success:

The programme has significantly improved the cleanliness and appearance of public spaces in the areas the students worked, promoting community pride. Health education has led to better hygiene practices and reduced health issues. Efforts to reduce plastic use and promote waste management have encouraged sustainable living. Tree planting initiatives have enhanced local biodiversity, while workshops on waste segregation have contributed to effective waste management practices.

Student Impact

- Students gained valuable knowledge and practical skills, learning to lead and work collaboratively on community projects.
- Educational sessions on health and cleanliness instilled a sense of responsibility, making students advocates of the Swachh Bharat Mission in their daily lives.
- These activities promoted environmental care, inspiring students to realize their potential in contributing to societal and environmental betterment.

6. Problems Encountered and Resources Required

Challenges include low participation, inadequate infrastructure, and resistance to change. Resources needed: financial support, human resources, educational materials, logistics, waste management infrastructure, and partnerships.

Conclusion

St. Joseph's College's comprehensive, community-inclusive approach has enabled lasting improvements and a culture of cleanliness and environmental awareness, benefitting both students and the broader community.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The college has prioritized holistic formation and has placed a special emphasis on extension programs to achieve the all-round development of the student. This is one of the key thrust areas of the college: To

ensure **Service Learning** is meaningful and to enable students to obtain **Graduate Attributes** (SLOGA).

Priority and Thrust of the Institution:

How to transform a student from a disadvantaged and rural background into a well-rounded individual who can contribute to society? This is the guiding question that has led St. Joseph's College of Arts & Science to focus on *character formation* and *building leadership qualities* alongside *skill development* in students.

Profile of the Incoming Student:

Rural Students and First-Generation Learners from Economically Disadvantaged backgrounds with Poor learning habits due to COVID-19, weak communication skills, peer-pressure and minimal or no access to learning resources form a significant proportion of the student body.

Support Systems

Inclusive Admission Policy, Concession, Student Induction Programme, Remedial Coaching, Mentoring, Guidance and Counselling Cell, Placement Cell and Alumni Cell constitute the end-to-end support system for the students. While these units/programmes exist to support the learner, the goal of the college's vision is to transform the student as an active citizen capable of helping others. It is in this context that the robust service and extension programmes of the college stand as evidence of the success of the college in transforming the individual.

From Support to Service:

To enable character formation and holistic personality development in this context and to help students overcome different challenges, the college has adopted graduate attributes that are accessible, actionable, and achievable.

From the Classroom to the Field

During the course of study, the students *understand these attributes* and undertake different courses that make the service-learning program meaningful.

- **Personality Development** enhances self-confidence, resilience and interpersonal skills for effective community engagement.
- **Value Education** fosters empathy, compassion, and ethical awareness, motivating meaningful societal contributions.
- **Environmental Science** promotes sustainability and eco-friendly practices.

Together, these courses shape well-rounded individuals ready to lead impactful community initiatives.

Graduate Attributes through Service Learning:

The service learning program is a mandatory program for all Undergraduate Students. The Service Learning Programme Team coordinates with various clubs, units and departments in the college to ensure that students receive requisite exposure. Students are awarded 2 Credits for the completion of the programme. Extension activities address pressing local issues such as public health, sanitation, and environmental sustainability. Students engage in various clubs and organizations: National Service Scheme, National Cadet Corps, Youth Red Cross, Red Ribbon Club, Rotaract, Fine Arts Club, Enviro Club, Citizen Consumer Club, Rotaract Club, Social Service Club, Swachh Bharat Mission, Youth Parliament Programme and Bureau of Indian Standards Clubs to address these issues.

Attributes: Accessible and Achievable:

One of the distinctive features of the graduate attributes of the college is that they are communicated in simple plain language so that they are easily accessible.

1. Thinking Critically: Analyzing information to make smart choices.
2. Clear Communication: Sharing ideas clearly in writing and speaking.
3. Working Together: Working well with others in a group.
4. Leadership: Guiding and motivating people to reach goals.
5. Understanding Different Cultures: Respecting different backgrounds and viewpoints.
6. Making Ethical Choices: Knowing how to make fair and responsible decisions.
7. Solving Problems: Finding solutions to challenges.
8. Being Adaptable: Adjusting easily to new situations.
9. Managing Yourself: Setting goals and organizing one's time well.
10. Research Skills: Finding and using information effectively.
11. Using Technology: Being comfortable with digital tools and online resources.
12. Helping others: Caring about and helping one's community and society.
13. Lifelong Learning: Always wanting to learn and grow.
14. Bouncing Back: Recovering from difficulties and staying positive.
15. Building Empathy: Building good relationships with people.
16. Thinking Creatively: Coming up with new ideas and solutions.
17. Understanding Global and National Issues: Knowing what's happening in the world and how it affects us.
18. Negotiating: Finding solutions that work for everyone involved.
19. Managing Money: Understanding how to handle your finances.
20. Being Job Ready: Having the skills needed to start a career.

From the Field to the World:

These graduate attributes are as relevant to the workplace as they are to human progress.

- **Caring for Nature** promotes eco-friendly operations and resource management.
- **Helping others** enhances culture in corporate workplaces, boosting morale and productivity.
- **Leadership** fosters proactive participation and crisis management.
- **Understanding Cultures** builds cohesive, respectful teams.
- **Clear Communication** improves productivity and teamwork.

Collectively, these attributes shape adaptable, responsible, and empathetic professionals.

Outcomes:

The outcomes of the institution's thrust to enable meaningful service learning to obtain graduate attributes are:

- Transformed over 1,000 lives annually through extension activities.
- Empowers students to develop key graduate attributes: resilience, cultural sensitivity, and ethical awareness.
- Designed courses like Dynamics of Personality, Human Values, and Environmental Science equip students for purposeful engagement.
- Prepares students to address real-world challenges confidently and effectively.

With an average of 75 extension programs annually, St. Joseph's students exhibit **adaptability, social responsibility, and effective communication skills**, laying a foundation for lifelong community impact and professional success.

File Description	Document
Appropriate webpage in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

NAAC 3rd Cycle Recommendations	ACTION TAKEN and OUTCOMES
New graduate and post graduate degree courses and need based vocational programmes be introduced.	The following new Programmes were introduced: Ph.D. programmes in Mathematics, Physics, Biochemistry, Microbiology and Computer Science B.Sc. Zoology and B.A. Tamil programmes
Culture of research and motivation to apply for research projects by faculty promoted.	7 faculty members received seed from institution for their research projects. 12 externally funded research projects were received by the faculty members
Use of ICT in teaching learning processes be increased.	The faculty members produced 2 e-contents per semester across five year period.
Facilities for differently abled students to be provided.	Number of ramps were increased and renovated and an elevator is installed in the Multipurpose Auditorium.
Financial resources from sources like UGC, MP LAD be explored.	Rs.15.00 Lakhs was received under the UGC PARAMARSH SCHEME. Rs.12.80 Lakhs worth computers and peripherals were received from NASSCOM Foundation. Rs.1.60 Crore worth state of the art instruments were received as CSR support from M/s.Pfizer Ltd., Chennai
Perspective plan for future development of the College be prepared.	A perspective plan for the fourth cycle was prepared and implemented.
IQAC and its quality sustenance initiatives be strengthened.	E-governance was strengthened for collecting and analysing data

Concluding Remarks :

St. Joseph's College integrates its academic and community activities with the vision of fostering national progress and peace. By providing holistic, technically proficient, and ethically grounded graduates, the college's achievements reflect its commitment to the mission of nurturing individuals who contribute to societal development and unity.

Academic and Technical Preparation for Nation Building

Since its autonomy in 2008, the college has developed a flexible curriculum with 14 undergraduate, 12

postgraduate, and 8 Ph.D. programs. Our NAAC 'A' grade (3rd Cycle, 2017) and implementation of OBE ensure that our students are prepared for national leadership. The introduction of 708 courses in response to national/global/regional needs reinforces our commitment to producing graduates equipped to drive progress.

Research for the Progressive Future

With a strong focus on applied research, St. Joseph's supports faculty through research incentives and infrastructure improvements, such as the Rs. 1.6 crore CSR support from Pfizer. Our faculty's achievements, including three granted patents and a Scopus H-index of 17, highlight the college's role in advancing technical and social knowledge, directly supporting national and scientific progress.

State-of-the-Art Infrastructure Supporting Holistic Education

Modern infrastructure, including 79 classrooms, 387 computers, and specialized labs, complements the college's academic offerings. Recreational and wellness facilities further support the holistic development of students, aligning with our mission to nurture well-rounded individuals prepared for societal impact.

Student Support and Progression for Sustainable Impact

The College's support for student progression, with 693 placements and 2,047 students pursuing higher studies, ensures that our graduates contribute meaningfully to society. Financial aid of Rs.75 lakhs and career readiness programs, including Google certifications, reflect our mission to provide a wholesome, accessible education.

Ethical and Social Responsibility through Community Engagement

St. Joseph's community outreach programs, with 432 activities ranging from blood donation drives to environmental awareness, reflect the college's mission to instil ethical values. Our initiatives, such as planting 1,000+ saplings and increasing school enrolment through educational outreach, demonstrate our commitment to national unity, sustainability, and the welfare of local communities.