YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1. Name of the Institution   **St. Joseph's College (Autonomous)**

- Name of the Head of the institution   **Rev. Dr M. Arockiasamy Xavier SJ**

- Designation   **Principal**

- Does the institution function from its own campus?   **Yes**

- Phone No. of the Principal   **0431-4226375**

- Alternate phone No.   **0431-4226376**

- Mobile No. (Principal)   **9486781270**

- Registered e-mail ID (Principal)   **college@mail.sjctni.edu**

- Address   **College Road, Teppakulam**

- City/Town   **Tiruchirappalli**

- State/UT   **Tamil Nadu**

- Pin Code   **620002**

2. Institutional status

- Autonomous Status (Provide the date of conferment of Autonomy)   **18/05/1978**

- Type of Institution   **Co-education**

- Location   **Semi-Urban**

- Financial Status — **Grants-in aid**

- Name of the IQAC Co-ordinator/Director — **Dr A. Rose Venis**

- Phone No. — **0431-4226469**

- Mobile No: — **9443115762**

- IQAC e-mail ID — **iqaccoor@mail.sjctni.edu**

3.Website address (Web link of the AQAR (Previous Academic Year) — https://www.sjctni.edu/IQAC/aqar/2019-2020.pdf

4.Was the Academic Calendar prepared for that year? — **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: — https://www.sjctni.edu/IQAC/1-%20Calendar%20Revised%20A5%20-%20Final%20-%20Full%20version.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 4	**A++**	**3.58**	**2019**	**15/07/2019**	**14/07/2026**
Cycle 3	**A**	**3.4**	**2012**	**21/04/2012**	**20/04/2019**
Cycle 2	**A+**	**901**	**2006**	**17/10/2006**	**16/10/2011**
Cycle 1	**Five Star**	**-**	**2000**	**17/04/2000**	**16/04/2005**

6.Date of Establishment of IQAC — **16/06/2004**

7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?

Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount
Institute	CPE	UGC	17/12/2014	10200000
Institute	FIST	DST	16/06/2015	8950000
Institute	STAR	DBT	12/06/2015	3600000
Institute	B. Voc.	UGC	05/05/2014	185000
Institute	Special Heritage	UGC	27/10/2015	16732000
Institute	INSPIRE	DST	12/07/2018	975000
Institute	Ambient Air Quality Monitoring system	Tamilnadu Pollution Control Board	18/01/2016	-
Institute	Unnat Bharath Abhiyan	Centre for Rural Development and Technology	10/05/2021	175000

8.Provide details regarding the composition of the IQAC:

- Upload the latest notification regarding the composition of the IQAC by the HEI   [View File](#)

9.No. of IQAC meetings held during the year   8

- Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website?   **Yes**

- If No, please upload the minutes of the meeting(s) and Action Taken Report   No File Uploaded

10.Did IQAC receive funding from any funding agency to support its activities during the year?   **No**

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Three new need based programmes (MSc Data Science, MSc Counselling Psychology and B. Com. Honours) were started from this academic year

Syllabus Revision for UG and PG programmes based on LOCF

Well-structured and Complete Online Teaching-Learning Evaluation Process using Google Workspace for Education

Groundwork for indigenous LMS (facilitate Technology Enhanced Learning) and Documentation Centre (Centralization of Institution Repository)

End-to-End transformation of Examination and Evaluation Process using In-house ICT solutions

12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:

Plan of Action	Achievements/Outcomes
To conduct FDP on Accreditation Process	Online Faculty Development Programme on "Inclusive Procedures and Processes in Assessment and Accreditation by NAAC" was conducted from 30.06.2020 to 04.07.2020
Workshop for Staff members on preparing LOCF based curriculum	Online LOCF workshop conducted on 30.11.2020
Visiting Paramarsh- Mentee institutions to verify their progress towards accreditation	Two mentee institutions were visited and necessary guidelines were provided
To conduct Survey on online classes	Online Survey was conducted for UG and PG programmes on 11.11.2020 and 05.12.2020 respectively.
To apply for NIRF 2021 Ranking	Applied and secured 27th position in all India Level
To apply for India Today Best Colleges Ranking 2021	Applied for five streams: Ranking: Arts- 57, Science- 46, Commerce - 80, BBA -55 and BCA - 38
To conduct meeting with IQAC and Micro Quality Circle Members, HoDs and Deans	Following meetings were conducted IQAC Meeting - 01.06.2020, 31.08.2020, 16.09.2020, 17.09.2020, 03.02.2021 MQC Meeting – 16.11.2020, 06.01.2021, 19.02.2021 Curriculum Development Cell Meeting 06.10.2020

13.Was the AQAR placed before the statutory body?   Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC Core Committee	22/03/2022

14.Was the institutional data submitted to AISHE ?   `Yes`

- Year

Part A

Data of the Institution

1.Name of the Institution	St. Joseph's College (Autonomous)
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• Designation	Principal
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IQAC Core Committee	22/03/2022

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- Year

Year	Date of Submission
2020-21	13/04/2022

15.Multidisciplinary / interdisciplinary

1. Multidisciplinary / interdisciplinary:

a) Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution.

The college offers 47 programmes and 1155 courses. The School System facilitates offering elective courses as Between School courses and Within School courses. Each School comprises of a few departments, and each student from a department is offered an Elective / Interdepartmental course by another department of the same school. The student of each department also takes up Elective / Interdepartmental courses offered by departments of other schools, thus facilitating a multi/interdisciplinary approach to academics.

Multi/interdisciplinary approach to academics is also facilitated by Value Added courses offered by various departments of the college that are taken up by the students of the parent department and the other departments.

MoUs with institutions like Association of Chartered Certified Accountants (ACCA) offer scope for a holistic multidisciplinary institution.

The students complete MOOC on various Indian and International platforms such as NPTEL-SWAYAM, edX, Coursera, *etc*.

Industry Experts as members of Boards of Studies facilitate the creation of curriculum that incorporates the recent trends in the industry.

b) Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations.

The School System, and the resultant Between School and Within School courses contribute to the integration of Humanities and Science, Technology and Maths programmes. Students from the Humanities opt for a wide range of courses offered by the Science departments and *vice versa*.

All the undergraduate students of the college are offered a course on Computer Literacy that provides fundamental knowledge and skills on ICT.

All the programmes have Industry Experts as Members of Board of Studies offering suggestions and feedback on the requirements and demands of the modern industry, thus contributing to the Industry-Institution collaboration.

Technology based curriculum is incorporated in all the programmes of the college.

Technology based Teaching-Learning Evaluation enhances the use ICT in all the streams.

c) Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education? Explain.

The School System provides students interdisciplinary and multidisciplinary opportunities to choose courses focusing on skill development, entrepreneurship and employability. Updation of Self-Paced Courses, Skill-based Electives, IDCs, Internship, Project, MOOCs, Value-Added and Extra-credit courses makes curriculum dynamic, flexible, continuously evolving, promoting lifelong and active learning by complementing with the development of community, and enabling learners to apply acquired knowledge and skills in entrepreneurship and employment.

A holistic view of the cross-cutting issues is provided to all undergraduate students through courses such as Environmental Studies, Essentials of Humanity, Fundamentals of Human Rights and Formation of Youth. The Department of Human Excellence has been revising books on *Essentials of Ethics* and *Environmental Studies.*

All UG and PG students of the college take up a five-credit Outreach Programme, under SHEPHERD, and are engaged in active

community service, taking the skills and knowledge learnt on these issues to the community, realizing them in reality.

d) What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples.

Decisions on these would be arrived at based on the guidelines given by the State Government and the parent university.

e) What are the institutional plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges?

Members of the faculty engage in multidisciplinary research that leads to finding solutions for the most pressing issues of the society. For instance, a research by a faculty and a team of students has led to the production of organic sanitary napkins taken from aloevera.

The findings help the institution to move towards innovation, incubation, intellectual property rights and start-ups.

f) Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020.

The college offers:

Within School Electives (Between School and Within School)

Interdepartmental courses (Between School and Within School)

MOOC

Certificate courses

Value Added courses

16.Academic bank of credits (ABC):

a) Describe the initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed in NEP 2020.

Extra Credit Courses

b) Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details.

No

c) Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer.

The institution has entered into MoUs with Universities abroad – the USA, Taiwan, England, Singapore, etc., The methodology for credit transfer is to be finalised after deliberations.

d) How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc.

The Syllabus of undergraduate programmes is revised once in three years, and Syllabus of postgraduate programmes is revised once in two years.

Each member of the faculty designs a few courses when the college engages in Syllabus Revision.

The faculty have the freedom to include relevant areas of study (based on the latest trends in their respective disciplines), reference books and study materials. The faculty also receive suggestions from the Student representatives and industry experts in the formulation of the syllabus.

The faculty enjoy complete autonomy in employing various pedagogical methodologies for delivering the course content to the students, and the conduct of assignments.

The faculty also prepare e-content and e-materials for the students.

As part of the Continuous Internal Assessment, the faculty engage in a series of assessment activities such as Student Seminar, Written Assignments & Viva Voce, Snap Test, Reading/Listening Comprehension, Group Discussion, Panel Discussion, Open Book

Test, Paragraph/Essay Writing, Library Record, Online Tests, Case Study, Problem Solving, Map Reading, etc.

The assessment activities are conducted both Online and Offline.

e) Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020.

The college entertains the concept of Extra Credit Courses, and the Undergraduate and postgraduate students of the college enrol for MOOC on various platforms. The college offers TWO extra credits to students completing a MOOC. The credits that students gain through these courses could be stored in the ABC.

Certificate Courses are offered to students of St. Joseph's and other colleges. Extra credits are allotted to students of the college. Extra credits earned by the students of St. Joseph's and other colleges could be transferred to the Centralised ABC.

17.Skill development:

a) Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework.

- The college offers two-credit Soft Skills programme to all the undergraduate and postgraduate students. Intensive training is offered to students to improve their communication skills and other soft skills. A college has evolved a comprehensive system of testing and evaluation of the skills of the students.
- The college offers TWO three-year B.Voc. Degree programmes funded by the UGC viz. Viscom Technology and Software Development and System Administration. The programmes have 40% general education component and 60% skill development component, with multiple entry and multiple exit.

Students exiting the Programme after the completion of

- One semester would be granted a Course Certificate
- One year would be granted a Diploma Certificate
- Two years would be granted a Advanced Diploma Certificate
- Three years would be granted a Degree Certificate

Industry partners from Software Sector are integral part of the

curriculum design, assessment and evaluation of students.

The B.Voc. programmes integrate NSQF within the undergraduate level of higher education in order to enhance employability of the graduates and meet industry requirements, provide a proper mix of skills relating to a job role and appropriate content of General Education, and ensure that the students have adequate knowledge and skills, so that they are prepared to work at each exit point of the programme.

- The college conducts ideathons, hackathons and exhibitions that encourage the students to fine-tune their skills leading to innovations in their respective fields of study, and also across disciplines. The ideas thus generated are incubated in the incubation centre of the college, leading to successful start-up activities of the college.
- The Entrepreneurship Cell of the college conducts a series of training, motivational and awareness programmes that focus on the development of the various skills of the students.
- The value added courses and certificate courses offered by the college strengthen the vocational education of the students.
- Various departments offer courses that offer theoretical and practical knowledge and skills for vocational training.
- Internship and project work taken up by the students offer a huge scope for the students to acquire many skills necessary to enhance their employability, and to emerge as successful entrepreneurs.
- Field Visits provide many kinds of learning experiences to the learners.

b) Provide the details of the programmes offered to promote vocational education and its integration into mainstream education.

B Voc Software Development and System Administration

B Voc Viscom Technology

B Sc Visual Communication

B Sc Electronics

c) How the institution is providing Value-based education to inculcate positivity amongst the learner that include the

development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc.

As spelt out in the Vision-Mission, PO and PEO statements, the institution incorporates cross-cutting issues into the curriculum.

- A holistic view of the cross-cutting issues is provided to all undergraduate students through courses such as Environmental Studies, Essentials of Humanity, Fundamentals of Human Rights and Formation of Youth. The Department of Human Excellence has been revising books on *Essentials of Ethics* and *Environmental Studies*.
- The course Computer Literacy for all undergraduate students integrates constructive critique on issues like cybercrime, incorporating Human Values and Professional Ethics.
- Soft Skills is taught at undergraduate and postgraduate level with varying degrees of training on professional ethics. Joseph's Academy of Soft Skills (JASS) has published (authored by the faculty of the college) and has been periodically revising two books: Winners *in the Making: A Primer on Soft Skills* and *Straight from the Traits: Securing Soft Skills*.
- 130 courses create awareness among students on inevitable cross-cutting issues such as Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values.
- All UG and PG students of the college take up a five-credit Outreach Programme, under SHEPHERD, and are engaged in active community service, taking the skills and knowledge learnt on these issues to the community, realizing them in reality.
- Various awareness programmes, motivational talks, seminars, webinars, colloquia, etc., are organised by the college, departments, clubs and centres of excellence on themes such as ethical and constitutional values and life skills.

d) Enlist the institution's efforts to:

i. Design a credit structure to ensure that all students take at

least one vocational course before graduating.

Value Added Courses

Certificate Courses

ii. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions.

MoUs and linkages with companies and industries and Alumni from industry contribute to training the faculty and students on vocational skills.

iii. To offer vocational education in ODL/blended/on-campus modular modes to Learners.

Offering online/offline/blended Value Added courses and Self-Paced courses

iv. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification.

None

v. Skilling courses are planned to be offered to students through online and/or distance mode.

Certificate courses

e) Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020.

Start up Centre has come out with 13 products.

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

a) Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc,) into the curriculum using both offline and online courses.

The college has three departments that teach Indian languages – Tamil Department, Department of Hindi and Department of Sanskrit.

These departments offer the following Language courses to all the first and second year undergraduate students: Tamil, Hindi and Sanskrit. The texts prescribed by these departments uphold the values of the Indian languages and culture.

The value added courses offered by these departments also uphold Indian values through the respective languages taught.

The syllabi of various departments contain courses that focus on Indian culture. For instance, The Department of English offers courses such as Indian Writing in English (UG & PG), Indian Diasporic Literature, Subaltern Literature, Women's Writing in English, World Classics in Translation (UG & PG), Indian Literatures Translated into English, Comparative Literature and Translation Studies, English for Tourism, Basics of Theatrical Art, Translation: Theory and Practice, Contemporary Indian Literatures Translated into English, Comparative Literature, Postcolonial Literatures, etc., that celebrate the Indian Knowledge System, Culture and Heritage.

b) What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details.

None

c) Provide the details of the degree courses taught in Indian languages and bilingually in the institution.

B.A Tamil

d) Describe the efforts of the institution to preserve and promote the following:

i. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.)

Indian Languages Taught: Tamil, Hindi and Sanskrit

ii. Indian ancient traditional knowledge

Courses taught in the Departments of Tamil, English, Hindi, Sanskrit, and many Humanities and Science departments focus on Indian ancient traditional knowledge.

iii. Indian Arts

Fr Newton Natural History Museum of the college preserves many artefacts of the past. The Visual Communication departments focus on the celebration of Indian arts. INDEP, an interdepartmental cultural extravaganza, includes many competitions that help in the preservation of the ancient and native music, dance and art forms of India. Students of the cultural teams of the college engage in many native music and dance forms such as Kummi, Oyilaattam, Karagam, Tharai, Thappaattam, etc.

iv. Indian Culture and traditions.

Many departments conduct cultural competitions that contribute to the celebration of Indian art forms. Traditional festivals such as Pongal, Deepavali, Onam, etc., are celebrated on a grand scale in the college.

e) Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020.

The institution has been engaging in academic, cultural and social activities that promote a multicultural and pluralistic society.

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

5. Focus on Outcome based education (OBE):

i. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)?

The revision of Syllabus (2021) is completed on the LOCF model proposed by the UGC.

ii. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices.

In order to implement OBE, the faculty many trainings were offered top the faculty on OBE.

iii. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020.

None

20.Distance education/online education:

a) Delineate the possibilities of offering vocational courses through ODL mode in the institution.

The college is planning to construct a Learning Management System that would enable the departments to offer online courses through ODL mode.

b) Describe about the development and use of technological tools for teaching learning activities.

- The faculty of the college use ICT-enabled tools that made teaching-learning process effective and efficient.

- They made discretionary use of smart boards, projectors, laptops, computers, tabs, motion controller devices, digital pens and mobiles to facilitate student-centric learning, organize tasks and tests, and create tutorials, instructional videos, presentation videos, mini screen recording videos, talking head videos, slideshow videos, infographics, e-documents, *etc.*

- The pandemic changed the educational scenario, and 7231 students were added in GCR with unique institutional mail ids, and separate classes were created for Core Courses, Electives, IDCs, Self-paced courses, *etc.*

- Flipped classrooms became the order of the day, and faculty engaged in synchronous and asynchronous modes of teaching.

- Online classes were handled using innovative tools like Nearpod, and Kahoot.

- Webinars and online Value Added courses were conducted through GCR, Microsoft Teams, Zoom, eztalks, etc.,

- The faculty also used videos and other Open Educational Resources (OERs) downloaded from the internet.

- Students engaged in innovative assignments such as video assignments, documentary videos, uploading videos on YouTube, *etc.*

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- **Office of CoE conducted end-to-end online examination and valuation; components were conducted on GCR, and Examinations through ERP. Students downloaded question papers and uploaded answer scripts through Student Portal.**

Provide the details about the institutional efforts towards the blended learning.

The college offers value added courses and certificate courses that employ blended learning. Students also pursue Self-Paced courses through blended learning.

Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020.

Value Added Courses and Certificate Courses

Planned Implementation of LMS

Extended Profile

1.Programme

1.1   **47**

Number of programmes offered during the year:

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

2.Student

2.1   **7231**

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	[View File](#)

2.2   **2473**

Number of outgoing / final year students during the year:

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

2.3   **7026**

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

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

3.Academic

3.1   **1296**

Number of courses in all programmes during the year:

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

3.2   **313**

Number of full-time teachers during the year:

Extended Profile

1.Programme

| 1.1 | **47** |
| Number of programmes offered during the year: | |

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| 2.1 | **7231** |
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| 3.1 | **1296** |
| Number of courses in all programmes during the year: | |

File Description	Documents
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3.2 Number of full-time teachers during the year:	**313**

File Description	Documents
Institutional Data in Prescribed Format	View File

3.3 Number of sanctioned posts for the year:	**35**

4.Institution

4.1 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**1037**
4.2 Total number of Classrooms and Seminar halls	**122**
4.3 Total number of computers on campus for academic purposes	**1250**
4.4 Total expenditure, excluding salary, during the year (INR in Lakhs):	**1328**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

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

The college analyses local, regional, national and global needs through interaction with students, local community, scientists, social scientists, policy designers, parents, alumni, market and industry, incorporates developmental needs of society and designs the syllabus as per the guidelines of UGC and parent university. Boards of Studies draw in knowledgeable input from faculty, Subject Experts, Alumni and Industrial Experts.

Based on feedback from stakeholders, Curriculum Development Committee frames POs, and departments frame PSOs and POs, based on Graduate Attributes, for Undergraduate, Postgraduate and M. Phil programmes.

The process of revising curriculum aims at providing the best also to the least privileged sections of the society. The syllabus drafted is scrutinised by External subject experts and necessary updation is made in the Pre-Board meeting. The draft is finalised in BoS, and presented in Academic Council and General Body for approval.

The School System provides students interdisciplinary opportunities to choose courses focusing on skill development, entrepreneurship and employability. Updation of Self-Paced Courses, Skill-based electives, IDCs, Internship, Project, MOOCs, Value-Added and extra-credit courses makes curriculum dynamic, flexible, continuously evolving, promoting lifelong and active learning by complementing with the development of community, and enabling learners to apply acquired knowledge and skills in entrepreneurship and employment.

File Description	Documents
Upload additional information, if any	[View File](#)
Link for additional information	Nil

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

5

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	[View File](#)
Details of syllabus revision during the year	[View File](#)
Any additional information	No File Uploaded

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

1296

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	View File
Any additional information	**No File Uploaded**

1.2 - Academic Flexibility

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

46

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	**No File Uploaded**
Institutional data in prescribed format (Data Template)	View File

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

47

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

1.3 - Curriculum Enrichment

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

As spelt out in the Vision-Mission, PO and PEO statements, the

institution incorporates cross-cutting issues into the curriculum.

- A holistic view of the cross-cutting issues is provided to all undergraduate students through courses such as Environmental Studies, Essentials of Humanity, Fundamentals of Human Rights and Formation of Youth. The Department of Human Excellence has been revising books on Essentials of Ethics and Environmental Studies.
- The course Computer Literacy for all undergraduate students integrates constructive critique on issues like cybercrime, incorporating Human Values and Professional Ethics.
- Soft Skills is taught at undergraduate and postgraduate level with varying degrees of training on professional ethics. Joseph's Academy of Soft Skills(JASS) has published and has been periodically revising two books: Winners in the Making: A Primer on Soft Skills and Straight from the Traits: Securing Soft Skills.
- 130 courses in 23 programmes create awareness among students on inevitable cross-cutting issues such as Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values.

All UG and PG students of the college take up a five-credit Outreach Programme, under SHEPHERD, and are engaged in active community service, taking the skills and knowledge learnt on these issues to the community, realizing them in reality.

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

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

27

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	**No File Uploaded**

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

1347

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

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

4036

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni	**A. All 4 of the above**

File Description	Documents
Provide the URL for stakeholders' feedback report	https://naac.sjctni.edu/AQAR_2020_21/criterion1.php?id=1.4.2
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	View File

1.4.2 - The feedback system of the Institution comprises the following	A. Feedback collected, analysed and action taken made available on the website

File Description	Documents
Provide URL for stakeholders' feedback report	https://naac.sjctni.edu/AQAR_2020_21/criterion1.php?id=1.4.2
Any additional information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

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

2748

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

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

889

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

2.2 - Catering to Student Diversity

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

The college organises programmes catering to the needs of slow and advanced learners.

- **Department of English conducted Bridge Course (70 hours), streaming the students into Basic and Advanced categories based on a Diagnostic Test.**
- **Bridge Course classes were conducted online, with a customised Text-cum-workbook taught during synchronous sessions(40 hours), and assignments on developing language skills through asynchronous sessions(30 hours). Remedial Programmes were organised for students with low proficiency in English.**
- **Students of all programmes were monitored regarding accumulation of knowledge, and life skills and transferable skills, and were trained through Capacity Development and Skill Enhancement programmes.**
- **Eight Programmes on Competitive Examinations (688 students), 12 on Career Counselling (1527), one on Communication Skills (100), one on Soft Skills Development (59) and six on Life Skills and Awareness of Trends in Technology (388) were organised.**
- **Mentoring System helped slow learners to improve their performance levels.**
- **Special materials prepared by faculty addressed learning issues faced by slow learners.**
- **Peer learning supported advanced and slow learners to improve their knowledge.**
- **Training and Placement Cell conducted skill enhancement programmes facilitating student placement.**
- **Research Grants offered by Management(Rs.1,46,000) benefitted students with an aptitude for research.**
- **286 and 1260Students completed MOOC and Value-added courses respectively.**

File Description	Documents
Upload any additional information	View File
Paste link for additional information	**Nil**

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
01/06/2020	**7231**	**313**

File Description	Documents
Upload any additional information	View File

2.3 - Teaching- Learning Process

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

The autonomous status and CBCS facilitates innovative student-centric methods of learning through courses such as skill-based courses, self-paced learning, interdepartmental courses, intra and interschool courses, partial online courses, value-added courses, etc.

A wide range of student-centric methods are practiced in the college:

Experiential learning

Individual/Group Projects

Laboratory sessions

Instrumentation centre for advanced experiments in science

Drama and role plays

Community outreach programme

Embedded internship programme

Participative learning

Training by Placement Cell, corporate entities and prospective recruiters

MOOCs

Expert lectures and workshops

Presentations and guided seminars

Need-based industrial visits

Group discussions

Peer-learning circles

Guided library work

Webinars

Video conferencing

Problem solving

Case studies

Soft skills programme

Developing models

Project-based learning

Innvovation and Start-up melas

Use of science labs, computer labs and hardware lab enabled students to engage in experiential learning. Use of blended learning and flipped classrooms, and use of ICT tools keep the students engaged in academics inside and outside the classroom.

Workshops imparting skills, with hands-on training, seminars, webinars, conferences, endowment lectures, colloquia, association activities, invited talks, special talks arranged by various committees and clubs keep the students updated with the latest developments in their respective fields and also in multidisciplinary areas of knowledge.

File Description	Documents
Upload any additional information	[View File](#)
Link for additional Information	**Nil**

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

- **The faculty used ICT-enabled tools that made teaching-learning process effective and efficient.**

- **They made discretionary use of smart boards, projectors, laptops, computers, tabs, motion controller devices, digital pens and mobiles to facilitate student-centric learning, organize tasks and tests, and create tutorials, instructional videos, presentation videos, mini screen recording videos, talking head videos, slideshow videos, infographics, e-documents, etc.**

- **The pandemic changed the educational scenario, and 7231students were added in GCR with unique institutional mail ids, and separate classes were created for Core Courses, Electives, IDCs, Self-paced courses, etc.**

- **Faculty prepared 1912 e-content for TL process.**

- **Flipped classrooms became the order of the day, and faculty engaged in synchronous and asynchronous modes of teaching.**

- **Online classes were handled using innovative tools like Nearpod and Kahoot.**

- **Webinars and Value Added courses were conducted through GCR, Zoom, eztalks, etc.,**

- **The faculty also used videos and other Open Educational Resources(OERs).**

- **The college spent Rs. 4,78,000 on purchase of e-journals, NList resources, e-books, etc.,**

- **Students engaged in innovative assignments such as video assignments, documentary videos, etc.**

Office of CoE conducted end-to-end online examination and valuation; components were conducted on GCR, and Examinations through ERP. Students downloaded question papers and uploaded answer scripts through Student Portal.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://naac.sjctni.edu/AQAR_2020_21/criterion4.php?id=4.3.4
Upload any additional information	View File

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

2.3.3.1 - Number of mentors

313

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

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

The Academic Calendar is prepared by IQAC and is approved by College Council. The calendar contains details such as Day Orders, Dates of CIA Components and Semester Examinations, Programmes and Evaluation Pattern, Library Referencing, important days, celebrations, and information on various clubs and committees for co-curricular, extra-curricular and extension activities.

The calendar is distributed to teaching and non-teaching staff and students, and the softcopy is uploaded to the college website.

Activities of associations, clubs and committees, workshops, conferences, alumni activities, placement activities, parent-teacher meeting, value-added courses, internship, project work, field visits and extra-curricular activities are planned and organised based on Day Orders spelt out in the calendar, and are

monitored by Heads, Deans, Controller of Examinations, IQAC, Vice-Principals and Principal.

During the pandemic, the softcopy of the calendar was posted on college website and GCRs. Changes were made in the college calendar due to the changing nature of lockdowns.

The changes were authorized by Standing Committee and informed to staff and students through website, GCR and messaging services.

Regular classes and academic activities were planned by faculty, and entered on Staff Digital Planner that were downloaded and forwarded to the office of the IQAC.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

313

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	View File
Any additional information	View File

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

196

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	View File

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

8.55

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	View File

2.5 - Evaluation Process and Reforms

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

16

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

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

40

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

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

Teachers got up-skilled technically to meet the instructional needs during the Pandemic. E-governance of examination modules (CIA & Semester Examinations) facilitated

- Online distribution of Question Papers without system encryption in GCRs for CIA and ERP for Semester Examinations
- Digitalisation and On-Screen evaluation of Answer Scripts
- Information retrieval mechanism
- Automation at O/o CoE (moving from intranet to internet protocol, sending Appointment Orders for Semester Examination Evaluations,etc.)

The success of online examinations and evaluation depended on the coordinated efforts of

(i)ERP and O/o CoE

(ii)Faculty members' consistent understanding and support

(iii)Students' understanding of and response to all instructions

- Based on the Common timetable prepared by O/o CoE, all departments conducted CIA test components in the respective GCRs, while assignment components were conducted as per college calendar.
- The Semester Examination was conducted through indigenously prepared application software, and writing, invigilation and valuation were done through different but related dashboards.
- For courses adopting MCQ patterns, four different combinations of question papers were sent at random to the students.

The Project and Internshipviva-vocewere conducted in GCR and video recordings, screenshots and PPTs were collected as evidence by O/o CoE.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	**Nil**

2.6 - Student Performance and Learning Outcomes

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

- **The Curriculum Development Committee frames POs for Undergraduate, Postgraduate and M. Phil programmes in alignment with the Vision-Mission statements of the college, and communicates the same to the departments that, in turn, frame PSOs, in alignment with Graduate Attributes, for the respective Undergraduate, Postgraduate and M. Phil programmes, and COs for all the courses of the programmes.**

- **The syllabi with appropriate POs, PSOs and COs are approved by BoS, Academic Council and Governing Body.**

- **Every member of the faculty is involved in the process of Syllabus Revision, and so, is aware of the POs, PSOs and COs of the college, respective departments and the courses respectively.**

Mode of Communication

- **The POs of the college and PSOs of the programmes are displayed at prominent sites of the college and college website.**

- **The hardcopy of the syllabi is distributed to members of the faculty, and softcopy is available on the college website in downloadable format to enable easy and quick access of the syllabi for the students.**

- **Information on POs, PSOs, COs, Graduate Outcomes and Attainment of these through CIA components and Semester Examinations are imparted to the students(freshers) in the**

Student Induction programme at the beginning of every academic year.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	[View File]
Upload any additional information	[View File]
Link for additional Information	**Nil**

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

The attainment of POs, PSOs and COs are evaluated through direct and indirect assessments.

Direct Method:

- **Formative Assessment(CIA) of Theory courses comprises of various assignments(Seminar, Assignment, viva-voce, Quiz, online test, etc.) for 35% weightage, library referencing for 5%, and Mid-semester and End-semester tests, carrying 30% weightage each.**

- **Summative Assessment is done through Semester examinations with 30% weightage allotted to MCQs.**

- **Practical Examinations have a different assessment pattern with Assignment/Record Maintenance/viva-voce for 40% weightage.**

- **The CGPA reflects the performance of students in various courses and the same is used to measure the attainment of outcomes quantitatively.**

Indirect Method:

- **Course Outcome Feedback derived from Faculty-in-charge of each course, Graduate Exit Feedback from Final year students, Alumni Feedback and Industrial/Employer feedback are used to assess the Attainment level of PSOs through Indirect Method.**

- **The performance of students in competitive examinations is**

also used to assess the Attainment of PSOs.
- Components like internship, project work and extension programmes help the institution in evaluating the attainment of outcomes qualitatively. Activities in the SHEPHERD programme help students measure their contribution towards the needs of the society.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	Nil

2.6.3 - Pass Percentage of students

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

2067

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	https://naac.sjctni.edu/AQAR_2020_21/c2/2.6.3/Addl/AQAR_2020_21_2.6.3_CoE_Annual%20Report.pdf

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

https://www.sjctni.edu/IQAC/indexx.jsp?id=23&ye=2020-2021

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

- Periodic calibration of instruments assures good quality of data for applied research.
- Based on scholarly merit of individual's projects, college allocates necessary infrastructural and financial support.
- The policy of promotion of research facilitates freedom of thought, inquiry, expression and publication.
- Undergraduate and Postgraduate students and research scholars are given necessary orientation to enable them engage in socially relevant research.
- Cash incentives are provided to encourage faculty involved in publication, proposal writing and patenting.
- In commercializing an IP asset, researcher is rewarded with 80% and institution's share is fixed at 20%.
- Seed money for Rs.2,97,000 to 11 faculty, Rs.92,000 to seven scholars and Rs.54,000 to six students was provided through SJC Research Grant to promote the research culture of the institution.
- Campus publication RETELL, promotes research in areas of science and humanities, remaining as model for truly a multidisciplinary journal.
- SJC Research Directory serves as rich research database of research projects undertaken in the college.
- Teachers have published 137 research articles, and 36 candidates have registered for Ph.D.
- Research Policy of the college is uploaded to the college website, and implementation of the guidelines spelt out is ascertained through various cells like Research Committee, IPR cell, Incubation and Innovation Cell, etc.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://www.sjctni.edu/aboutus/naac/Policies/Promotion_of_Research.pdf
Any additional information	View File

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

3.1.2.1 - Seed money provided by the institution to its teachers for research during the

year (INR in lakhs)

2.97

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

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

2

File Description	Documents
e-copies of the award letters of the teachers	View File
List of teachers and details of their international fellowship(s)	View File
Any additional information	**No File Uploaded**

3.2 - Resource Mobilization for Research

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

2.77

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	**No File Uploaded**

3.2.2 - Number of teachers having research projects during the year

3

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	**Nil**
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

84

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

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

3

File Description	Documents
Supporting document from Funding Agencies	[View File](#)
Paste link to funding agencies' website	https://naac.sjctni.edu/AQAR_2020_21/c3/3 21_322_324/Addl/AQAR_2020_21_3.2.4_Grants %20Received.pdf
Any additional information	**No File Uploaded**

3.3 - Innovation Ecosystem

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

Ecosystem for innovation is nurtured through many ways in the institution:

- **A dedicated instrumentation centre for material characterization for applied science research.**

- **IPR cell creates awareness on socially relevant research leading to institutional IP assets. Incubation and Innovation Cell suggests seed funds and other requirements for innovations in lab scale to be converted to large scale.**

- **Start-up committee assesses the quality of innovation and ability to produce in large and helps converting innovation into commercial products.**

- **Entrepreneurship skills of students are developed through skill based electives.Entrepreneurship Cell trains students through development centre, establishing networks with organisations and alumni outside campus, through pre-incubation activities and linkage-based knowledge-sharing.**

- **SJC-ERP, an in-house resource centre, is engaged in IT-related activities like the development of software applications by students through staff mentorship. The centre has developed modules for Administrator, Faculty, Student and Parent, Online Admission Process, e-Attendance, Hostel Management System, Performance Appraisal System, e-Planner, Biometric Attendance System, D-space, Alumni Portal and Automation of Examination**

> Management System, and offers consultancy services in the same.

- Medicinal Plants grown in the Herbal garden at Nagamangalam provides entrepreneurial training for students in preparation of Herbal Medicine.

- Vermi-compost yard is a source of community service and revenue generation.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	**Nil**

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

96

File Description	Documents
Report of the events	[View File](#)
List of workshops/seminars conducted during the year	[View File](#)
Any additional information	**No File Uploaded**

3.4 - Research Publications and Awards

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

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	<u>View File</u>
Any additional information	**No File Uploaded**

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

3.4.2.1 - Number of PhD students registered during the year

36

File Description	Documents
URL to the research page on HEI website	<u>https://www.sjctni.edu/research.jsp?id=1</u>
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	<u>View File</u>
Any additional information	<u>View File</u>

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

138

File Description	Documents
List of research papers by title, author, department, and year of publication	<u>View File</u>
Any additional information	**No File Uploaded**

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

21

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://naac.sjctni.edu/AQAR_2020_21/criterion3.php?id=3.4.4

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

3.4.5.1 - Total number of Citations in Scopus during the year

97

File Description	Documents
Any additional information	**No File Uploaded**
Bibliometrics of the publications during the year	View File

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

3.4.6.1 - h-index of Scopus during the year

226

File Description	Documents
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	**No File Uploaded**

3.5 - Consultancy

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

6.86

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	*View File*
List of consultants and revenue generated by them	*View File*
Any additional information	**No File Uploaded**

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

NIL

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	*View File*
List of training programmes, teachers and staff trained for undertaking consultancy	**No File Uploaded**
List of facilities and staff available for undertaking consultancy	**No File Uploaded**
Any additional information	**No File Uploaded**

3.6 - Extension Activities

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

SHEPHERD, the Outreach Programme, involved all students of the college in community service, sensitizing them to pertinent social issues, resulting in organizing programmes to address socially relevant issues such as hygiene, eco-friendliness, gender sensitization, health, etc:

- **Webinars on Medicinal Plants Conservation and Practices during COVID-19 Pandemic, Extension Service in Higher Education, Personal Health Awareness, Medicinal Herbs, Corona Virus and its impacts, etc.**

- Special classes for children in Orphanages
- Kitchen Garden Programmes and Sapling Plantation
- Health Awareness Programmes for Rural Populace on Health, Drip Irrigation and Government Subsidies, Covid-19 Response Programmes and De-addiction
- Kabhasurakudineer distribution in villages
- Stress Management for Anganwadi Workers
- Training on Herbal Medicine Preparation, Rare Herbal Collection and Herbal Nutritive Powder Preparation for Anganwadi Workers
- Tree Plantation
- Solid Waste Management
- Career Guidance Programmes
- Medical Camps
- Seminar on Violence against Women and Children in Government and Private Schools
- Awareness programmes on Independence Day, Republic Day, Gandhi Jeyanthi, Teachers' Day, National Youth Day, Human Rights Day, World AIDS Day, Pongal International Women's Day, etc.
- Living with Nature Programme
- Trainings and Exposure Programme to Students and Health Workers, etc.

SHEPHERD, NSS, YRC and other Student Clubs, worked in collaboration with government and non-government agencies in extending their service to community.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.sjctni.edu/Shepherd/index.jsp?id=4&bredcom=Home%20|%20Academics%20|%20Shepherd%20|%20Activities

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

6

File Description	Documents
Number of awards for extension activities in during the year	View File
e-copy of the award letters	View File
Any additional information	**No File Uploaded**

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

18

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

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

1127

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

3.7 - Collaboration

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

19

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

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

12

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	View File
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institution has exemplary infrastructural and physical facilities to enhance the quality of teaching-learning process. In 75.864 acres, the institution houses

- 11 buildings
- 103 classrooms
- 19 seminar halls
- Two boardrooms
- 1250 computers in departments, offices, four labs and ICT centre
- 300 Mbps broadband connectivity
- 78 Wi-Fi points
- 24/7 free internet connectivity to faculty and students
- 12 kiosks
- Language lab with 50 computers
- Central instrumentation centre
- 32 labs
- UGC, DST-FIST, DBT-STAR, BSR-funded instruments besides other instruments
- 7804 books in department libraries
- 1,66,782 books and 242 print journals in the central library
- Media lab
- Two rooms for counselling sessions
- Two for conducting skill development activities
- PwD Centre
- Separate wings for the office of the Controller of

- Examination and SHEPHERD
- Century-old museum
- Herbarium with 5000 volumes of books and rare reprints and subscribing to 70 journals
- Environmental training centre and 3 botanical gardens
- Administrative offices for Shift I and Shift II
- Department staffrooms with necessary accessories
- 592 rooms in five hostels
- Sports hostel
- Girls' hostel
- Playgrounds
- Clinical lab
- Lifts, ramps, braille and transport facilities for PwDs
- Six open-air stages
- Rooms for NCC, NSS, YRC, AICUF, Nature Club, Student Council
- Seven generators with a capacity of 783 Kva power

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

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

Sports and Games

- The college has 19.61 acres of land allotted for playground that houses pavilion with three galleries with seating capacity of 1000, separate grounds for football, hockey, cricket, volleyball(7 courts), basketball(4), ball badminton(4), kabaddi(2), shuttle(2), throwball, tennikoit, obstacle field and well-maintained spaces for athletes.
- Infrastructural facilities are available for indoor games like table tennis, chess and carom.
- Sportspersons are provided with scholarship for tuition and hostel fee.
- Coordinator, Director, Assistant Director and an Assistant are appointed for sports.
- Hostels have courts, gymnasium and halls for indoor-games.
- Day-scholar center has indoor games facilities for students.

- **The college has a dedicated yoga centre.**
- **A multi-purpose Gymasium with a 50-bedded sports hostel is under construction.**

Cultural Activities

- **The institution has eight halls (Lawley Hall, SAIL Hall, Jubilee Hall, Community Centre, Marian Hall, KPJ Hall, Loyola Auditorium and Xavier Hall) and six open-air stages.**
- **Most departments house at least one small hall, equipped with necessary equipment such as video and audio systems connected with internet facility for co-curricular and extra-curricular activities.**
- **Fine Arts Wing has an exclusive Hall with green room.**
- **The college orchestra has a well-equipped music room.**
- **An exclusive building is allotted for the 128-year old Camboulives College Band.**

File Description	Documents
Geotagged pictures	[View File](#)
Upload any additional information	[View File](#)
Paste link for additional information	https://www.sjctni.edu/services/fine_arts.jsp?deptCode=FA

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

122

File Description	Documents
Upload any additional information	**No File Uploaded**
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View File](#)

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

289.3

File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	**No File Uploaded**

4.2 - Library as a Learning Resource

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

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

The details of the software are presented below:

Name of the ILMS Software: NIRMAL Suite 2014 Premium Package

Nature of automation : Full

Version : 2014

Year of automation : 2000

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

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://despace.sjctni.edu:8080/jspui/

4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books	**A. Any 4 or more of the above**

Databases Remote access to e-resources	

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	**No File Uploaded**

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

11.5

File Description	Documents
Audited statements of accounts	View File
Any additional information	**No File Uploaded**
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

2094

File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	**No File Uploaded**

4.3 - IT Infrastructure

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

IT policy:The College has formulated an IT Policy with a vision to fashion technology-driven governance that enhances transparency, accountability and efficiency, with improved data availability and consistency. SJC-ERP is an indigenous product, and the College is registered owner of all software. SJC-ERP identifies ERP services, ensures availability of ERP services to

all with parity, maintains ERP system, and provides training on ERP to all stakeholders. It provides ICT services to users, through a highly reliable hardware and software infrastructure. The College has expanded free Wi-Fi provision for all its members. The College network comprises of optical, wired and wireless connections throughout the college sites and is maintained by JCICT.

Practice: St. Joseph's College coordinates implementation of E-Governance policy, guiding and binding all users of ICT facilities to its regulatory framework. This covers use of all computers and related hardware, and use of network infrastructure in all units of the College. Admissions, attendance, payment of fees, timetable, scholarship, examinations-related details and placement of students, and academic, research, extension, consultancy, projects and industrial tie-up profiles of faculty are fully automated. Parents are trained to access information on their wards' profile.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	Nil

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
7231	1250

File Description	Documents
Upload any additional information	[View File](#)

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus	A. ?50 Mbps

File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	**No File Uploaded**

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing	**A. All four of the above**

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.sjctni.edu/Department/hishome.jsp?deptCode=VT&id=1&bredcom=Home%20│%20Academics%20│%20Departments%20│%20VISCOM%20TECHNOLOGY
List of facilities for e-content development (Data Template)	View File

4.4 - Maintenance of Campus Infrastructure

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

1328

File Description	Documents
Audited statements of accounts	View File
Upload any additional information	**No File Uploaded**

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

- **Entry into library is recorded with e-attendance at the entrance of all sections of the college library.**
- **Every transaction of books/journals/manuscripts is automated for the use of staff, students, alumni and**

public.

- The online directory/catalogue of books/journals/manuscripts in the library enables administrators/users to track the availability of the same.

- Access and utility of instruments in the common and department instrumentation centres, books/thesis in the department libraries, computer and research labs, museum, smart classrooms and seminar halls are recorded in login record note-books maintained in the respective sections/centers.

- The users enter into the college website to utilize Wi-Fi and other facilities by accepting terms and conditions pertaining to IT policy of the institution.
- The college has drafted a policy for maintenance of infrastructure, and all the stakeholders abide by the guidelines spelt out in the policy.
- IQAC conducts Inventory Audit every year, and takes stock of the infrastructure in the departments/labs/clubs/committees/offices/sports complex/centres of excellence.

- Based on the proposal from departments and centres, for maintenance of their infrastructure, a specified amount is allotted for maintenance in the annual budget of the college.
- The proposal is dealt with by the Finance Committee and approved by the Governing Body.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://www.sjctni.edu/aboutus/naac/Policies/Systemsproce.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

1327

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	[View File](#)
Upload any additional information	[View File](#)

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

881

File Description	Documents
Upload any additional information	[View File](#)
Institutional data in prescribed format	[View File](#)

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology	**A. All of the above**

File Description	Documents
Link to Institutional website	https://www.sjctni.edu/services/bridge_course.jsp?id=1
Details of capability development and schemes	[View File](#)
Any additional information	[View File](#)

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

2215

File Description	Documents
Any additional information	View File
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees	A. All of the above

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	No File Uploaded
Upload any additional information	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

727

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of outgoing students progressing to higher education

793

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	**No File Uploaded**

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

20

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

5.3 - Student Participation and Activities

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

31

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

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

Election:

The Student Council is elected democratically in alignment with the recommendations of Lyngdoh Committee, and members trained in Leadership and Team-building skills.

Functioning:

The Council and representatives are engaged in organising Awareness programmes on various themes, interdepartmental Sports competitions, Cultural Fests, Teachers' Day, Freshers' Day, flash mob performances, celebrations of interreligious festivals, important days, Free Health check-ups, Blood Donation camps and camps for staff and students to obtain Aadhaar card, PAN card, Passport, etc.

Representation in Academic and Administrative Bodies/Committees:

The Chairperson, as member, attends meetings of Academic Council and IQAC, and offers constructive ideas for student welfare.

The Members of the Council are also members of BoS, Internal Complaints Committee, Student Welfare Committee, etc., and various clubs, and bring to the notice of the Management, the grievances of students.

They share the dais with dignitaries in all functions of the college.

The representative of the final year class is Secretary of the Department Association, and all representatives collaborate in organising academic, co-curricular and extracurricular activities of their respective departments.

Due to the Pandemic, Office Bearers were not elected, yet representatives of classes, as members of Council, functioned efficiently in the activities of the college, clubs and committees.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	Nil

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

14

File Description	Documents
Report of the event	View File
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	**No File Uploaded**

5.4 - Alumni Engagement

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

The Alumni Association, registered under the Society of St. Joseph's College, has 11954 lifetime members. The Association

- runs clinical laboratory for students and public, where medical tests are done for a nominal fee
- organises reflexology therapy
- maintains alumni guest house, organises alumni reunion every year, honours achievers and social activists
- provides breakfast for economically backward students on working days
- institutes endowment funds and sponsors convocation kits

In 2020-2021, the Association spent Rs.13,325 on Breakfast scheme, Rs.1,68,500 on Covid Relief Expenses, Rs.1,85,573 on Global Virtual Reunion, Rs.10,30,877 for Souvenir of the 175th year celebrations of the college.

The association contributed to the college by organising Alumni Reunion meetings of: 1969-1972 batch of B.Com Alumni(12.02.2021), 2000-2002 Batch of M.Sc Physics Alumni(14.02.2021), Department of Electronics(07.02.2021), Chemistry department (20.02.2021), Department of English(10.03.2021) and Computer Science (26.03.2021).

The USA Chapter of SJC Alumni Association organised special programmes: Virtual Reunion Meet(31.10.2020), Pongal Celebrations(30.01.2021), and International Women's day(27.03.2021).

The Alumni Association organized a mega event Josephites' Global Virtual Reunion-2021 on 13.03.2021 in the College, on Live and virtual mode in which over 1500 alumni/ae participated. SJC

Alumni Chapters were inaugurated on the occasion in Singapore, Middle East Countries and Bangalore, and Chennai and Coimbatore Chapters were reactivated.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://alumni.sjctni.edu/

5.4.2 - Alumni's financial contribution during the year	**A. ? 15 Lakhs**

File Description	Documents
Upload any additional information	[View File](#)

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

- **The governance of the college is motivated by a drive to provide the best to the learners, focusing on quality enhancementin all aspects of academics in tune with the vision-mission statements of the institution.**
- **The ideas presented in the vision-mission statements of the college are achieved by admitting many students from economically, socially and academically disadvantaged sections of the society, and providing them with quality education.**
- **The college also helps students imbibe a sense of social commitment, moral values, socially relevant research, environmental consciousness, ethical use of technological education and life-long learning through a curriculum that caters to local, regional and global needs.**
- **To facilitate such a learning atmosphere, the governance system of the college is in place with the right kind of inspired and responsible leadership that has vision, open-mindedness, strategic thinking, creativity and authenticity to implement continuous developmental measures.**

- The college has a multi-layered governance system with a Governing Body, the apex statutory decision-making body, Academic Council, and College Council.
- Collaborative and effective leadership is executed by appointment of Deputy Principal, Vice Principals, Deans, CoE and Coordinators of Committees.This is further realized through faculty members representing all administrative and academic bodies, committees, clubs and centres of excellence.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	Nil

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

- The college practices a highly decentralised mode of management that follows a structure in which decision-making authority is not limited to a few executives at top level
- Many administrative positions such as Deputy Principal, CoE, five Vice-Principals, five Deans, two Deans of IQAC, Coordinators of B.Voc., ERP and women students and Director of SHEPHERD are created.
- Heads/Coordinators of departments, Coordinators of Student Support Services and Centres of Excellence have decision-making privileges at the micro level.
- Regular meetings are organised between Administrators and Officials, Heads/Coordinators, Teaching and Non-teaching staff, and communication structure flows both vertically and horizontally.
- The college also entertains participative management, and collects feedback from students, Student Council, faculty, Heads, Coordinators, Parents, Alumni and Employers.
- The Management, departments, and IQAC analyse feedback collected in their respective domains, and make necessary inclusions in future action plans.
- The School System aims at maximizing resource, expertise-sharing across disciplines and having lateral mobility to achieve cross-discipline exposures, augmenting employment and self-employment opportunities.
- By empowering Deans, Heads/Coordinators and Coordinators

of Service Units, the college has reached important milestones in the realm of academics, ICT based TLE activities, Development of Infrastructure, Research, Extension, Consultancy, Collaborations, Counselling and Mentoring, and Gender and Social Equity.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	View File
Paste link for additional Information	https://www.sjctni.edu/IQAC/6.1.2%20Decentralisation%20and%20Participative%20Management.pdf

6.2 - Strategy Development and Deployment

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

TLE witnessed many changes during 2020-2021. Administrators and Officials discussed changes in pedagogy based on emerging trends in educational scenario, and came up with decisions regarding TLE and fine-tuning e-governance.

The college engaged in end-to-end online admission process. Classes were conducted on GCR-a virtual college was created with staffrooms, and classrooms for various courses. Synchronous and asynchronous modes of TL were practiced. GCRs and Website were put into effective use for communicating with stakeholders, decisions taken in meetings and information on academic activities.

CoE office was vibrant with activities needed for complete automation, and end-to-end online examinations. Viva-voce for UG, PG and Ph.D were conducted online. Internet bandwidth was increased to 300 Mbps, and ERP offered great support to all online activities. Faculty were offered training in using online platforms. Zoom Software for 1000 participants was purchased.

Meetings of statutory and non-statutory bodies were held online. Many webinars were conducted, and online sharing of knowledge brought the college in touch with international scholars. SHEPHERD reached the community through online means. Departments

conducted online Alumni and Parent Teacher Meet. The quality of activities was monitored by IQAC, and feedback was received from staff and students on the effectiveness of these activities.

File Description	Documents
Strategic Plan and deployment documents on the website	[View File](#)
Paste link for additional information	https://www.sjctni.edu/IQAC/6.2.1_Strategic%20Planning%20and%20Deployment%20-%20GB%20Minutes.pdf
Upload any additional information	No File Uploaded

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

The effective functioning of the statutory and non-statutory bodies is ensured by a collaborative administrative set up that has created a well-established system that keeps all institutional bodies intact and efficiently operational.

The Jesuit priests are members of Board of Management that plans and supervises execution of plans for the institution. Governing Body, the apex statutory body, with adequate representation from the Board and faculty, holds biannual meetings, to deliberate and approve activities, reports and innovative future plans of Academic Council, Finance Committee, Board of Studies, and academic performance of the institution.

The Principal and Secretary manage everyday activities and issues of the institution. College Council, Academic Council, Finance Committee and IQAC offer their counsel on pertinent matters. A decentralized system of administration is practiced to ensure efficient functioning of academic and administrative realms.

The college has policy documents clearly spelt out on Research, Consultancy, E-Governance, Staff Service Rules, Recruitment, Promotion and Grievance Redressal Mechanism, Code of Professional Ethics, Core Values of the Institution, and a well-defined Organogram that define the role and functions and code of conduct of the students, staff, faculty, Heads/Coordinators, Deans of the five schools and the IQAC, resulting in efficient functioning of the institution.

File Description	Documents
Paste link to Organogram on the institution webpage	https://naac.sjctni.edu/AQAR_2020_21/c6/6.2.2/6.2.2_QLM_Organogram.pdf
Upload any additional information	View File
Paste link for additional Information	Nil

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination	A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Documen	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

The college has initiated many welfare measures for teaching and non-teaching staff viz;

health camps, awareness on physical, psychological and social well-being, priority in admission for wards, PF, CPS, RDs, medical and maternity leave, medical insurance, counselling, 24/7 free Wi-Fi, canteen and hostel facility, community hall for family functions, loan facilities through Staff Welfare Fund(Rs.5,00,000) and Staff Co-operative Thrift and Credit Society(Rs.8,00,000), fee concession for staff for doctoral research, indoor games, bank and ATM inside the campus.

The college facilitates career development of teaching staff by permitting them to pursue higher studies, undergo training programmes, attend conferences, workshops, etc., or to act as

resource persons.

IQAC, departments and clubs organise programmes that help faculty to update their knowledge on recent developments in their respective fields.

The college provides seed money to faculty for innovative research.

Faculty members can check out 15 books from the library at a time, and have access to all e-journals and online databases.

Faculty publishing books are honoured with awards.

The college takes necessary efforts for promotions/career advancement of staff as per UGC norms.

Six professional development programmes were organised for teaching staff.

Faculty were provided with financial support to attend conferences.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

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

8

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

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

6	
File Description	**Documents**
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	View File

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

115

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

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

The Principal is the Chairman of the Finance Committee constituted by the Governing Body. The Committee meets before the preparation of Annual Budget, and at the end of the financial year to analyse expenditure. It collects and scrutinises budgets from departments, units and centres every year, and integrates them into the annual budget of the institution to get the approval of the Governing Body.

Fee and scholarship are managed by the fee section and the scholarship section respectively. The college has a policy of making and accepting payments only through cheques, DD and PFMS for transparency.

The Finance Section, under the supervision of Principal and Vice-Principal (Finance), maintains accounts of grants received from funding agencies. Utilization certificates are sent to funding

agencies along with audited account statements.

The stock verification team engages in internal audit, analysing data submitted by departments and other units. External audit is conducted by the Chartered Accountant.

The Regional Joint Director of Collegiate Education conducts an annual audit of salary of staff and other related accounts.

AG audit is conducted for grants received from funding agencies of the Central government.

The auditors of the apex co-operative body audit the accounts of the SJC Staff Co-operative Society.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

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

16.13

File Description	Documents
Annual statements of accounts	View File
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	No File Uploaded

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

The college has well-defined procedures for mobilisation and utilisation of funds. Student fee, grant-in-aid salary and interest from bank are key financial resources. Funds are also tapped from external sources from funding agencies. Consultancy, Corporate Training, contributions from Philanthropists and Alumni are other sources of funding. CSR funds of companies are used and collaboration with NGOs are sought for carrying out extension activities. Principal and Finance Committee analyse

all fundraising requests and activities. The approval of
Secretary is essential for funds raised for permanent
improvements in college or college-owned property.

During 2020-2021, the institution generated Rs, 25,46,300
(Rs.2,76,800 from government agencies, Rs.6,57,000 from
consultancy from Archbishop Casimir Instrumentation
Centre(ACIC), and Rs.16,12,500 in the form of Endowments) from
external agencies.

The Principal collects data on the requirements of departments
and centres, as part of Annual Budget preparation; he presents
the budget before the Finance Committee for its approval, and
later before the Governing Body for final approval. If
expenditure on a particular item exceeds One Lakh, the purchase
officer gets three quotations, and submits them to Finance
Committee. Approval and allocation of budget is communicated to
departments and centres. Non-budgeted expenditures are
considered based on merit and emergency of the requirement.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	Nil

6.5 - Internal Quality Assurance System

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

Incremental improvements made during the preceding year with
regard to quality and post-accreditation quality initiatives
(Second and subsequent cycles)

The IQAC has been engaged in making incremental improvements
with regard to the enhancement of quality of the institution.

- New Programmes were introduced based on the needs of the
  times.
- B.Com Honours was established in collaboration with
  Association of Chartered Certified Accountants (ACCA),
  London, with a functional tie-up with International Skill

Development Corporation (ISDC). The syllabus is embedded with nine courses of ACCA, and examinations for three ACCA courses are conducted at the global level. Students receive the degree with globally recognised certification from ACCA.

- Two need-based programmes - M.Sc Data Science and M.Sc Counselling Psychology - were introduced.
- LOCF - based Syllabus Revision was carried out by all departments with clearly spelt out POs, PSOs, PEOs and COs and a well-defined method of Attainment
- Avenues for enhanced ICT integrated Teaching-Learning and Evaluation methods were explored during the pandemic on GCR, leading to the preparatory work for establishing an LMS.
- Conduct of end-to-end online examinations on the ERP of the college
- Internet Bandwidth was increased to 300 Mbps to facilitate hassle-free conduct of online examinations and uploading and downloading of Question papers and answer scripts.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	Nil

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

The IQAC constantly monitors the quality of Teaching-Learning process of the college, and promotes and implements necessary changes in the structure and methodologies of operation and learning outcomes.

- Three need-based programmes – B.Com Honours, M.Sc Data Science and M.Sc Counselling Psychology – were introduced during the academic year to widen the scope of areas of academics.

- The college initiated implementation of Attainment-based curriculum in 2017-2018, framing POs for the institution, PSOs for departments and COs for all courses. The IQAC has suggested many reforms in the process of framing of Syllabus leading to Attainment, based on which departments have revised the syllabus in 2020-21. Two Workshops were

- organised for the teaching faculty on Attainment-based framing of Curriculum.

- The Covid-19 pandemic ushered in technology-driven teaching pedagogy, and IQAC brought in many quality reforms regarding Teaching-Learning Evaluation process of the college through Planning and Evaluation Committee. The college engaged in Synchronous and Asynchronous modes of online teaching.

- Examination and evaluation processes were completely automated, information reaching students on time, with only a minimum number of connectivity issues.
- Feedback on conduct of online classes, online examination and evaluation process was received from students, and necessary action was taken to improve the standard of the same.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	Nil

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)	A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	https://www.sjctni.edu/aboutus/AnnualReports/2020-2021.pdf
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	**No File Uploaded**

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution promotes gender equity in various walks of its functioning:

- **In 2020-2021, the college admitted many female students, and has appointed many women faculty. Female faculty hold important administrative positions.**

- **Gender equity is embedded in the curriculum, with 22 courses offered by various departments creating awareness among all UG and PG students.**

- **Gender Equity is also inculcated in the minds of students through various co-curricular and extracurricular activities conducted by departments, clubs, cells and centres of excellence.**

- **Joseph Association of Women Students(JAWS) organised a webinar on Women Empowerment, and organised a special talk on International Women's day.**

- **JAWS organised 19 competitions for the students focussing on women issues in which nearly 400 students participated.**

- **SHEPHERD, the outreach programme of the college, and NSS conducted various programmes advocating gender equity, and celebrated International Women's Day, promoting gender sensitisation and equity.**

- It organised Seminars on Violence against Women and Children in many places in collaboration with Capuchin Friars Minor-Multipurpose Social Service Society and Catholic Health Association of Tamilnadu.
- ICC and other committees established for empowerment of female faculty, staff and students ensure that gender equity is maintained in the right spirit on the campus.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	Nil

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment	C. Any 2 of the above

File Description	Documents
Geotagged Photographs	[View File](#)
Any other relevant information	No File Uploaded

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

Solid waste Management

- Solid wastes across the college are collected as degradable, bio-degradable and non-degradable wastes separately.
- Plant litter is processed in vermi-compost yard, and bio-fertilizer produce is used for gardening, and sold to the public. Solid waste from hostels are used to feed fish in the pond.

Liquid waste Management

- Sewage water is connected appropriately to the government sewage tank to facilitate sewage treatment.
- Waste water filtered out by RO processing unit is utilised for maintenance of gardens.

- **Hazardous chemicals like acids and bases are diluted with rain water before sending them to the sewage tank and the impact is reduced to minimum.**

Biomedical waste Management

- **Biomedical wastes like napkins are incinerated in small quantities to avoid environmental pollution.**

E-waste Management

- **The IT policy of the college clearly charts down the process of managing e-Waste. Electronics Department handles e-waste of the college, and recycles the components to a maximum extent.**
- **MoU with an e-waste management company is established to dispose obsolete electronic gadgets.**
- **Old systems in good condition are donated through Outreach Department to the adopted village schools.**

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	**No File Uploaded**
Geotagged photographs of the facilities	<u>View File</u>
Any other relevant information	**No File Uploaded**

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	**A. Any 4 or all of the above**

File Description	Documents
Geotagged photographs / videos of the facilities	<u>View File</u>
Any other relevant information	**No File Uploaded**

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping	A. Any 4 or All of the above

File Description	Documents
Geotagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	No File Uploaded
Any other relevant documents	No File Uploaded

7.1.6 - Quality audits on environment and energy undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	D. Any 1 of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	View File

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.	A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of facilities	[View File](#)
Policy documents and brochures on the support to be provided	**No File Uploaded**
Details of the software procured for providing assistance	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

- **The Vision-Mission statements promote sustenance of an inclusive environment.**
- **The admission and appointment policies aim at creating a quality-enhanced ecosystem in extending education services to economically and socially disadvantaged sections of the society. The college has initiated many measures to establish a harmonious existence for staff and students from various backgrounds.**
- **Hindi, Sanskrit and French are offered as Part I courses to enable students from other regions to gain education outside their states.**
- **Department of Human Excellence offers courses to promote equality, and Religious Doctrine for Catholic second year undergraduate students and Formation of Youth for students from other religious backgrounds.**
- **The college organises Mass for Catholic staff and students**

- while staff and students of other religions attend secular motivational talks.
- Cultural festivals like Pongal, Onam, Christmas, Ramzan, Karam, etc., are celebrated and students imbibe values of tolerance, understanding and appreciation of various cultures.
- SHEPHERD, NSS and committees like Anti-Ragging Committee, UGC SC/ST Committee, Remedial Coaching, Mentoring Facilitation Committee, Equal Opportunity Centre, Joseph's Association of Women Students, Committee for Persons with Disabilities work for emancipation of marginalized sections of staff and students and the community.
- Women faculty are given administrative positions such as Deans, Heads and Coordinators in increasing numbers.

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

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

The college organises various awareness programmes for faculty, staff and students on their fundamental constitutional obligations as responsible citizens of India.

The college, NSS and SHEPHERD celebrate important National festivals such as Independence Day, Republic Day, Constitution Day, and birthdays of great leaders of India during which eminent resource persons deliver motivating lectures, sensitising the students and staff on values, rights, duties and responsibilities of citizens.

The college has the above ideas embedded in the curriculum. The undergraduate students are taught values related to Gender Equality and Empowerment, Integrity in Public Life and National Integration, and Fundamentals of Human Rights by the Department of Human Excellence.

Some departments have integrated into their syllabus salient features of Indian Constitution with special reference to the Preamble and Fundamental Rights. Many departments have incorporated into their curriculum concepts like gender equality

advocated by Indian Constitution.

All the faculty, staff and students take Pledge against Untouchability on Martyr's Day on 30th January. Pledges are also taken on Anti-terrorism Day(21st May), Anti-Child Labour Day(on 12th June), Communal Harmony Day(20th August) and National Integration Day(19th November). Awareness is created on Constitutional obligations through LED displays at vantage points in the college.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	**No File Uploaded**
Any other relevant information	View File

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

A. All of the above

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

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

The college organises various celebrations, acknowledging the rich heritage of our nation.

- Independence Day and Republic Day are celebrated with ceremonial flag hoisting and parade by NCC and NSS units.
- With a spirit of secularism, the college celebrates festivals-Christmas, Diwali, Pongal, Ramzan, Onam, KARAM(tribal festival)-of various religions and culture.
- It celebrates national and international commemorative days and events organising a wide range of awareness programmes in the college and villages and urban slums adopted by extension department.
- Martyrs' Day is observed with rally to memorial of M. Saravanan, our alumnus and Vir Chakra Awardee.
- The Birth and Death Anniversary of our illustrious Alumnus, Dr Abdul Kalam, Former President of India, are observed with solemnity.
- On the birthday of great leaders like Mahatma Gandhi and Dr BR Ambedkar, various programmes such as seminars, exhibitions, human chains are organised.
- Pledges to be taken on Days on Anti-terrorism, Anti-Child labour, Communal Harmony and National Integration are printed on college calendar.
- Teachers' Day is celebrated with great enthusiasm.
- Special programmes are organised on International Human Rights Day, Women's Day, World AIDS Day, Green Consumer Day, Communal Harmony Campaign Week, World Charity Day, National Youth Day, etc.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	No File Uploaded
Geotagged photographs of some of the events	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

Best Practice – I

Student Admission Process

- The admission policy of the college is based on the State Government Admission policy for minority institutions and the Jesuit Province policy.
- As per the Jesuit Province policy, the college admits students from economically and socially disadvantaged sections of the society.
- The college has a very systematic Online Admission process for undergraduate and postgraduate programmes.
- The college uses an indigenously developed software that has been tested sufficiently for its validity.
- The selected candidates are sent an e-offer of admission through email and messaging services.
- The Selection list is also published on the website of the college.

Best Practice II

Quality Assurance through End to End Student Feedback

St. Joseph's College has End-to-End Student Feedback System with the following objectives:

- To assess the effectiveness of the Teaching-Learning and Evaluation process, Student Support Systems and system of governance of the institution
- To create efficient channels through which the student community can be served

The feedback activities are:

- Students' Appraisal on Teaching Faculty: Odd Semester& Even Semester
- Open Forum
- Survey on Soft Skills
- Survey on the Efficiency of the School System
- Students Satisfaction Survey (SSS)
- Exit Poll
- Alumni Feedback

File Description	Documents
Best practices in the Institutional website	https://www.sjctni.edu/IQAC/7.2.1%20SJC%20-%20Best%20Practices.pdf
Any other relevant information	https://naac.sjctni.edu/AQAR_2020_21/c7/7.2.1/AQAR_2020_21_721.pdf

7.3 - Institutional Distinctiveness

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

- The driving force of the college is the policy of Option for the Poor.
- The college has been focussing on the advancement of marginalised communities-women, students from economically and socially marginalised sections and students with disabilities. The admission policy serves the above agenda.
- The college has incorporated into its curriculum various topics on gender sensitization and equality.
- Many committees and clubs conduct awareness programmes that emphasize the importance of social equality. True to its Vision, the college strives to inculcate in its staff and students necessary values that would create and sustain a culture of equality.
- Students of the college are trained to excel in academics, yet the notion of excelling in social equality and justice is clearly spelt out in the goals and objectives of the college.
- The Placement Cell assures the placement of students, assuring social respectability and economic independence of the socially and economically marginalised communities.
- Job Fairs for students with Physical Disabilities are conducted and many students are selected for jobs.
- SHEPHERD addresses the locational disadvantages, and serves people of 69 adopted villages and 21 urban areas, creating a service-oriented living experience for all the students who become "men and women for others".

File Description	Documents
Appropriate link in the institutional website	https://www.sjctni.edu/IQAC/7.3.1%20Institutional%20Distinctiveness%20(1).pdf
Any other relevant information	**No File Uploaded**

7.3.2 - Plan of action for the next academic year

- **Establishing Learning Management System of the College to promote enhanced ICT Integrated teaching pedagogy and Student-centric learning**
- **LOCF-based Syllabus with Attainment for all the Programmes**
- **Documentation Centre for pooling of data at one place**
- **IQAC Newsletter of the activities of the college**
- **To create and put in use a Mobile App that merges E-Attendance with E-Planner**
- **To establish an exclusive Centre for Start-ups**
- **To conduct a Mela for Innovation, Incubation and Start-up**
- **To increase the amount allotted for Seed Money for faculty for research**
- **As a Health Initiative, to start a centre that prepares organic food and edible items**
- **To prepare for sale Moringa-based value added products, as an initiative for community service**
- **To arrange for a grand Science exhibition for school students to take the knowledge from the labs to the student community from schools**
- **To get a few patents**
- **To establish new clubs and committees for skill development of the students**

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