# SELF STUDY REPORT

## FOR

## 2nd CYCLE OF ACCREDITATION

## ST.JOSEPH'S COLLEGE FOR WOMEN, TIRUPUR

ST. JOSEPHS COLLEGE FOR WOMEN, KANGEYAM ROAD, TIRUPUR
641604

www.stjosephcollegetup.edu.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

St. Joseph's College for Women, Tirupur is a Catholic Minority Institution established in the year 2000. It is run by the congregation of the Franciscan Sisters of the Presentation of Blessed Virgin Mary, Coimbatore. The Institution was established by Very Rev. Mother Daria, the then Superior General of the Congregation with a vision to empower Women through quality education Students are admitted without distinction of caste or creed or religion. The college affiliated to Bharathiar University offers graduate and postgraduate courses. Besides academics, the college aims at all-round development of the students especially in spiritual, social and civic values. It gives preference to the first generation learners and also to the socially and economically backward women. The motto of the college is **"Knowledge Purifies and Charity Enhances"**. It manifests a rich tradition of quality and value based system of learning to empower the women.

The College has currently evolved to run **14 Undergraduate, three Post Graduate, two M.Phil., and one Research Programmes** with a team of committed Teaching and non-teaching staff. St. Joseph's College has worked through years down the corridors of Time, shaping the lives of young women. It has endeavored not only to sharpen the educational skills but also to open the doors of opportunities for the young students by identifying and nurturing their various talents. It reflects a continuous journey beyond the threshold of mediocrity to ascend towards an explorative experience in quality education.

**Vision**

**EMPOWER AND ELEVATE WOMEN THROUGH ACADEMIC EXCELLENCE AND SOCIAL INTEGRITY**

**Mission**

- **To impart Holistic education**
- **To ignite Intellectual Capabilities**
- **To promote Communal Harmony**
- **To nurture Social Commitment**
- **To develop Eco Consciousness**

**Goals and Objectives**

- To inculcate concern for nature and respect for everyone
- To conduct relevant courses catering to the needs of the changing scenario
- To develop personality through education
- To impart education to illuminate intellectuality, skills and values
- To encourage creativity and talents in students
- To help students become socially responsible citizens
- To promote integrity and religious harmony.

The College functions in accordance with the vision and mission of the institution by dynamic involvement of the students in various curricular, co-curricular and administrative activities. These activities facilitate the students to cultivate leadership, executive and directive proficiencies. Various duties are discharged to the respective positions of the office bearers.

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

**Institutional Strength**

- The college is situated in an industrial area renowned as an export hub.
- The college is strengthened by **funding received from NAAC, DST-NIMAT, NCW, CWWEO, UBA and Philanthropists**.
- The curriculum follows **Choice Based Credit System, Outcome Based Education.**
- **High (96%) pass percentage in University Examinations**
- **Sixty five Rank Holders** for the past 5 years and **144 Rank Holders** in the University examinations since the inception of the college.
- **100% use of ICT tools** teaching-learning process.
- **58 MoUs** and 130 **collaborations** have been strengthened with activities.
- Faculty members have prepared **126 e-content modules**.
- **CO and PO attainment** is done through CAMU LMS.
- Research **projects were accomplished by the faculty members through funding from industries and Philanthropists**.
- The college has organized **70** workshops, seminars and conferences on **Research methodology, Intellectual Property Rights and Entrepreneurship.**
- **317 extension activities and outreach programmes** were conducted to strengthen the society.
- **Four patents** have been filed by the faculty members.
- **Publications in Scopus/Web of Science** and **UGC Care list** is 131.
- **Book/Chapters/Proceedings** - 86.
- The library has a collection of **13008 books, 47 Journals, 602 Back volumes and 30 rare books**.
- **70 % of the Students are benefitted** by scholarships and freeships from the Government, Institution and Non- Government agencies.
- **Thirty two** students have qualified in **competitive exams**.
- The college has won **28 awards for sports and 15 for cultural events**.
- **The IQAC has contributed extensively** for the enhancement of curriculum, teaching-learning and research through its various initiatives.
- Timely submission of **AQAR, AISHE and NIRF** to Government portals.
- **Solid waste management** is done effectively through vermicomposting, composting and recycling of paper. Green, Energy, Environment and Hygiene audits are done with registered agencies.
- The college **supports Divyangjan** through disabled friendly measures.
- **100% practice of Learning Management System.**
- Inculcation of sense of social responsibility in students through **Unnat Bharat Abhiyan by adopting 5 villages**.
- **17 Clubs** and its activities.
- **67.6 %** of the students are getting placement and progressing to Higher Education
- **70 Add-on / Certificate / Value Added / MOOCs, SWAYAM, NPTEL Courses** impart industry relevant skills to the students.
- **Green campus awards**.

**Institutional Weakness**

- 39% of faculty are with PhD/NET/SET and 61% are in the process.
- Journals and Book Publications can be increased under UGC/Scopus/web of Science/Pub Med.
- Major and Minor projects under funding can be further strengthened.
- Incubation Centers are in the process and Startups have to be established.
- Admission of students needs to be strengthened.

**Institutional Opportunity**

- MoU's have been signed with **58 Industries** and Institutions thereby giving an opportunity to further academic collaborations in the form of student and faculty exchange programmes.
- The college magazine, the launch of the **language laboratory, Bridge Courses and Certificate Courses on English Language** can strengthen the communication skills of the students.
- Disbursal of **seed money** to faculty and incentives for Publications and participations can pave way to strengthen the research.
- The college having registered with IIC can provide students with various opportunities such as Innovation Challenges, participation in workshops and seminars, networking opportunities, and Skill Development.
- The college is significant for its extension and outreach programmes which could be extended physically to places beyond Tirupur district.
- **EDC and Clubs** provide opportunities for students to explore their talents.
- **126 e-contents** have been prepared by faculty which could be extended to Government portals.
- **70 Add-on / Certificate / Value Added / MOOCs, SWAYAM, NPTEL Courses** provide opportunities to the students to match with industry relevant skills.

**Institutional Challenge**

- Enrollment has declined because of the opening of two new Government colleges in Tirupur. The rise of more private colleges in Tirupur intensifies the decline in enrollment rates.
- ·90% of students are from the vernacular medium. Despite Bridge courses, Peer learning, and Communicative English courses, their transformation takes time.
- Internships and placements to reputable institutions and industries outside Tirupur are not pursued by students.
- Numerous publications have been made in Journals originally under the UGC care list but now withdrawn.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

The institution is **affiliated to Bharathiar University, Coimbatore**. The curriculum framed by the University is followed in all the Programmes. The Institution ensures effective curriculum delivery through a well-planned and documented process like **Lesson Plan, Work Diary, Plan of action, Time table and periodical conduct of meetings. Academic Calendar** is prepared as per the affiliating University academic schedule and is available on the college website. The conduct of the CIA examinations is monitored by the **Examination cell** and are scheduled in the academic calendar. Additionally, **70 Certificate Courses, Value Added Courses, Add-on Course and SWAYAM/NPTEL/MOOCs** enhance professional skills, benefiting all the students over the last five years.

There are **31 courses** catering to **Professional Ethics**, **09 courses** in **Gender, 15 courses** in **Human Values and 11 courses** in **Environment Sustainability.** A primary focus of the institution is on cultivating considerate, compassionate, and value-based professionals equipped with a robust ethical foundation. Moreover, the College actively promotes gender equity and environmental sustainability. This comprehensive approach highlights the institution's commitment to nurturing well-rounded individuals poised for success in their chosen fields.

The College emphasizes systematic curriculum delivery through **Seminars, Industrial Visits, Projects, Industry Interactions, Internships, and technical sessions, promoting experiential and participative learning.** Notably, **98.5% of the students** actively engage in **Internships, Projects and Field work**, enriching their educational experience

The institution meticulously collects and analyzes feedback from a spectrum of stakeholders, including **Students, Teachers, Parents, Alumni, and Employers**, through the **IQAC.**

**Teaching-learning and Evaluation**

The College prioritizes a student-centric teaching-learning approach, ensuring transparency and compliance with **Bharathiar University regulations and state government reservation policies during the admission process.**

The college has an average student enrolment of **55.78 %.** The management sanctions the required posts and fills with qualified full-time teachers to maintain quality higher education standards. **Twenty-eight faculty members hold Ph.D. / UGC NET / SET qualifications.** The average student-teacher ratio stands at 14:1, facilitating individual attention through a Mentor-Mentee system.

To effectively implement Outcome-Based Education (OBE), the college employs student-centric methodologies such as internships, projects, educational tours, industrial visits, exhibitions, marketing expos, group discussions, activity-based learning, group projects, peer team teaching, value-added courses, creative corners, intra-departmental and intercollegiate competitions, workshops, expert talks, and **ICT-enabled teaching. Experiential and participative learning methods, along with problem-solving techniques**, are integrated to foster holistic student development.

Student performance is evaluated through continuous internal tests, assignments, seminars, and end-semester examinations. The internal assessment process is systematic, with **grievances addressed promptly**. External assessments are conducted by the affiliating University. **Program Outcomes (POs), Course Outcomes (COs), and Program Specific Outcomes (PSOs)** are communicated to students through the college website and notice boards. The college possess an impressive average pass percentage of **96.9 %** and has produced **65 university ranks** in the past five years.

**The Internal Quality Assurance Cell (IQAC)** ensures **student satisfaction by collecting feedback**, analyzing and taking actions regularly. Through these measures, the college endeavours to provide a nurturing and enriching academic environment conducive to student success and excellence.

## Research, Innovations and Extension

The institution has cultivated an environment for **innovation, Indian Knowledge Systems (IKS) promotion, and Intellectual Property Rights (IPR) awareness**. **4 faculty patent filings, and ongoing Ph.D. pursuits ensure the innovation atmosphere in the college**. Entrepreneurship is fostered through the **Entrepreneurship Development Cell (EDC),** while student creativity thrives via **club activities** and **publications like "Drizzle" and "Explora" magazines, Institution Innovation Council (IIC), and Student inventions.**

In terms of academic progression, the college has conducted **16 programs dedicated to research methodology**, providing valuable guidance to faculty and students. Additionally, **3 programs focused on Intellectual Property Rights (IPR)** have raised awareness and understanding of this critical aspect of innovation and knowledge protection. Moreover, **51 entrepreneurship-focused programs** equip students with the skills needed to thrive in the business landscape.

Scholarly contributions include **131 publications in reputable journals indexed in Scopus, UGC, and other peer-reviewed databases**. Furthermore, the college has authored **86 books, chapters, and conference proceedings**, enriching scholarly discourse.

The college, faculty and students have been accoladed with **96 awards** including the **best green campus award for energy conservation and eco-friendly practices.** Community engagement is fostered through programs like NSS and Unnat Bharat Abhiyan, along with impactful initiatives such as health awareness campaigns and environmental conservation efforts. The college has signed **58 MOUs** for on-the-job training, internships, and collaborative research.

St. Joseph's College epitomizes excellence in teaching, scholarship, and community engagement, making significant contributions to society while fostering holistic student development.

## Infrastructure and Learning Resources

The College campus spans **5.09 acres**, featuring a substantial built-up area of **11970.06 square meters**. The high-speed internet bandwidth of 100 mbps is beneficial for research, online learning, and communication. **Thirty-nine ICT-enabled classrooms**, especially the **4 smart classrooms**, can enhance teaching and learning experiences through interactive technology. Additionally, the extensive CCTV surveillance with **104 cameras**

provides a sense of security and safety for students, faculty, and staff.

There are **four computer laboratories with 225 computers**, maintaining a **4.5:1 student-computer ratio.** Additionally, there are 2 Physics, Chemistry, and Costume design labs, along with Psychology and Language labs. **CAMU LMS** facilitates student convenience fees payment and other academic activities.

With **32.03%** of expenditure dedicated to infrastructure augmentation and **50.25%** towards improving physical and academic facilities, the college prioritizes investments that support educational excellence.

The library houses **13,008 books, managed using ILMS-Campes-i-lib**, with **602 back volumes, 47 journals, 4 newspapers, and 24 magazines.** Students can access e-resources and connect to the National Digital Library of India, **DELNET, INFLIBNET, and KNIMBUS**. A **digital library** with 40 computers enhances access to e-resources.

The campus features an open-air stage, **2 ICT-enabled seminar halls**, for conducting conferences, seminars and cultural activities. Through **Swayam Prabha DTH Channels** in 10 classrooms, online teaching is facilitated.

The campus offers well-kept playgrounds for students to engage in sports like **Basketball, Volleyball, and Kabaddi, along with indoor games like Chess and Carrom. Gymnasium and health center** promote physical fitness and well-being.

**Student Support and Progression**

The institution has proactively facilitated a wide array of support mechanisms aimed at nurturing student growth and development. Students benefitted by Scholarships and Free-ships from the Government, Institution and Non-government organizations are 3818. The college has organized capacity development and skill

enhancement activities for improving student's capability in **soft skills -101, Language and communication skills- 14, Life skills -83 and awareness of trends in technology- 56.** Students benefitted by guidance for competitive examinations/career counseling is **3581**. Thirty-two students have cleared the National/ State level competitive exams. 67.6 % of the students placed and progressed to higher studies. A Grievance and Redressal cell is constituted which monitors and addresses issues raised by students. There has been no incidence of sexual harassment and ragging in the last 5 years. The college has won 15 awards for cultural programs and 28 awards for sports. The college has organized **45 sports events and 69 cultural** and academic events. The alumni contribute significantly to the development of the students and the institution. Alumni are involved in organizing competitions, guest lectures and actively participate in the activities of the college. An amount of **Rs. 9,55,350** was contributed by the alumni during the assessment period.

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## Governance, Leadership and Management

The College is dedicated to realizing its vision and mission by implementing robust governance aligned with its core values. Through the **NEP implementation**, the institution fosters multidisciplinary learning, outcome-based educationand extension activities. Decentralization empowers stakeholders, ensuring effective decision-making and sustained growth. The institution has embraced E-Governance by employing **CAMU ERP across Finance, Admission and Academic domains.**

In the **short term (1-5 years)**, the college focuses on academic enhancement, infrastructure development, student support, community outreach and financial sustainability. Initiatives include introduction of new programmes, faculty training, laboratory upgrades, mentorship programs, and fundraising efforts. In the **long term (5-10 years),** the institution aims for global collaborations, infrastructure expansion, interdisciplinary teaching, autonomous status attainment andNIRF Ranking.

Financial support is rendered for the faculty members to participate in Seminars, Conferences, Workshops, Membership in Professional Bodies and Article publications through which 76.2 % of Teachers got benefitted**. 95.96% of the staff attended Faculty development programs and administrative training programs**. **Performance appraisal systems** evaluate teaching and non-teaching staff, fostering accountability and growth. Welfare measures for teaching and non-teaching staff in the form of maternity benefits, leave as per norms, contribution to PF and ESI are provided.

Strategies for resource mobilization and utilization involve meticulous budgeting, government and non-governmental funding and regular financial audits. The **IQAC** has been instrumental for contributing significantly to quality assurance strategies in the institution. through **regular meetings.** The institution reviews its activities through internal and external academic audits. **Feedbacks** have been systematically obtained from stakeholders, analyzed, action taken and reported.

## Institutional Values and Best Practices

The institution promotes gender equity and sensitization through curriculum integration with **9 courses on gender equity and** co-curricular activities through **Women Cell and other clubs.** The college has installed **2 solar units (15.8 KWp and 7.26 KWp)**. **One hundred and four CCTV's** have been installed for the safety and security of women students. The college has installed **297 LED lights**.

**Solid waste management** is effectively brought about by the Department of Mathematics (Composting and Vermicomposting), Department of Computer Applications (Paper bags out of newspapers), St. Joseph's Store (Recycling of unused papers into notebooks), Department of Computer science (Recycling of e-waste to NGO)and Incinerators for sanitary napkin disposal. The college has **8 rechargeable pits**, **1 well and 1 tank for rainwater harvesting**, 2 bore wells, 7 tanks and a good distribution system of pipelines. **Wastewater recycling** channels waste water from purifiers, hand basins and restrooms for irrigation, benefing plants as it regenerates. The **speed limit of 10 km per hour** is only permitted within the college premises. The college features **herbal garden and St. Joseph's Nursery**. The college has taken effective measures to reduce the usage of plastics. The college was recognized for its **clean campus** by Nature Science Foundation, Coimbatore. **Eco-club, Energy-club, Organic Club, e-waste Club**, extension activities of NSS and the Departments promote beyond the campus environmental activities. Facilities cater to **differently-abled students**, including accessible website and amenities like **2 ramps, wheel chair and special washrooms**.

The institution fosters inclusivity and civic awareness through diverse cultural, linguistic, and socioeconomic initiatives. The best practices of the college are **1) Elevate and Empower: A Holistic approach to Skill Development and 2) Social Responsibility and Fostering Eco Consciousness.** The college is **distinctive** for **value-based education integrating health and hygiene for comprehensive student development.**

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | ST.JOSEPH'S COLLEGE FOR WOMEN, TIRUPUR |
| Address | St. Josephs College for Women, Kangeyam Road, Tirupur |
| City | Tirupur |
| State | Tamil Nadu |
| Pin | 641604 |
| Website | www.stjosephcollegetup.edu.in |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | S. Sahaya Tamil Selvi | 0421-2427575 | 7373259089 | 0421-2250895 | sjcfwtup@gmail.com |
| IQAC / CIQA coordinator | J. Priyadharshini | 0421-2426895 | 7904034268 | 0421-2425089 5 | jpriyasuresh.ram@gmail.com |

| Status of the Institution | |
|---|---|
| Institution Status | Self Financing |

| Type of Institution | |
|---|---|
| By Gender | For Women |
| By Shift | Regular |

| Recognized Minority institution | |
|---|---|
| If it is a recognized minroity institution | Yes<br>minoritystatuscertificate.pdf |
| If Yes, Specify minority status | |
| Religious | Religious |
| Linguistic | |
| Any Other | |

**Establishment Details**

| State | University name | Document |
|---|---|---|
| Tamil Nadu | Bharathiar University | View Document |
| Tamil Nadu | Bharathiar University | No File Found |

**Details of UGC recognition**

| Under Section | Date | View Document |
|---|---|---|
| 2f of UGC | 29-12-2016 | View Document |
| 12B of UGC | 29-12-2016 | View Document |

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|---|---|---|---|---|
| No contents | | | | |

**Recognitions**

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

**Location and Area of Campus**

| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
|---|---|---|---|---|
| Main campus area | St. Josephs College for Women, Kangeyam Road, Tirupur | Urban | 20600 | 11970.06 |

# 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,English Literature, | 36 | Higher Secondary Level | English | 50 | 13 |
| UG | BBA,Business Administration, | 36 | Higher Secondary Level | English | 60 | 13 |
| UG | BCA,Computer Applications, | 36 | Higher Secondary Level | English | 60 | 31 |
| UG | BCom,Commerce, | 36 | Higher Secondary Level | English | 60 | 40 |
| UG | BCom,Commerce With Computer Applications,B.Com CA | 36 | Higher Secondary Level | English | 60 | 55 |
| UG | BSc,Mathematics, | 36 | Higher Secondary Level | English | 60 | 3 |
| UG | BSc,Computer Science, | 36 | Higher Secondary Level | English | 60 | 51 |
| UG | BSc,Costume Design And Fashion, | 36 | Higher Secondary Level | English | 50 | 20 |
| UG | BSc,Physics,Physics | 36 | Higher Secondary Level | English | 40 | 0 |
| UG | BSc,Chemistry,Chemistry | 36 | Higher Secondary Level | English | 40 | 6 |
| UG | BCom,Commerce Business Analytics,Busine | 36 | Higher Secondary Level | English | 40 | 2 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | ss Analytics | | | | | |
| UG | BSc,Psychology,Psychology | 36 | Higher Secondary Level | English | 30 | 14 |
| UG | BCom,Commerce Professional Accounting,Professional Accounting | 36 | Higher Secondary Level | English | 40 | 7 |
| UG | BSc,Computer Science With Data Analytics,Computer Science with Data Analytics | 36 | Higher Secondary Level | English | 40 | 11 |
| PG | MCom,Commerce, | 24 | Under Graduate Degree | English | 30 | 15 |
| PG | MSc,Mathematics,Mathematics | 24 | Under Graduate Degree | English | 30 | 3 |
| PG | MSc,Computer Science, | 24 | Under Graduate Degree | English | 30 | 5 |
| Doctoral (Ph.D) | PhD or DPhil,Commerce,Commerce | 36 | M.Phil or Post Graduation with Course work | English | 20 | 1 |
| Pre Doctoral (M.Phil) | MPhil,Commerce, | 24 | Post Graduate Degree | English | 17 | 0 |
| Pre Doctoral (M.Phil) | MPhil,Computer Science, | 24 | Post Graduate Degree | English | 22 | 0 |

**Position Details of Faculty & Staff in the College**

| Teaching Faculty | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 7 | | | | 63 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 7 | 1 | 62 | 0 | 63 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 23 |
| Recruited | 6 | 0 | 17 | 23 |
| Yet to Recruit | | | | 0 |

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

**Qualification Details of the Teaching Staff**

| Permanent Teachers | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 7 | 0 | 1 | 11 | 0 | 19 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 0 | 40 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 0 | 11 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| Details of Visting/Guest Faculties | | | | |
|---|---|---|---|---|
| Number of Visiting/Guest Faculty engaged with the college? | Male | Female | Others | Total |
| | 0 | 2 | 0 | 2 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 876 | 0 | 0 | 0 | 876 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 41 | 0 | 0 | 0 | 41 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 1 | 0 | 0 | 0 | 1 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Pre Doctoral (M.Phil) | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |

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

| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|---|---|
| SC | Male | 0 | 0 | 0 | 0 |
| | Female | 28 | 38 | 39 | 28 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 0 | 0 | 0 | 0 |
| | Female | 204 | 251 | 263 | 204 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 0 | 0 | 0 | 0 |
| | Female | 8 | 8 | 10 | 8 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 92 | 91 | 88 | 92 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 332 | 388 | 400 | 332 |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | The College offers 14 Under Graduate and 3 Post Graduate, 2 M. Phil and one Research programme spanning Arts, Science, Commerce, and Management, fostering its interdisciplinary reputation. Adopting the CBCS structure, courses are categorized into Core, Allied, Elective and Skill-Based. Experiential learning through projects, field trips and internships enriches the learning experiences of the students. Environmental studies and foundational courses on human rights and yoga ensure all-inclusive student development. Adhering to Bharathiar University guidelines, the College offers non-major elective courses, encouraging multidisciplinary education. While limited in entry |
|---|---|

| | |
|---|---|
| | and exit flexibility due to affiliation, the institution empowers students to explore diverse disciplines, fostering awareness and seizing new opportunities. Interdepartmental guest lectures, featuring speakers from various academic disciplines, industry experts and practitioners, offering of certificate, value added and add-on courses expose students to diverse perspectives and emerging trends across different fields. |
| 2. Academic bank of credits (ABC): | The College directs students to register in NAD Portal with the guidelines given by the affiliating University. The NAD Student Portal empowers students to access, share, and showcase their digital academic certificates to institutions or employers via https://nad.digilocker.gov.in/students. Students require a single NAD ID for multiple degrees, ensuring streamlined documentation. Existing NAD-registered students update their details with the NAD Coordinator. Benefits include authenticated digital copies of academic awards, mitigating risks of loss or forgery, and expedited service delivery, combating counterfeit certificates effectively |
| 3. Skill development: | The College is committed to fostering comprehensive skill development among its students through a diverse array of initiatives. Various Student Enrichment Programs, career orientation sessions, and Certificate courses, Value Added Courses and Add-on Course augment academic learning. Additionally, 17 clubs provide platforms for experiential learning and community engagement. The Entrepreneurship Development Cell organizes Entrepreneurship Awareness programs, nurturing an entrepreneurial mindset among students. Across the five-year period, the College conducted a total of 254 Capacity Building activities, including Soft Skills, Language & Communication Skills, Life Skills and Awareness & Trends in Technology. The College has proactive approach towards enhancing students' all round development across various skill domains. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | Fostering cultural diversity, the institution provides language offerings in Tamil, Hindi, and French, enriching students' linguistic skills. Exams conducted in vernacular languages for Part-IV courses further enhance inclusivity and cultural appreciation. By embracing multilingualism, the institution not only celebrates linguistic diversity but also promotes all- |

| | round development of students to connect with different cultures and languages on a deeper level. The College employs English as the primary instructional language but encourages a multilingual approach to accommodate students' diverse backgrounds, enhancing comprehension and inclusivity, especially for those from rural areas. Celebrating Indian festivals and integrating traditional arts educate students while webinars and online courses widen access to Indian culture and heritage. This approach reflects the institution's commitment to nurturing a culturally inclusive learning environment that values and respects diverse linguistic backgrounds. |
|---|---|
| 5. Focus on Outcome based education (OBE): | Outcome-based education" prioritizes course outcomes, ensuring students acquire specific skills and knowledge. Through Programme Specific Outcomes and Course Outcomes delineated in syllabus, faculty members determine appropriate methodologies. The university, via Board of Studies and Academic Council meetings, refines curriculum to emphasize course outcomes. Embracing experiential learning, the curriculum integrates skill-based and professional courses incorporating project work and fostering student-centric education. |
| 6. Distance education/online education: | As an Affiliated Institution, the College exclusively offers regular programs, but it has effectively implemented skill-based online courses sanctioned by Bharathiar University. The College embraces ICT integration into teaching. Management continuously upgrades infrastructure and ICT facilities to meet current demands. Post-Covid, virtual platforms are extensively utilized for blended learning, integrating online exams, webinars and assignments with physical classes. The institution encourages students to enroll in Swayam portal to pursue online courses, reflecting its adaptability and commitment to modern educational paradigms. 90% of the students enroll in the Swayam Portal every year. |

**Institutional Initiatives for Electoral Literacy**

| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Electoral Literacy Club [ELC] has been set up in the college from 22.01.2018 and it is active till date. |
|---|---|

| | |
|---|---|
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | The Electoral Literacy Club (ELC) is a vital component of the institution's commitment to civic engagement and democratic participation. Each year, dedicated faculty members (Nodal Officers) and student coordinators (College Ambassadors) are appointed to organize the club's activities. Through the ELC, various initiatives are undertaken to promote electoral literacy among students and the wider community. These activities include voter education campaigns, voter registration drives, and seminars on democratic principles and electoral processes. The ELC serves as a representative platform, ensuring that individuals are empowered with the knowledge and skills necessary to participate meaningfully in the democratic process. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | The institution spearheads innovative and proactive initiatives aimed at instilling the significance of voting among students and the wider community. Through a diverse array of activities such as seminars, rallies, awareness programs, registration camps, slogan writing, poster making, song composing (with themes centered on the importance of voting), drawing, and article writing competitions, we actively promote civic participation and electoral literacy. Additionally, the institution organizes new voter registration camps to facilitate the enrollment process for students and the public alike. Through voluntary contributions from the students, the college provides invaluable assistance to the public, aiding them in completing forms 6, 6B, and 8, as well as helping them link their Aadhaar with their Voter ID. Furthermore, the students play an integral role in assisting their peers with enrollment and actively support the district election administration in the smooth conduct of polling activities. These voluntary efforts promote the culture of civic responsibility and democratic engagement within the institution and the broader community. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | The college is committed to spearheading socially relevant initiatives aimed at promoting civic engagement and democratic participation. Through a range of activities such as awareness programs, seminars, rallies, and organizing camps focused on voter ID registration, the college actively cultivate a culture of informed citizenship among the students and the community at large. These initiatives serve as platforms for education, and empowerment, ensuring |

| | that individuals are equipped with the knowledge and resources necessary to exercise their democratic rights effectively. |
|---|---|
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | Each year, the institution prioritizes the facilitation of new voter registration, extending the opportunity to both students and the wider public. Through organized campaigns and registration drives, the college aims to empower individuals with the fundamental rights to participate in the democratic process. By providing accessible avenues for voter registration, the college strives to cultivate a culture of civic responsibility and engagement within the community. These efforts reflect the commitment to fostering active citizenship and ensuring that every eligible individual has the opportunity to exercise their right to vote. |

# Extended Profile

## 1 Students

### 1.1

**Number of students year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1007 | 1112 | 1110 | 1116 | 1088 |
| File Description | | | Document | |
| Upload Supporting Document | | | [View Document](#) | |
| Institutional data in prescribed format | | | [View Document](#) | |

## 2 Teachers

### 2.1

**Number of teaching staff / full time teachers during the last five years (Without repeat count):**

**Response: 124**

| File Description | Document |
|------------------|----------|
| Upload Supporting Document | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

### 2.2

**Number of teaching staff / full time teachers year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 71 | 66 | 65 | 65 | 65 |

## 3 Institution

### 3.1

**Expenditure excluding salary component year wise during the last five years (INR in lakhs)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 105.69 | 73.73 | 33.99 | 115.96 | 112.32 |

| File Description | Document |
|---|---|
| Upload Supporting Document | View Document |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

## 1.1 Curricular Planning and Implementation

**1.1.1**

**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

The institution is affiliated to Bharathiar University, Coimbatore. The curriculum framed by the University is followed in all the Programmes.

**Curriculum Delivery**

- **Student centric teaching methodologies** are adopted to impart higher level thinking skills to the students.
- Courses are allotted to faculty members according to their **area of specialization.**
- Invited expert lectures are arranged to deliver the content beyond syllabus for knowledge enhancement and **Certificate/Value-added/Add-on courses** have been organized for bridging the gap between Industry and Academia.
- **Smart class rooms** enable the teachers to deliver lectures using ICT tools and **e-contents** in each semester.
- **Project Work, Field Work and Internships** are arranged to impart practical employability experience for the students.
- The College strives to follow certain regulations for the partial implementation of **OBE** to the best of its boundaries.
- **Remedial classes** are given for the slow learners.
- Advanced learners are encouraged to take part in activities beyond the curriculum.

**Planned and Documented Process**:

- **Lesson plan** is prepared by the respective faculty members at the beginning of each semester.
- **Time table** for the entire semester is prepared to indicate specific theory class and laboratory hours.
- Faculty members maintain a **Work Diary** which consists of the date, the topic handled and the instructional strategies.
- Plan of action is submitted to Principal at the commencement of every academic year.
- **Feedback** from Students, Faculty members, Employers and Alumni is analyzed and considered for planning.
- **Staff Council meetings** are held periodically to discuss on various action plans for curriculum delivery, conduct of CIA Examinations and implementation of new ventures at the commencement of every semester.
- **Academic Calendar** is prepared as per the affiliating University academic schedule and is available on the college website.

**Conduct of Continuous Internal Assessment (CIA)**

- The conduct of the examinations is monitored by the **Examination cell.** The dates for CIA I and CIA II Examinations and a Model Examination per semester are scheduled in the academic calendar.
- The Internal Tests are conducted in a **centralized manner** once in 28 days.
- The Units I and II of the syllabus are completed for CIA I Examination, Units III and IV for CIA II Examination and all the units for Model Examination.
- The **timetable** is prepared as per the guidelines of respective statutory bodies for the number of credit hours for each subject prior to the commencement of the semester.
- Hall and seating allotment for the examinations are posted in the Te**legram channel.**
- A**nswer scripts** of the CIA Examinations will be given to the students for checking their marks within a week to ensure transparency.
- **Answer schemes** of the Question papers will be posted on the Department Notice boards after the completion of the examinations. Final internal marks are submitted to the University.
- The Examination cell has a proper **grievance redressal mechanism** to address the problems regarding the conduct of examinations and evaluation.

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 1.2 Academic Flexibility

**1.2.1**

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response:** 08

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

| Other Upload Files | |
|---|---|
| 1 | [View Document](#) |

**1.2.2**

*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years*

**Response:** 1.84

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 89 | 07 | 04 | 0 | 0 |

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 1.3 Curriculum Enrichment

**1.3.1**

*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

**Response:**

The institution is dedicated to encompassing a wide array of important elements within its educational framework. Through the university curriculum and a spectrum of meticulously organized programs, the institution addresses vital aspects such as professional ethics, gender equality, human values, environmental consciousness and sustainability.

**Professional Ethics**

All the Programmes include courses which impart comprehensive understanding of professional ethics within their respective disciplines. Some examples are **Life Skills Management, Experimental Psychology and Business Organization**. Almost **31 courses** have been identified in the curriculum which is relevant to Professional ethics. Complementing these academic offerings, the College hosts a diverse array of Student Enrichment Programs, spanning topics like Intellectual Property Rights and Personality Development. These initiatives emphasize about the importance of upholding attitudes, etiquettes, and standards that cultivate a strong professional ethos among students. By instilling these values and practices, the College empowers individuals to embrace a professional outlook that transcends academic realms, preparing them to navigate complex professional landscapes with confidence and integrity.

**Gender**

The University has prescribed **Women's Rights as a Foundation Course** during the third semester for all the UG Students. Augmenting the comprehensive curriculum that includes **9 dedicated subjects on Gender**, the **Women's Cell** actively engages influential women icons as resource persons, offering invaluable inspiration to our students. In a commitment to holistic well-being, the Women's Cell and Alumni Association, consistently arranges free medical camps addressing **women-specific health concerns**. The Internal Quality Assurance Cell (IQAC) demonstrated its commitment to gender-related initiatives by securing a grant of Rs. 90,000 from the **National Commission for Women (NCW),** New Delhi. This grant facilitated the organization of a impactful **Legal Awareness Programme** in the year 2019, reinforcing the dedication to fostering awareness, empowerment, and inclusivity.

**Human Values**

The University integrates **Part IV Human Rights Foundation course** into the curriculum for all undergraduate students. With a robust emphasis on nurturing human values, the affiliating University integrates **15 dedicated subjects within its curriculum**. Complementing academic learning, the institution employs various avenues to instill these values deeply within its students. Through platforms such as **AICUF, Campus Ministry, Anti-Ragging Committee, Electoral Literacy Club, Unnat Bharat Abhiyan, NSS, and Society for Inclusive Education**, the College cultivates a holistic environment that fosters empathy, compassion, and integrity.

**Environment and Sustainability**

**Environmental studies - Part IV Foundation course** is incorporated in the curriculum during the first semester for all the UG students. With an expansive curriculum encompassing **11 subjects dedicated to Environment and Sustainability,** the College encourages the cultivation of environmentally conscious graduates. In pursuit of fostering innovation and promoting eco-friendly practices, the institution has

established several clubs including the **SJC Eco Club, Energy Club, Organic Club, Health and Hygiene Club, and E-Waste Club**. Students actively participate in initiatives aimed at environmental preservation both within and outside the campus premises.

To ensure accountability and progress, the College conducts **comprehensive audits** covering various aspects of Environment and Sustainability, including **Environment, Health and Hygiene, Energy, Waste Management, E-Waste Management, Bio-Medical Waste, and Plastic**. Through these audits, the institution remains committed to continual improvement and adherence to best practices in environmental stewardship.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

### 1.3.2

**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**

**Response:** 40.12

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 404

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 1.4 Feedback System

### 1.4.1

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

### 2.1.1

**Enrolment percentage**

**Response:** 55.56

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 332 | 400 | 388 | 423 | 385 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 750 | 680 | 680 | 680 | 680 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Final admission list as published by the HEI and endorsed by the competent authority | [View Document](#) |
| Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only. | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

### 2.1.2

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

**Response:** 54.03

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 319 | 321 | 315 | 316 | 312 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 634 | 574 | 574 | 574 | 574 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Final admission list indicating the category as published by the HEI and endorsed by the competent authority. | [View Document](#) |
| Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 2.2 Student Teacher Ratio

**2.2.1**

**Student – Full time Teacher Ratio**
**(Data for the latest completed academic year)**

**Response:** 14.18

## 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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

**2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT Tools.**

**Experiential Learning**

The faculty members employ different instructional approaches under the student-centered learning paradigm, acknowledging individual variations among learners. These strategies are implemented to shape students into proactive, accountable participants, fostering their unique pace of learning.

- **Hands-on learning**

Hands-on learning, formally recognized as Experiential Education, embodies a pedagogical philosophy that promotes learning through practical engagement. Through **Certificate Courses, Value-Added Courses, Hardware Workshops, Mobile Phone Servicing and Training, and Painting Classes**, students engage in guided tactile learning, acquiring knowledge through immersive experiences. This approach aligns with a professional teaching style that prioritizes practical application and skill development.

- **Extension activities**

Students actively participate in extension activities, fostering social responsibility and hands-on learning **through NSS, YRC/RRC, Departments, Clubs, Government Schemes (Illam Thedi Kalvi), Society for Inclusive Education,**

**Unnat Bharat Abhiyan (UBA)**.

- **Field Trips and Industrial Visits**

Informative Industrial visits are arranged regularly by all Departments for the students for edifying their learning experience.

**Participative Learning**

- **Participatory discussion**

Group discussion, role-play, quiz, news analysis and debates on current affairs generate an open-ended creative learning process

- **Student Enrichment Programs**

Seminars are organized where the papers are presented by students on contemporary topics to enrich their learning experience.

- **Group Learning Method**

Group learning facilitates the development of problem-solving, interpersonal, presentational and communication skills for slow learners, ensuring high-quality learning within peer groups.

**Problem Solving Methods**

- **Projects**

    In the final semester, students of 9 undergraduate and 3 postgraduate courses engage in

    individual project work, while 2 undergraduate courses undertake collaborative group

    projects.

- **Internships**

    Internships are arranged for advanced learners through campus interviews by the placement cell. Internships teach valuable on-the-job skills and provide excellent pragmatic opportunities to the students.

**ICT Enabled Teaching**

- **ICT Tools**

    ICT enabled teaching includes Wi-Fi enabled class rooms with LCD, Smart Class rooms, and e-learning resources. The institution adopts modern pedagogy in line with emerging trends to enhance teaching-learning process. During the                pandemic, teachers resorted to **online teaching modes through Google Meet and Zoom meetings.** Teachers share course materials in the form of syllabus, notes, image files, PPTs, **video links and 126 e- contents. Google                classrooms** are used for collecting assignments; conducting tests and for evaluation.

- **ICT Resources used***:*
- **SWAYAM**
- **2522 students** enrolled in the various online courses offered by SWAYAM during the last five years to expand the horizons of knowledge and to increase the capacity of students for self-reflection and self-assessment. With the advent of **SWAYAM PRABHA DTH Channels** in 10 classrooms, students have the access to online video lectures of their curriculum-based course content, provided by MHRD.
- **Online Tests**

    **Online tests** are conducted where the evaluation and results are generated automatically.

- **Online Quiz**

    Students are given online quiz in their subjects as well as beyond the curriculum.

- **Language Lab**

    **Lady Hawk Software** is used to teach Basic English Communication skills

- **Library**

       College library holds subscriptions for **INFLIBNET- NLIST, Delnet, NDL and Knimbus to provide access of E-Resources to the Students.**

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 2.4 Teacher Profile and Quality

**2.4.1**

**Percentage of full-time teachers against sanctioned posts during the last five years**

**Response:** 100

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 71 | 66 | 65 | 65 | 65 |

| File Description | Document |
|---|---|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | **View Document** |
| Provide Links for any other relevant document to support the claim (if any) | **View Document** |

**2.4.2**

*Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*

**Response:** 25

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 22 | 17 | 15 | 16 | 13 |

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

## 2.5 Evaluation Process and Reforms

**2.5.1**

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

**Response:**

*Transparency in Internal Assessment*

- The distribution of **answer scripts** for Continuous Internal Assessment Examinations facilitates thorough checking and offers avenues for clarifications if needed.
- Following the CIA examinations, students receive notification of correct answers through both the **CAMU Learning Management System and notice boards**.
- In the event of queries regarding assessment valuation, students may seek guidance from their tutors or subject handling staff.
- **Mentor-led counseling sessions** address student concerns, while remedial classes support those who did not meet the examination requirements.
- Furthermore, retests for Internal Assessments accommodate students who were genuinely absent during the initial exams.

*Transparency in External Assessment*

- The conduct of University Examinations involves each department assuming responsibility for the examination cell on a semester basis.
- Students are afforded the opportunity to **request revaluation and verification of marks, including the option for reassessment of answer books.**
- Moreover, diligent follow-up is maintained with the University until **grievances are resolved.**
- Internal assessment marks are meticulously entered into the **University web portal** by respective subject faculty.
- Following University examinations, faculty members responsible for each course engage with students to discuss question papers, ensuring clarity and addressing any concerns or difficulties encountered.
- Thorough records of **feedback on all question papers** are systematically maintained.
- Under the oversight of the Chief Superintendent, the entire process is rigorously monitored, with final details conveyed to Bharathiar University through the Principal.
- This structured approach ensures accountability, transparency, and continual improvement in the examination processes.

*Grievance redressal system is time-bound and efficient*

- The Student Union Council, with two or three senior faculty members, addresses college-level grievances spanning academic and non-academic concerns.
- During CIA and model examinations, the **Examination Cell** assists students with examination-related grievances.
- Tutors, faculty members responsible for specific courses, and Heads of Departments handle **examination-related grievances promptly**.
- Student issues related to examinations are swiftly perceived by tutors, who facilitate resolution through **tutor ward meetings**, catering to both general and personal grievances.
- A **Grievance Redressal Cell**, led by a senior faculty member as convener and supported by other faculty members, effectively resolves grievances regarding the evaluation process.
- Students have the option to download grievance forms from the College website or obtain them from the Grievance Redressal Cell, ensuring accessibility and transparency in the grievance reporting process.
- Completed forms are then forwarded to the relevant departments for resolution, with grievances addressed within a **minimal timeframe**.

- In the event of discrepancies such as out-of-syllabus content in question papers or errors in mark allocation, concerned teachers promptly rectify the issues, ensuring timely corrections and maintaining the integrity of the examination process.
- Issues are systematically identified, sorted, and recommendations forwarded to Heads of Departments for further action.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*

**Response:**

As the College is affiliated to Bharathiar University, the college strives to follow certain regulations for the partial implementation of OBE to the best of its boundaries. The following mechanism is followed by the institution to communicate the learning outcomes to the teachers and students.

*Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website*

- Mapping between COs and POs is displayed in the Bharathiar University website https://www.b-u.ac.in/syllabus
- Soft copies of Curriculum and Learning Outcomes are readily available on the Institution website, https://stjosephcollegetup.edu.in offering easy access for reference.

*Communication to teachers and students*

- Graduate attributes are elucidated to first-year students at the program's outset, setting a clear trajectory for their academic journey.
- Subject handling staff acquaint students with course outcomes prior to delving into syllabi, fostering a comprehensive understanding from the onset.
- Regular observation of Learning Outcomes across programs and courses ensures alignment with educational objectives.
- Additionally, hard copies of learning outcomes adorn notice boards within respective Departments, promoting visibility and awareness.
- The importance of learning outcomes is emphasized in every IQAC and Staff Meeting, highlighting their central role in shaping educational experiences.
- Students are also briefed on Programme outcomes, Programme Specific Outcomes, and Course outcomes during class sessions, enhancing their understanding of program expectations.
- IQAC spearheads Faculty Development Programs on Outcome Based Education, enriching the knowledge base of faculty members.
- Training initiatives, facilitated by LMS coordinators, equip faculty with the tools and strategies necessary for effective implementation of OBE principles, ensuring a cohesive approach towards educational excellence.
- To achieve program and course outcomes, the College employs an integrated learning approach, blending student-centric classroom instruction, field visits, and industry-based experiential learning with online education.
- Emphasizing soft, technical, and professional skill development, the teaching methods prioritize participative, collaborative, and contributive learning processes.
- Specialist-led training enriches students' soft skills, including communication, quantitative aptitude, and personality development.
- Outcome Based Education implementation enhances student skills, with assignments and seminars fostering knowledge acquisition, presentation, communication, and technical proficiency while boosting confidence levels.
- Course-specific evaluation tools, determined through collaboration between Course Teachers and HoDs, include quizzes, role plays, case studies, debates, group discussions, poster making, paper presentations, brainstorming, and model preparation.
- These diverse methods facilitate skill analysis and enhancement, ensuring alignment with course and program outcomes.
- End Semester Examinations assess students' knowledge and understanding, validating the attainment of Course and Program Outcomes, thus affirming the efficacy of the educational process.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**2.6.2**

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

Program Outcomes, Program Specific Outcomes and Course Outcomes are considered as the invariant core of the curriculum.

POs are broader statements that describe what the students are expected to learn and would be able to do after their Undergraduate or Postgraduate Degree. The course outcomes are statements which are course-specific. They cover the core course related outcomes, and contribute to the overall attainment of the Programme Outcomes. Each course is designed to meet (about 5–6) Course Outcomes. The Course Outcomes are stated in such a way that they can be actually measured. COs are set by the institution, by consulting with the department heads, faculty, students and other stakeholders. Various strategies are applied to assess the learning outcomes of the students.

**Method of assessment of POs / COs**

The College is affiliated to Bharathiar University, Coimbatore and offers Under Graduate, Post Graduate and M.Phil. programs. For these programs and courses, the institute follows the curriculum designed by the affiliated university. The Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution and the same are communicated to the students in the formal way of the discussion in the classroom, college website and departmental notice board. We took utmost care of measuring the level of attainment of POs, PSOs and COs and followed formal as well as informal mechanism for the measurement of attainment of the outcomes.

**Academic attainment:**

- University Examination and Internal assessment marks.
- Pass percentage of students in each semester.
- For each student, Progression is monitored through result analysis at the end of

I Year, II year and final year.

- Learning outcomes are evaluated from Stakeholders Feedback based on rating scales.
- Individual Faculty members get feedback from students in order to enhance themselves in pedagogical methods.

Course outcomes are correlated with POs and COs and checked at the end of the semester. Any shortfall

noticed in the attainment is adjusted through better instructional strategies and counseling.

Productivity and efficiency measures are emphasized regularly. Innovations are applied in teaching methodologies whenever and wherever necessary. Teachers are oriented to teach the topics repeatedly until all the students understand the concept. The institution focuses on outcome based education rather than input oriented education.

- Credits of the students in their mark sheets for each subject as well as overall credits are analyzed and outcomes are evaluated accordingly.
- Cumulative Grade point Average (CGPA) is also calculated.
- Pass Percentage of the students in each subject is calculated.

Attainments of CO's are calculated by using university examination results. Attainment

levels are finalized at college level and conveyed to IQAC through Internal Examination

| Weightage | Benchmark |
|---|---|
| 1 | Number of students securing below 35% |
| 2 | Number of students securing above 36 to 45 % |
| 3 | Number of students securing above 46 to 60 % |
| 4 | Number of students securing 61% and above % |

Committee. The attainment level of each CO is computed by setting weights as follows:

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**2.6.3**

**Pass percentage of Students during last five years  (excluding backlog students)**

**Response:** 96.93

2.6.3.1 **Number of final year students who passed the university examination year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 330 | 347 | 345 | 340 | 341 |

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 341 | 362 | 350 | 353 | 351 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise. | [View Document](#) |
| Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 2.7 Student Satisfaction Survey

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.85

| File Description | Document |
|------------------|----------|
| Upload database of all students on roll as per data template | [View Document](#) |

# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

### 3.1.1

*Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)*

**Response:** 10.98

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5.28 | 2.1 | 0 | 1.12 | 2.48 |

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 3.2 Innovation Ecosystem

### 3.2.1

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

**Response:**

*Ecosystem for Innovations*

To inculcate creative thinking in both students and the faculty, and to meet today's demands and expectations, the college has created an innovation ecosystem where the innovators are encouraged to come up with new ideas and several methods are adopted to pursue with it.

- *Institution's Innovation Council (IIC)*

St. Joseph's College for Women, Tirupur, has actively enrolled in the portal, consistently fostering a culture that nurtures innovative thoughts and ideas among its students.

- *Celebrating International Millet Year:  A Tribute in Threads*

In commemoration of the International Millet Year, both students and faculty members collaborated to design a visually captivating saree adorned with images of millets. This creative endeavor not only reflects the institution's commitment to embracing unique initiatives but also serves as a poignant tribute to the significance of millets on a global scale.

- *Students' Innovations:*

1. Ms. V. Maheshwari, a student from III B. Sc. Physics, devised a water alarm installed at St. Francis block to prevent tank overflow.
2. Students crafted a night lamp utilizing LDR technology.
3. Ms. P. Selva Priya and Ms. T.G. Amirthaa Lakshmi, both from III B.Sc. Physics, successfully constructed and sold the water alarm on 15.05.2023.

*Indian Knowledge System*

Indian knowledge is promoted through various avenues like food festivals, herbal gardens, traditional festivals, exhibitions, the Mighty Millet Festival, and competitions.

*Intellectual Property Rights*

Four faculty members have filed and published their patents. The College has organized 3 IPR programs to raise awareness on patents and copyrights. It has been commended with a certificate of appreciation for hosting an IPR webinar in collaboration with NIPAM (National Intellectual Property Awareness Mission), Government of India.

*Incubation Centre*

The institution encourages innovation-driven activities and houses an integrated incubation center, crucial for students to gain hands-on experience and be nurtured by faculty, management, and industry experts. Departments like Commerce, Mathematics, Physics, and Chemistry exemplify this through initiatives like Co-operative store, Organic Manure, Water Alarm, and Preparation of cleansing products.

*Initiatives for creation and transfer of knowledge/technology*

- 16 Research Methodology Programs by the Research Cell.
- Faculty guiding 7 M.Phil. graduates, publishing 86 books/chapters, and 131 UGC/Scopus papers.
- 60 faculty members registered on Google Scholar, with 15 completing Ph.D.s and 20 pursuing them.
- Marketing events by various departments promoting entrepreneurship.
- The establishment of Entrepreneur Development Cell (EDC) and Institutional Innovation Council (IIC).
- EDC conducting 51 entrepreneurship awareness and training programs.
- 17 clubs nurturing creativity and innovation.
- Publication of "Drizzle" and "Explora" magazines.
- A modern language laboratory enhancing language skills.
- Departments fostering entrepreneurial skills through innovative practices.

*Outcomes*

- Enhanced creativity and problem-solving skills among students and faculty.
- Promotion of indigenous knowledge systems through various initiatives.
- Increased awareness and application of Intellectual Property Rights.
- Successful development and commercialization of student-led innovations.
- Establishment of a robust ecosystem for research, entrepreneurship, and technology transfer.
- Enriched academic and cultural experiences through clubs, magazines, and language laboratories.
- Departmental innovations driving practical skill development and real-world solutions.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**3.2.2**

*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*

**Response:** 70

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 23 | 22 | 08 | 08 | 09 |

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 3.3 Research Publications and Awards

**3.3.1**

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

**Response:** 0.63

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 10      | 12      | 09      | 12      | 35      |

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

**3.3.2**

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

**Response:** 0.38

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 18      | 09      | 09      | 01      | 10      |

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

## 3.4 Extension Activities

**3.4.1**

**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

The college sensitizes the faculty and students on social responsibility through **NSS, Unnat Bharat Abhiyan (UBA), Institutional Practices, Departments, Alumni Association, RRC, YRC through Schemes like Society for Inclusive Education and Illam Thedi Kalvi and Clubs.**

Extension activities undertaken by students focus on diverse areas including villages adopted under the UBA Scheme, Blood Donation camps, Legal Rights awareness, Oral Health awareness, Health Checkup Camps, Green Campaigns, and Rural Women Training, among others. These activities instill values of social responsibility such as aiding those in need, advocating for underprivileged children, fostering cleanliness, and promoting environmental awareness.

*National Service Scheme (NSS):*

NSS volunteers participate in a wide array of community service projects aimed at addressing societal needs. Activities include **awareness campaigns, health camps, environmental conservation initiatives, and community development projects**.

*Unnat Bharat Abhiyan*

Through UBA, the institution has selected and engaged with **five villages** in Mudalipalayam panchayat, offering services ranging from health and hygiene to self-employment initiatives like organic farming and fruit processing.

*Institutional Practices*:

The college adopts institutional practices that prioritize social responsibility and community engagement.

This may involve initiatives such as **inclusive education programs, charity, student mentoring schemes, cultural exchanges, and collaborative projects with local organizations**.

*Department Extension activities:*

Each department organizes extension activities tailored to their respective fields. These may include **workshops, seminars, guest lectures, and outreach programs** aimed at fostering academic and professional development within the community.

*Alumni*

The Alumni Association also contributes significantly to the community through **charitable donations, blood donation camps, breast screening camps, and support during the COVID-19 pandemic.**

*Red Ribbon Club/Youth Red Cross (RRC/YRC):*

RRC and YRC members focus on promoting health awareness, particularly in areas related to HIV/AIDS prevention, blood donation drives, health education, and first aid training.

*Society for Inclusive Education and Illam Thedi Kalvi*

Additionally, the Society for Inclusive Education and Illam Thedi Kalvi schemes facilitate student-led initiatives to **educate children in the neighborhood** using technology and door-to-door campaigns.

*Clubs*

The college's **17 clubs** actively engage in extension activities, spanning education, health, environment, culture, community outreach, skill development, social awareness, and sports, fostering holistic development and community impact.

*Learning Outcomes*

The learning outcomes of these activities encompass the expansion of knowledge on societal issues, establishment of partnerships with organizations, development of compassion and community ties, and acquisition of various essential skills including social, communication, management, leadership, analytic, and perceptual skills. These endeavors reflect the college's commitment to fostering socially responsible individuals and making meaningful contributions to society.

The college has conducted an array of impactful activities in the neighborhood: **22 through Unnat Bharat Abhiyan (UBA), 38 Swachh Bharat initiatives, 179 Extension activities by Departments, 78 Services via National Service Scheme (NSS), 22 Services by YRC/RRC, 13 Services through Clubs, College serving as a Covid Centre for 2 months during the pandemic, hosting 6 Social Causes, 37 Charity Services and 24 Health Services.**

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

**3.4.2**

**Awards and recognitions received for extension activities from government / government recognised bodies**

**Response:**

St. Joseph's College for Women stands adorned with laurels and accolades, recognized for its excellence in extension activities and outreach programs with **96 awards** across various domains. Leveraging the collective efforts of students, faculty members, and NGOs, the college exemplifies outstanding commitment and voluntary contributions to society.

The college has received numerous awards and recognitions for the extension activities from government and government-recognized bodies. These accolades include:

- Recognition for exemplary extension activities in **education, health, environment and community outreach.**
- Awards for outstanding contributions to **rural development and sustainability**.
- Appreciation for impactful initiatives in social welfare and empowerment.
- Recognition for **environmental stewardship and conservation efforts.**
- Significant contributions to **healthcare and pandemic response**.
- Appreciation from the **Election Commission of India for voter registration drives** and electoral awareness campaigns.
- Recognition for outstanding **services to marginalized communities and underprivileged group**s from various state and district-level government bodies.

The institution's outreach programs focus on empowering economically weaker sections, aiding the disabled community, and uplifting children in Government schools, aligning with the core goal of societal education for national development. Notably, the college has been honored for the environmental initiatives, earning the prestigious **"Best Clean and Green Campus Award"** for adhering to green policies and implementing energy conservation measures.

Undertaking comprehensive audits such as **Biomedical Waste Management, E-Waste Management, Energy, Environment, Green, Hygiene, Plastic Waste Management, Soil, and Water Management** reflects the institution's dedication to eco-friendly practices. Moreover, the college's faculty members' participation in Lead Audit Courses accentuates their commitment to excellence.

St. Joseph's College for Women's achievements extend the performance in the assessment of **National Rural Institutions Sustainability Grading (NRISG),** attaining **commendable grades** in various aspects including Green Cover on Campus, Surface Water Harvesting, Rooftop Water Harvesting and

Rooftop Solar System.

The college's proactive involvement in organizing Blood Donation camps, Medical Camps, Eye camps, New Voter's registration camps, and hair donation drives for Cancer patients garners widespread admiration and recognition. Serving as a Covid center during the pandemic further highlights the institution's dedication to societal welfare, with the NSS Team earning the esteemed "**Covid Fighter Award**" for the remarkable contributions.

Awards bestowed upon faculty members for their teaching excellence and societal service underscore the institution's commitment to nurturing young minds and elevating society's well-being. Moving forward, St. Joseph's College for Women remains steadfast in the dedication and endeavors to meet the needs of the students and community, driven not by awards but by the unwavering commitment to societal upliftment.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

### 3.4.3

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

**Response:** 264

3.4.3.1 **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 70 | 40 | 17 | 55 | 82 |

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

## 3.5 Collaboration

### 3.5.1

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

**Response:** 48

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

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

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

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

**Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)**

**Response:**

Located in the heart of the city, St. Joseph's College offers students convenient access to a bustling educational and technological hub. The expansive college campus spans **5.09 acres**, boasting a substantial built-up area of **11970.06 square meters**. Here's an overview of the college's infrastructural facilities:

*a. Teaching-Learning Infrastructure*

With a commitment to fostering effective pedagogy, the college has developed comprehensive infrastructure across its campus. Comprising **four academic blocks** - Ravel Block, St. Francis Block, Sacred Heart Block, and Alona Block. The library, designed to promote academic excellence, provides a tranquil environment for study and research, housing a diverse collection of learning resources. Students have access to a digital library, enriching their knowledge with a vast array of e-resources.

- **Classrooms and Laboratories**

The college boasts **39 learner-centric classrooms** and well-equipped laboratories catering to various disciplines. Four computer laboratories, furnished with **225 computers** and high-speed internet connectivity, enable students to gain practical knowledge in computing. **Physics, Chemistry, and Costume Design and Fashion labs** feature modern equipment such as digital microprocessor kits and conductivity meters, facilitating hands-on learning experiences. **The Psychology lab** is equipped with tools to assess students' psychological well-being, ensuring holistic development. **Language Laboratory** provides facilities to enhance the communication skills of the students.

- **Computing Equipment**

The computing equipment at St. Joseph's College is modern and robust, designed to facilitate seamless learning experiences and practical training in various disciplines. With state-of-the-art facilities and resources, students have access to cutting-edge technology to enhance their academic journey.

*b. ICT Infrastructure*

The college's ICT infrastructure supports modern teaching methodologies and digital learning. **35 LED**

**projectors** and **four smart classrooms** offer advanced learning environments. The **digital library, with 40 computers** and access to online resources, encourages research and self-directed learning. Swayam Prabha DTH Channels enable students to access video lectures broadcast by MHRD, enriching their academic experience. **Wi-Fi connectivity**, **104 CCTV cameras** for surveillance, and uninterrupted internet access enhance campus security and connectivity. **CAMU LMS** is available for teaching, learning and administrative activities.

*c. Facilities for Cultural and Sports Activities*

The college features an **open-air auditorium** with a **seating capacity of 2500**, equipped with a projector to facilitate cultural activities. Additionally, there are two indoor auditoriums: Gabriel Hall in the Sacred Heart Block, constructed in 2017, measures **30x80 sq.ft.** with a **seating capacity of 250**, offering audiovisual and internet facilities. The **Alona Auditorium**, located in the Alona Block and built in 2016, spans **45x99 sq.ft.** with a **seating capacity of 600**, ideal for Conferences and cultural activities.**Six Sports Courts with Outdoor games** and **4 indoor games** facilitate students with good sports facilities. A **well-equipped gymnasium and yoga classes** promote holistic well-being and health awareness among students.

*d. Additional Facilities*

The college provides a conducive environment for research and recreation, offering facilities like a **spacious canteen, bus services, purified drinking water, and a herbal garden.** Health and sustainability are prioritized through a **health center, LED lighting, waste water management, rainwater harvesting, and composting of organic waste**, fostering a clean and eco-friendly campus.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**4.1.2**

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

**Response:** 32.07

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 28.13 | 26.10 | 7.11 | 47.46 | 32.84 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [View Document](#) |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 4.2 Library as a Learning Resource

### 4.2.1

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

**Response:**

The college has a spacious library of **45x99 sq. ft**, housing a collection of **13,008 books**. Utilizing an **Open Access Catalogue** with Barcoding, students effortlessly access resources by swiping their barcoded ID-Cards, facilitating automatic library usage statistics. Book transactions, including issue and return, are seamlessly managed through **Barcoded ID-Cards**. The well-furnished library accommodates students comfortably, fostering an ideal environment for learning. Department-specific reference sections enhance resource accessibility. The library also houses **602 back volumes, 47 Journals and magazines**, theses and department-wise university **question banks**, in addition to books relevant to specific domains, biographies of notable figures, English fiction and motivational books that promote ethical and moral values.

*Integrated Library Management System (ILMS)*

An Integrated Library Management System (ILMS) powers the library operations, offering **Online Public Access Catalogue (OPAC)** functionality through **Campes-i-Lib** Library Management Software. This enables easy retrieval of bibliographical details and book availability based on attributes like Title, Author, and publication. Rare books are available in the college library.

**Subscriptions to E-Resources**

Subscription to prominent E-Resources including **DELNET, INFLIBNET and KNIMBUS** enhances research capabilities. Additionally, access to scholarly open access journals and databases is facilitated in the digital library.

A well-equipped **Digital Library** features **40 computers with Internet connectivity**, providing seamless access to E-Resources. The library further offers:

*Optimal Utilization of resources:*

The college library utilizes the Knimbus m library platform, offering a streamlined and feature-rich interface for building a powerful and user-friendly digital library. This platform enables users to seamlessly access digital resources anytime, anywhere, and on any device. The library has established the **Christ Readers Club** to inspire young minds to enhance their reading skills. The club organizes various competitions to foster creativity and mental agility among students. Additionally, the library collaborates with the public library **"Vasakarvattam"** and Library Association to conduct diverse programs for student enrichment. The library commemorates important days and events to promote awareness and engagement within the college community.

- *Library Orientation*: Orientation sessions are offered to familiarize students and faculty with library resources, services, and facilities.
- *Information Literacy Programs*: Workshops or sessions are conducted to enhance users' information literacy skills, enabling them to effectively search, evaluate, and use information resources.
- *Resource Management*: Efficient systems for cataloging, organizing, and maintaining library collections are implemented to ensure easy access and retrieval of materials.
- *Electronic Resources Promotion*: Electronic resources such as databases, e-books and online journals play an important role in encouraging users to explore and utilize these resources for research and learning.
- *Collaborative Spaces*: Collaborative spaces are created within the library that cultivates group work, discussions, and knowledge sharing among students and faculty.
- *User Feedback Mechanisms*: User feedback mechanisms are implemented to gather input on library services and resources, fostering continuous improvement and better alignment with user needs.
- *Library Outreach Programs*: Outreach activities are engaged to promote library resources and services, including participation in academic events and orientations.
- *Technology Integration*: Technology tools and platforms are integrated to enhance access to library resources.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 4.3 IT Infrastructure

**4.3.1**

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

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

**Response:**

The College has implemented a robust IT policy aimed at fostering a conducive e-campus environment, effectively supporting teaching, evaluation, research, and administration. Procurement and maintenance of IT facilities fall under the purview of the Administrative Office, with approval for necessary augmentations granted by the Management. Software and hardware upgrades align closely with academic and administrative requisites, ensuring optimal functionality.

- **Forty Laptops and Wi-Fi connectivity** equip every department, facilitating streamlined operations.
- An uninterrupted **100 mbps Internet connection** supports academic and administrative functions.
- ESS ESS Computers, Coimbatore, dispatches **technical experts** twice weekly to provide comprehensive computer-related support and upgrades.
- Dedicated **Technical Lab assistants** oversee IT infrastructure across all Laboratories, ensuring continual enhancement and maintenance.
- Anticipating needs, IT requirements are meticulously gathered at the onset of each academic year, promptly addressed before classes commence.
- The IQAC of the college oversees the monitoring and periodic updating of the **college website.** Initially managed by **Blazon, Coimbatore**, the website underwent a seamless upgrade to the latest version by **AppsComp Widgets, Chennai**.
- Website space is dynamically adjusted to accommodate evolving data needs.
- Service Engineers diligently manage machine upgrades as required, while lab administrators oversee the operational integrity of **239 computers, 5 scanners, 29 printers, 5 network hubs, 5 servers, 6 WiFi Routers with 14 WiFi Access Points and 3 Network Access Devices**. Smart classrooms integrate modern learning aids, enriching student experiences. An **Online Feedback System** solicits input from stakeholders—students, teachers, employers, and alumni—enhancing the teaching and learning landscape.
- **LAN connectivity** evolves with the addition or replacement of computers.
- The college campus boasts pervasive Wi-Fi accessibility, subject to essential updates.
- **10 classrooms are equipped with Swayam Prabha DTH Channels**, enhancing educational resources.
- **Campes-I-Lib maintains the OPAC software** in the Library, ensuring efficient operations.
- **35 Projectors** are equipped in 39 classrooms and 2 Seminar Halls, fostering comfortable online teaching and learning environments.
- A network of **104 CCTV cameras** surveils the entire campus, bolstering security measures.
- The college's computer inventory has been expanded to **239 computers**, accommodating growing needs and technological advancements.
- Essential administrative tasks, such as **attendance tracking, Internal Marks, End Semester Examination Marks, and Fee Payment,** are seamlessly managed through an **online ERP system**.
- Students enjoy flexible fee payment options, online or offline.
- **Public Announcement Systems** installed in classrooms disseminate information effectively, while the College website serves as a platform for event updates and photo archives.
- **Lady Hawk Software is used in the Language Laboratory. 19 Softwares** are frequently updated by the technical experts.

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**4.3.2**

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

**Response:** 5.59

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

Response: 180

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

## 4.4 Maintenance of Campus Infrastructure

**4.4.1**

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

**Response:** 9.51

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 10.45 | 9.86 | 5.38 | 8.13 | 8.18 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [View Document](#) |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

**5.1.1**

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

**Response:** 70.27

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 964     | 1011    | 1110    | 362     | 371     |

| File Description | Document |
|------------------|----------|
| Year-wise list of beneficiary students in each scheme duly signed by the competent authority. | [View Document](#) |
| Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language). | [View Document](#) |
| Upload policy document of the HEI for award of scholarship and freeships. | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**5.1.2**

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

1. *Soft skills*
2. *Language and communication skills*
3. *Life skills (Yoga, physical fitness, health and hygiene)*
4. *ICT/computing skills*

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

| File Description | Document |
|---|---|
| Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | [View Document](#) |
| Report with photographs on ICT/computing skills enhancement programs | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 5.1.3

**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

**Response:** 65.91

5.1.3.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution  year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 683 | 677 | 605 | 742 | 874 |

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 5.1.4

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

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

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

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

## 5.2 Student Progression

**5.2.1**

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

**Response:** 67.54

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 268 | 278 | 200 | 233 | 207 |

5.2.1.2 **Number of outgoing students year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 341 | 361 | 350 | 353 | 351 |

| File Description | Document |
|---|---|
| Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website) | **View Document** |
| List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website) | **View Document** |
| Institutional data in the prescribed format | **View Document** |
| Provide Links for any other relevant document to support the claim (if any) | **View Document** |

**5.2.2**

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

**Response:** 5.61

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 12 | 09 | 0 | 06 | 05 |

| File Description | Document |
|---|---|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | **View Document** |
| Institutional data in the prescribed format | **View Document** |
| Provide Links for any other relevant document to support the claim (if any) | **View Document** |

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 23

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 03 | 08 | 0 | 0 | 12 |

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

**5.3.2**

**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

**Response:** 36

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 72 | 39 | 10 | 35 | 24 |

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 5.4 Alumni Engagement

**5.4.1**

**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

**Response:**

The Alumni Association of St. Joseph's College was officially registered as a Society under Section 10 of the Tamil Nadu Societies Registration Act in the year 2018.

Alumni contributions include **Rs. 8,00,000 for basketball ground, Rs. 10,000 for injured alumna, 22 books worth Rs. 5000, furniture worth Rs. 54,000, Rs.10,000 for Alumni Endowment and Rs. 2000 endowment prize, Rs. 25,000 for COVID relief, Rs. 30,000 for semester fees, Rs. 28,000 for bookshelves, Rs. 11,000 for staff, Rs. 5,000 for Commerce Department bookshelves, and Rs. 30,000** invested in a fixed deposit.

The Alumni association organized various events including coaching classes for **TNPSC exams, a guest lecture on practical organizational skills, webinars on bank exam strategies, women empowerment, career paths, and effective paper presentations.** These efforts include hosting Annual Alumni Meets to reconnect with former students, organizing Blood Donation Camps and Breast Screening Test Camps in collaboration with healthcare institutions to promote health awareness and community well-being. **Sports Endowment Cash Prizes** are awarded to deserving students, acknowledging their achievements. Additionally, the college facilitates practical needs such as **PAN Card and Passport application camps**, ensuring convenience for the stakeholders. Furthermore, there's a focus on professional development with initiatives like Faculty Development Programs. Notably, the college embraced virtual platforms for events like "**Reminiscence 2021,**" an online Alumni Meet.

*Alumni Engagement Platform: Creating Lasting Connections*

The Alumni Association serves as a vibrant platform for fostering enduring connections among former students, faculty members and current students. Through annual Alumni meets and active participation on social media platforms, alumni stay connected and informed about college events, achievements and opportunities for engagement.

*Career Development Support: Guiding Future Generations*

A primary focus of the Alumni Association is to provide career development support to current students. Alumni who have established themselves in various industries serve as invaluable mentors, offering guidance, insights, and networking opportunities to help students navigate their career paths.

*Alumni Network Management: Ensuring Updated Records*

Department Alumni Coordinators play a pivotal role in collecting and updating alumni information, including academic achievements, professional accomplishments, and contact details.

*Fostering Belongingness*

The Alumni Association fosters a strong sense of pride and belonging among alumni through regular meetings, networking events, and opportunities to contribute to the college's ongoing development.

*Industry Insights and Mentorship: Nurturing Career Growth*

Drawing upon their professional experiences and expertise, alumni offer valuable insights into industry trends, career opportunities, and skill requirements.

*Institutional Development Contributions: Enhancing Quality Assurance and Innovation*

Alumni contribute to institutional development by offering suggestions for enhancement and innovative ideas for value-added courses aligned with industrial expectations.

**Endowment – Rs.10,000 for Alumni Endowment**

**Camps – Blood Donation Camp, Aadhar and Pan Card Camp, Bank Account Opening Camp**

**Award – Alumni Sport Merit**

The Alumni Association plays a pivotal role in nurturing engagement, supporting student development, and contributing to the overall advancement of the alma mater.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

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

**Response:**

**VISION**

**To Empower and Elevate Women through academic excellence and social integrity**

**MISSION**

- To impart Holistic education
- To ignite Intellectual Capabilities
- To promote Communal Harmony
- To nurture Social Commitment
- To develop Eco Consciousness

*NEP Implementation*

NEP Implementation includes Multidisciplinary Programmes, Choice-based Credit System, Part V-Extension activities, Inter-disciplinary Guest Lectures, Outcome-Based Education through IQAC seminars and CAMU LMS, NAD services, Skill Development Programs, cultural diversity via language offerings like Tamil, Hindi, and French, and exams in vernacular languages for Part-IV courses promote holistic education.

*Sustained Institutional Growth*

Institutional growth hinges on quality-driven feedback, ERP-supported operational speed and proactive career guidance, emphasizing skill development and job awareness for sustained success and student satisfaction.

*Decentralization and Participative Management*

The Governing Body functions as the apex decision-making authority, while the Secretary oversees administrative matters, and the Principal is responsible for academic affairs. The Principal ensures effective management systems and fosters continuous improvement, collaborating with administrative heads, committees, and council members. The involvement of key stakeholders such as the Principal, IQAC Coordinator, Department Heads, and association coordinators enhances idea dissemination and promotes innovative strategy implementation, fostering sustained institutional growth through academic endeavors. Regularly conducted meetings including those of the Governing Body, Council, staff, and

parent-teacher facilitate efficient communication and decision-making processes.

***Short-Term Institutional Perspective Plan (1-5 years):***

- To introduce new programmes that meets the current scenario.
- Enhance teaching methodologies through workshops and training for faculty.
- Upgrade Sports and laboratory facilities.
- Enhance library resources, including digital databases and academic journals.
- To establish mentorship programs pairing students with faculty advisors.
- To organize extracurricular activities promoting artistic and scientific interests.
- To implement career counseling services and internship opportunities for students.
- To collaborate with local schools and community for education promotion.
- To organize public lectures, exhibitions, and cultural events for community engagement.
- To facilitate partnerships with industry and research for collaborative projects.
- To develop fundraising initiatives targeting alumni, donors, and grants.
- To increase funded Research Projects and proposals

***Long-Term Institutional Perspective Plan (5-10 years):***

- To attain autonomous status, granting academic flexibility in curriculum design and governance.
- To pursue NIRF ranking status through excellence in academics, research, infrastructure, student services, collaborations, and accreditation.
- To promote international exchange programs for students and faculty to nurture global perspectives.
- Establish partnerships with foreign universities for joint research projects and academic collaborations.
- To expand online learning opportunities to reach a broader international exposure.To construct state-of-the-art facilities for research and E- content development.
- To increase the number of smart classrooms.
- To introduce hostel facilities for students.
- To create more scholarships and financial aid programs to support economically backward students.
- Establish cultural competency training for faculty and staff to create inclusive learning environments.
- To forge strategic partnerships with industry, government agencies, and cultural institutions to support research and innovation.
- To strengthen alumni networks and engagement to cultivate lifelong connections and support.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 6.2 Strategy Development and Deployment

**6.2.1**

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

**Response:**

*Deployment of institutional Strategic/ perspective/development plan*

Strategic Plan: To register and implement Unnat Bharat Abhiyan Scheme (UBA)

Deployment: The College got registered in UBA and adopted 5 villages. Students and Staff

actively serve the people in villages consistently.

The Ministry of Human Resource Development (MHRD), Government of India has launched the national program called Unnat Bharat Abhiyan (UBA), with the vision to involve professional and Higher Educational Institutions in the development process of rural areas in the country to achieve sustainable development and better quality of life. The institution selected 5 villages in Mudalipalayam Panchayat with the approval of district collector. The names of the 5 villages are: Semmandampalayam, Manickapuram, Ponnapuram, Vellakkaradu, Karattankadu. The Institution received seed money of Rs. 50,000/- under UBA Scheme.

*Functioning of the Institutional bodies*

The members of Governing Body include President, Vice-President, Secretary, Treasurer, College Secretary, University Nominee and Educational coordinator, Senior Staff from Management and Principal of the College. The Governing Body meetings are held regularly where the issues related to college development, administration, appointment and infrastructural needs are discussed. The Governing Body delegates all the academic and operational decisions presented by the Secretary and the Principal in order to fulfill the vision and mission of the institution.

The Committees are involved in planning and executing the action plans to enhance the academic and administrative performance of the College. IQAC ensures timely, efficient and progressive performance of academic and administrative tasks through augmented agenda

*Administrative Setup*

The College is run by the congregation of the Franciscan Sisters of the Presentation of Blessed Virgin Mary, Coimbatore. The prominent decision making authority of the college is the Governing Body. The Secretary and the Principal are the main administrators for the functioning of the College. The Secretary is the authority in matters relating to recruitment of faculty, monitoring financial management and improvement of infrastructure facilities. The Principal along with the council of staff members which include all Head of Departments and coordinators of various committees gives suggestions on all academic matters. Common working procedures are formulated and the implementation is entrusted with the faculty members.

The Principal communicates the responsibilities to Head of the departments and coordinators of various committees. All the procedures, service rules and regulations related to recruitment, promotional policies are well defined and are maintained at the College office and IQAC. The Principal and Staff members are involved in defining the policies and procedures,

*Service Rules, Procedures, Recruitment and Promotion Policies*

Service Rules, Procedures, Recruitment, Promotion Policies are structured by the management in alignment with affiliating University Norms. A smooth association is ensured with the Regional Joint Director office for effective processing of all university communication circulars.. Processes such as faculty qualification approval, Assistant Professors' promotion to Associate Professors, and securing Guide-ship for M. Phil and Ph. D Programs from the affiliating University are diligently adhered to. Additionally, guidelines regarding Casual Leave and On-Duty responsibilities are rigorously followed.

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](#) |
| Institutional perspective Plan and deployment documents on the website | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**6.2.2**

*Institution implements e-governance in its operations*

1. **Administration**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examination**

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

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

## 6.3 Faculty Empowerment Strategies

**6.3.1**

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

**Response:**

*Performance Appraisal System*

Staff appraisal encompasses the evaluation of the following criteria:

- Teaching, Learning, and Evaluation
- Research, Innovation, and Collaboration
- Professional Responsibility

Teachers' performance is assessed based on their contributions on teaching methodologies, research endeavors and extension activities.

*Teaching Staff Appraisal*

- Faculty Performance Evaluation involves a systematic assessment on teaching effectiveness, scholarly contributions and professional development.
- It includes methods such as peer evaluations, student feedback, classroom observations and scholarly output assessment.
- The appraisal process aims to recognize strengths, identify areas for improvement, provides constructive feedback and support faculty growth to enhance overall teaching quality and institutional excellence.
- API (Academic Performance Indicator) based on PBAS (Performance Based Appraisal System) is evaluated and incentives are given accordingly.
- Eight Assistant Professors have been promoted to Associate Professors through affiliating

University.

## Non-Teaching Staff Appraisal

- The Non-Teaching Staff Appraisal process involves a comprehensive assessment of employees' performance, contributions and adherence to organizational objectives and standards.
- It includes evaluating job responsibilities, effectiveness in administrative tasks, teamwork, problem-solving abilities and adherence to policies and procedures. Performance metrics may encompass punctuality, professionalism and efficiency. The appraisal process aims to recognize achievements, identify areas for development and provide feedback to support career growth and organizational effectiveness.
- Regular appraisal cycles facilitate staff engagement, motivation and alignment with organizational goals, fostering a positive work environment and sustained institutional success.

## Welfare Measures for Teaching Staff

- Access to complimentary Naturopathy consultations and Gym facilities provided by qualified professionals.
- Allocation of twelve days of annual casual leave entitlement.
- Provision of medical leave for tenured faculty members based on legitimate health concerns.
- Maternity benefits offered in accordance with established norms and regulations. Occasional gift-giving to commemorate special occasions.
- Implementation of Provident Fund (PF) and Employee State Insurance (ESI) benefits as per governmental regulations.
- Utilization of Inflibnet, Delnet and Knimbus library resources to support teaching methodologies and scholarly research endeavors.
- Wi-Fi Facility is accessible for staff use.

## Welfare Measures for Non-Teaching Staff

- Access to complimentary consultations with qualified Naturopathy doctors at no cost.
- Maternity benefits are available in accordance with established norms.
- Medical leave is granted based on valid medical reasons.
- Occasional gift-giving to mark special occasions.
- Participation in administrative training programs.
- Complimentary tours to significant locations.
- Concession offered for one child's school fees payment.
- Access to loan facilities.

## Avenues for career development/progression

- Provision of financial aid for attending Conferences, Workshops, publications, and Professional body memberships.
- Implementation of Faculty Development Programs.
- Encouragement of staff to pursue part-time research degrees with necessary No Objection Certificates (NOCs).

- Availability of Wi-Fi Facility throughout the college campus.
- Access to Inflibnet, Delnet, and Knimbus library resources to enhance teaching strategies and research endeavors.
- Permission to act as Question paper setters, Resource Persons, and Examiners
- Allocation of Leave on-duty for participation in orientation/refresher courses and academic events.
- Provision of incentives upon successful completion of SWAYAM/MOOC Courses.

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**6.3.2**

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

**Response:** 76.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 55 | 57 | 60 | 39 | 42 |

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

**6.3.3**

***Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years***

**Response:** 96.18

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP)**, *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 93 | 84 | 84 | 86 | 81 |

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 23 | 21 | 24 | 23 | 22 |

16-08-2024 10:13:45

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

## 6.4 Financial Management and Resource Mobilization

**6.4.1**

**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

**Response:**

*Strategies for mobilization and optimal utilization of resources*

- The resource mobilization is mainly through fee deposits and the support extended by the Management.
- For the conduct of seminars and conferences funds are allocated from the Management as well as generated through the Government sponsorships, other sponsors and Philanthropists.
- The Finance Committee prepares the annual estimates of income and expenditure based on inputs from Institution and its recommendations along with annual budget which is presented to the Management Meeting for consideration and approval.
- The financial planning and budgeting is an integral part of annual academic planning and the annual plans for the college are finalized by the Management.

Procedure to prepare annual estimates of Income and expenditure

1. All departments propose their annual financial requirements based on academic planning to the Secretary and Principal of the college to achieve educational purposes and objectives.
2. The proposed budget is examined and approved by the Management for the academic year.
3. The administrative and financial approvals are taken from competent authority as per norms.
4. The various heads for which budget is prepared and funds allocated, are provided in the audit statements of the College.
5. The Institution gives incentives to the faculty members for publication of books and research publications in UGC CARE listed journals, Scopus and Web of Science.

*Funds from various sources (government/ nongovernment organizations)*

NAAC supported for the organization of webinar, fostering knowledge dissemination and professional development. DST-NIMAT facilitated Entrepreneurship Development Program camps, nurturing entrepreneurial skills among participants. UBA funding enabled service projects in adopted villages, contributing to rural development and community empowerment. Non-governmental organizations such as CWWEO Trust, National Commission for Women and other Philanthropists contributed to various initiatives and research projects. Endowments are obtained through donations, grants and corporate sponsorships. Integrated Village Development Project (IVDP) provides scholarships to support students' educational endeavors.

*Financial audits (internal and external)*

All accounting records are meticulously maintained by the accountants in compliance with admission regulations. Internal accountants conduct daily verification of the books, with entries cross-checked by the Secretary for accuracy. Any identified errors are promptly analyzed and rectified. Recorded doubts or concerns are addressed by the institution's auditor as needed. The auditor verifies all account books annually and provides guidance as per statutory requirements. Internal audits are overseen by the College Secretary, while external audits are conducted by A. Rozario, M. Thomas & Co, an Accounting Firm, Chennai. The external auditor thoroughly reviews income and expenditure across various domains, scrutinizing daily transaction vouchers before preparing the income and expenditure statement. The audited statement is then submitted to the Management, who discusses and approves it during Governing Body meetings before seeking final approval. The most recent audit was conducted in 2023. Additionally, office accountants perform daily checks on receipts, payments, and computerized activities to ensure systematic record-keeping.

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

## 6.5 Internal Quality Assurance System

**6.5.1**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

**Response:**

*Quality assurance strategies and processes*

Faculty members maintain daily work diaries, signed monthly by the HODs. Lesson plans outline semester objectives, instructional methods, evaluations and timeframes. Departments, associations and clubs submit annual Plan of action at the commencement of the academic year. Internal and external academic audits are conducted by IQAC and provide improvement recommendations. IQAC conducts institution-wide audits, including Green, Energy and Environmental assessments. 17 clubs have been launched under IQAC's initiative. Mentoring offers guidance, career advice and networking opportunities, while professional counseling provides confidential support for mental health and personal growth in students. Language Laboratory equipped with advanced audio-visual resources has been launched for language skills enhancement. The College has signed 62 MoUs with Academic Institutions and Industries to upgrade the teaching–learning process.

*Structures & methodologies of operations*

The IQAC provides structured forms to streamline various processes, including feedback and Student Enrichment Programs (SEP). These forms, tailored for students and faculty, are accessible on the Institution Website for convenient download and utilization as per requirements.

*Review of learning outcomes at periodic intervals*

The IQAC analyzes students' progression rates through result analysis submitted by departments to the Principal and IQAC. Remedial measures are implemented to enhance the performance of slow learners. Faculty development programs are aimed at enhancing teaching methodologies and fostering a dynamic learning environment through professional growth opportunities and the exchange of best practices.

*Incremental improvements in various activities*

- **CAMU LMS Implementation**: The Learning Management System (LMS) was introduced and operationalized from 2020, enhancing educational delivery.
- **Library Resource Expansion**: Together with Delnet and Inflibnet, Knimbus subscription was integrated to foster a research-oriented culture among students and faculty.
- **Skill Enhancement Initiatives**: Students benefitted from 70 Certificate Courses/Value-added Courses/Add-on Course/Swayam Courses aimed at promoting employability and entrepreneurship skills.
- **Grants and Endowments**: Total Funding of Rs. 21.46 lakhs from Government and Non-Government organizations including the National Commission for Women (NCW), NAAC, DST-NIMAT, UBA, and CWWEO Trust and in addition to endowments from philanthropists, strengthened the progression of students and faculty.
- **Continuous Evaluation**: IQAC conducts regular assessments to identify areas for enhancement in teaching, research, and infrastructure.
- **Feedback Mechanisms**: Implementing robust feedback systems ensures stakeholders' voices are heard, enabling targeted improvements.
- **Curriculum Enhancement**: IQAC collaborates with departments to update and align curriculum with industry standards and emerging trends.
- **Quality Assurance**: Quality benchmarks and standards are ensured through adherence to academic excellence like conduct of academic and environment related audits.
- **Student Support Services**: Student support services are enhanced through counseling, career guidance and skill development initiatives.
- **Infrastructure Upgradation**: IQAC identifies infrastructural needs and advocates for

enhancements including Language Laboratory to support teaching and learning activities.

- **Community Engagement**: Initiation of UBA and 317 Community outreach programs which fosters societal integration and promotes experiential learning.
- **Research Culture: R**esearch initiatives were encouraged through incentives for faculty.
- A**ccreditation Preparation**: IQAC coordinates in preparing for accreditation processes, ensuring compliance with regulatory requirements and standards.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

### 6.5.2

**Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** A. Any 4 or more of the above

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

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

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

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

**Response:**

*Gender equity and sensitization in Curriculum*

The paper on **"Women's Rights"** was introduced by the affiliating University in the third semester for undergraduate students, effective from 2008 onwards. **09 subjects** are offered in the curriculum in various degree programmes.

*Gender equity and sensitization in Co-Curricular Activities*

In 2019, the IQAC organized a **Legal Awareness Program** sponsored by the National Commission for Women (NCW). Sessions encompassed topics such as "**Women and the Indian Constitution**," "**Outraging the Modesty of Women**," and "**Solutions to Gender-Based Violence**." The event saw participation from 170 attendees from colleges across Tamil Nadu, 464 students from St. Joseph's College for Women, and 20 women workers.

The Women's Cell consistently conducts diverse activities to empower women against gender bias injustices. Additionally, **47 Women Empowerment Programs** were conducted to promote Gender Equity. Faculty members have contributed significantly to the cause by publishing **books and papers advocating for Women empowerment.**

Seminars and Webinars covering various topics including awareness of laws protecting women, **POCSO Act, Kavalan SOS, Women's Harassment, Menopause effects, Health & Fitness, "Healthify Me," Break the Bias, Dermatology and Cosmetology Awareness, Counseling Programmes, Guest Lectures on Skill Development, Holistic Health, Facing Challenges, Mental Health, and regular checkups** were organized, highlighting the institution's commitment to women's welfare and empowerment.

*Facilities for Women on Campus*

1. **Safety and Security:**

- **Continuous Security**: The campus ensures round-the-clock security at its gate, bolstering its reputation for safety.
- **Surveillance Infrastructure**: With **104 CCTV cameras** installed across the campus, comprehensive surveillance is maintained.

- **Fire Safety Measures**: The presence of **25 fire extinguishers** enhances safety protocols within the campus.

1. **Safety Committees and Associations:**

- **Student Representation**: Associations like the **Students Union, Anti-Ragging Committee, Grievance Redressal Committee, and Internal Complaints Committee** actively contribute to campus safety.

1. **Counselling Services**:

- **Moral Guidance**: Regular assemblies featuring prayers, spiritual songs, and daily reflections foster moral responsibility among students.
- **Mentorship and Counselling**: The Mentor-Mentee system, along with professional counselling services provided by the Department of Psychology, supports students' emotional well-being.
- **Parental Communication**: Tutors maintain open communication with parents to address irregularities and underlying issues.

1. **Facilities and Amenities:**

- **Health Care Centre**: A fully functional health care facility, staffed by a specialized lady doctor, offers medical care and first aid services.
- **Safe Transportation**: **Three College buses** operate with conductors and staff, prioritizing student safety.
- **Police Assistance**: The active **Kavalan SOS mobile application** ensures immediate police assistance.
- **Grievance Mechanisms**: **Six Grievance boxes** are strategically placed across all campus blocks for prompt issue resolution.
- **Hygiene Standards**: Successful hygiene audits uphold cleanliness standards across the campus.
- **Eco-Friendly Initiatives**: From **incinerators** for sanitary napkin disposal to **disabled-friendly amenities**, the campus promotes inclusivity and sustainability.
- **Prime Location**: Situated in a prime city area, the campus offers easy access to **transportation, healthcare, and banking facilities**.
- **Fitness and Wellness**: A well-equipped **gymnasium, Zumba, and Yoga classes** promote physical and mental well-being among staff and students.
- **Nutritious Dining**: The college **canteen** provides **healthy food** options at nominal rates, catering to dietary needs.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**7.1.2**

**The Institution has facilities and initiatives for**

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

**Response:** A. 4 or All of the above

| File Description | Document |
|---|---|
| Policy document on the green campus/plastic free campus. | [View Document](#) |
| Geo-tagged photographs/videos of the facilities. | [View Document](#) |
| Circulars and report of activities for the implementation of the initiatives document | [View Document](#) |
| Bills for the purchase of equipment's for the facilities created under this metric | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**7.1.3**

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

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

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

**7.1.4**

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

**Cultural Harmony**

- **Textile Hub Influence:** The College being located in Tirupur, a prominent textile and knitwear hub, reflects the vibrant cultural diversity of the surroundings, with the floating population from various states. The college inculcates equity, respect and intercultural harmony among all the students.
- **Cultural integrity and appreciation:** Students from diverse cultural backgrounds celebrate festivals and fine arts competitions which are themed around different cultures, fostering appreciation and understanding of all the cultures.

**Regional Unity**

- **Inclusive Environment:** The College nurtures an inclusive environment, promoting comfort zone and unity among students from **diverse regional backgrounds**, devoid of discrimination.
- **Festive Celebrations:** The College embraces diversity by celebrating festivals such as Christmas, Diwali, and Pongal, Onam, fostering inclusivity and mutual respect.

**Linguistic harmony**

- **Language Options:** Students can opt for **Hindi or French as Part-I subjects** in their curriculum, promoting linguistic diversity and proficiency. Certificate course on "Hindi" is offered to the students.

- **Multilingual Faculty:** Staff members serve as part-time faculty to teach their respective language courses, further enriching linguistic offerings.
- **Cultural Expression:** Students showcase their linguistic diversity through spiritual songs and dance performances in their native languages during assemblies and festivals.
- **Linguistic Skill Development:** The College has conducted 23 programs over the past 5 years to enhance students' basic linguistic skills, empowering them for effective communication in diverse contexts.

**Communal Harmony**

- **National days:** National days are marked with flag hoisting and daily notifications through student **telegram channels as "Designation Today**" promote knowledge, patriotism and unity.
- **Spiritual Readings:** Students participate in weekly assembly meetings where readings from **Bhagavad Gita, Bible, and Quran** promote communal harmony and exemplify the college's commitment to "**Unity in Diversity**."
- **Inclusive Admission Process:** An admission committee, comprising staff and administrative members from diverse backgrounds, ensures fair and inclusive admission practices aligned with government norms regarding caste, creed and religion.

**Socioeconomic Empowerment**

- **Human Rights Education:** Affiliated University offers **Part-II Paper on Human Rights** in the second semester for all undergraduate students, promoting awareness and understanding of socioeconomic rights and responsibilities.
- Students from economically backward sections are given concession by the Management and supported to avail **scholarships** from the Government and NGOs.

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

- **NSS and Electoral Literacy Club:** These initiatives are pivotal in enlightening students about the values, rights, duties and responsibilities enshrined in the constitution.Electoral literacy club conducts awareness programs on ethical voting andguides eligible students to enroll in Voters list.
- **Covid Awareness Campaigns:** During the pandemic, extensive programs and door-to-door campaigns emphasized preventive measures such as social distancing, hand hygieneand mask-wearing.
- **Moral Instruction Classes:** Every Thursday, students receive moral instruction classes, instilling ethical values and civic responsibilities.
- **Campus Contributions:** The College actively contributed its premises for various community services, including **Covid centers, recruitment training, TNPSC exams, vaccination camps, polling booths, and literary programs**.
- **International Millet Year Celebration:** The College commemorated International Millet Year to raise awareness about the nutritional benefits and significance of millet consumption among the public.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 7.2 Best Practices

**7.2.1**

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

**Response:**

**1. Title of the Practice 1**

**Elevate and Empower: A Holistic approach to Skill Development**

**2. Objectives of the Practice**

- To enhance employability and entrepreneurship skills among students.
- To enable students to pursue careers with essential skill sets.
- To impart understanding through hands-on experience and practical methodologies.
- To enable students to pursue meaningful work and contribute to their family's economy and the economy of the country at large.

**3. The Context**

- The nation's social and economic development relies on students' abilities and skills.
- Students need to learn beyond the curriculum due to global circumstances.
- Efforts are needed to develop students' skills for competition and success.
- The college particularly concentrates on the upliftment of the financially marginalized section of society with more than 75 % of the students belonging to the low-income group.

**4. The Practice**

**I. Development of Intellectual Capabilities and Academic Skills:**

- **70 Certificate/Value-Added/Add on Course/SWAYAM Courses** have been imparted to the students during the last 5 years.
- **12 Departments**, **12 Associations** and **17 Clubs** take consistent efforts through events, activities and competitions to nurture the intrinsic talents of the students.
- Each Department plans different kinds of activities at the Departmental, Inter-Departmental, Inter-Collegiate, University, State, National and International levels in order to give opportunities for the students to explore their potential.
- Students access e-resources in the Library through **INFLIBNET, DELNET, NDLI and KNIMBUS.**

- Coaching for **TNPSC and competitive exams** are in practice.
- **16 Programs on Research Methodology**, **3 Programs on IPR, 100 Programs on Soft Skills, 14 Programs on Language & Communication Skills, and 56 Programs on Awareness & Trends in Technology** were organized.

## II. Placement Opportunities:

The Placement cell of the college has organized training programs in collaboration with industri**es**.

## III. Entrepreneurship Development Cell:

**51 Entrepreneurship Programs** were conducted by EDC as well as by the Departments. Marketing Mela organized by the departments instills entrepreneurship and leadership capabilities in students. **Entrepreneurship Development Cell, Institution Innovation Council and IPR cell** invite a number of talks and workshops on developing creativity, innovation skills in students and lead to fostering entrepreneurship.

## 5. Evidence of Success

- **67.6 % of placement and higher studies is attained by the students during the last 5 years.**
- **35%** of Alumni entrepreneurs in different fields add laurels to the college.
- **473 students** have completed and qualified in IBM-Edunet Certificate Courses
- Certificate Courses with Infosys: Totally **1120 students and 62 staff** have registered themselves in Infosys.
- Swayam/MOOCs Courses: **41 Students** have qualified in Swayam/ MOOCs Courses.
- Survey with Alumni – Employed/Entrepreneurs/Higher Education – A Comparative analysis is made through Alumni association.

## 6. Problems Encountered and Resources Required

1. Allocation of time for the events in addition to the syllabus coverage.
2. Expenditure for event preparation and implementation.

## 1. Title of the Practice-2

**Social Responsibility and Fostering Eco Consciousness**

## 2. Objectives of the Practice

- To broaden the charity services to the society through students, faculty members and NGOs.
- Educate the students to protect the environment and recycling E-Waste.

## 3. The Context

As **Tirupur city** in which the college is located comprises of floating population, the economic standard of living of more than **30 % of the residents** are below poverty line. So, in order to instill a sense of

social responsibility among the students and to serve the society, students take part in various extension activities and outreach programs. Textile parks in Tirupur district increase the **growth of dyeing and bleaching clusters** causing more pollution and affecting the health of the people. Hence it is imperative on the part of the college to extend its environmental services to students and society which is the dire need of the people.

## 4. The Practice

### I. Social Responsibility

- The College adopted 5 villages under **Unnat Bharat Abhiyan (UBA) Scheme.**
- **Swachh Bharat**, **NSS, Youth Red Cross/YRC/RRC, 17 Clubs** provide diverse services.
- College serving as a **Covid Centre and venue for vaccination camps and elections**.
- Support for **visually challenged individuals and handloom weavers** to sell their products.

### II. Eco Consciousness

- **Eco Club, Organic Club, E-Waste Club, and Energy Club** engage in eco-conscious endeavors.
- **10 Environment-related audits** were conducted.
- **6 Faculty members** completed **Environment Audit courses**, contributing audit services to various institutions.
- Environment-related activities, including **22 on-campus and 22 off-campus** initiatives.
- Rainwater Harvesting with tank capacity of **5000 liters and Motor capacity of 5Hp Submersible motor.**
- **One square pit and 7 round pits** are utilized for rainwater harvesting with utilization area of 30 cent during summer season.
- **6 Incinerators** installed for napkin disposal.
- Well-maintained **herbal garden** with medicinal plants of therapeutic value and **St. Joseph's Nursery**
- **MoUs** signed with NGOs like **Dream 20, Vanam India Foundation, and RPSS Netcafe, Tirupur.**

## 5. Evidence of Success

- **22 activities** through **Unnat Bharat Abhiyan (UBA)**, **38 Swachh Bharat activities**, **179 SJC Extension activities**, **78 Services** by National Service Scheme **(NSS), 22 Services by YRC/RRC**, **13 Services** through **Clubs, Illam Thedi Kalvi and Society Inclusive Education Schemes**, College as venue for **6 Social Causes** including College as **Covid Centre**, **37 Charity Services** by the Institution, **24 Health Services** to the neighborhood community
- **5 garbage clearance units** in the campus.
- Department of Mathematics produced **5525 kg of organic manure** and Department of Chemistry produced **700 liters** of Organic products.
- Department of Computer Applications produced **newspaper bags** for use in the college canteen and local shops.
- The **E-Waste** is sent for recycling and some devices are used for hardware demonstration.
- Examination papers are sent to NGO for recycling.
- The Management donated **50 notebooks** made from unused papers to the school children in adopted villages and St. Joseph's cooperative store.

- **40 %** of energy is utilized from solar panels.
- St. Joseph's Nursery has sold **200 plants**.
- **96 awards** for contributions to the society**. Especially, Clean and Green Campus Award** and

**National Rural Institutions Sustainability Grading (NRISG) for accreditation of Rural**

**Institutions**

**6. Problems Encountered and Resources Required**

- Convincing social institutions and getting permission from authorities to educate and conduct activities for betterment of students.

| File Description | Document |
|---|---|
| Best practices as hosted on the Institutional website | [View Document](#) |
| Any other relevant information | [View Document](#) |

## 7.3 Institutional Distinctiveness

**7.3.1**

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

**Response:**

**Value based Education with focus on physical and mental well-being**

Value-based education, including a focus on health and well-being, is integral to the ethos of St. Joseph's College. At St. Joseph's College, students are not only taught academic subjects but are also instilled with values such as integrity, compassion, empathy, and social responsibility. These values are woven into the curriculum and reflected in various aspects of campus life, promoting a culture of respect, understanding, and mutual support among students and faculty. Furthermore, the college places a strong emphasis on health and wellbeing, understanding that physical and mental wellness are essential for overall success and happiness. Students are encouraged to prioritize their health through regular exercise, balanced nutrition, and mindfulness practices. Workshops, seminars, and awareness campaigns are organized to educate students about the importance of mental health, stress management, and healthy

lifestyle choices.

By integrating value-based education with a focus on health and well-being, St. Joseph's College aims to nurture individuals who not only excel academically but also possess the character and resilience to navigate life's challenges with grace and integrity. This holistic approach to education ensures that students graduate not only as knowledgeable professionals but also as compassionate and socially responsible citizens, ready to make a positive impact in the world.

**Health Awareness Workshops** covering a wide range of topics such as nutrition, sexual health, mental health, substance abuse prevention, and stress management provide valuable information and practical tips for maintaining good health.

The annual **celebration of International Yoga Day** at the institution become a cherished tradition that promotes holistic health and well-being among students, faculty, and staff. By providing opportunities for learning, practice, and community engagement, these celebrations continue to inspire individuals to embrace yoga as a path to physical, mental, and spiritual enrichment.

**Health camps** are organized periodically to serve as a one-stop destination for students seeking assistance with their health-related concerns and also to bring local healthcare providers, counseling services, wellness centers and community organizations for providing information, resources and support to students.

To make students to recognize the rich heritage and profound wisdom of traditional healing systems, the college organized a program on **Traditional Siddha and Ayurveda Maruthuvam.** The program aimed to explore the principles, practices, and therapeutic modalities of Siddha and Ayurveda medicine; two ancient systems of healthcare that have been passed down through generations.

The **Psychology Department** of the institution recognizes the importance of mental health and well-being in the academic community. The Department organized observances for **World Mental Health Day, World Suicide Prevention Day, and Gratitude Day**. These events aimed to raise awareness, provide support, and promote practices conducive to mental health and hygiene among students and faculty.

The uniqueness of St. Joseph's College Campus is that it demonstrates respect for environment and stewardship of natural resources while ensuring the quality of life on the campus. The goal of the college has been designed to ensure and sustain a harmonious blend of education, environmental and healthy well-being. The College has undertaken various initiatives in setting up a healthy campus:

**Herbal Garden:** Herbal Garden is maintained to promote naturopathy. It affords a therapeutic value spreading the fragrance of good health and green environment.

**Health Care Centre:** A well-qualified lady doctor in Acupuncture and Naturopathy is appointed to attend the medical needs of the students and staff members. This esteemed professional is dedicated to providing comprehensive medical care to the students and staff members, ensuring their holistic well-being.

With expertise in both Acupuncture and Naturopathy, the doctor brings a wealth of knowledge and experience to the healthcare team. Acupuncture, an ancient Chinese healing technique, involves the

insertion of thin needles into specific points on the body to alleviate pain and promote healing. Naturopathy, on the other hand, emphasizes natural remedies and therapies to support the body's innate ability to heal itself. Whether it's managing chronic conditions, addressing acute health concerns, or simply promoting overall wellness, the doctor is committed to personalized care according to the unique needs of each individual.

**8-Shaped Walk:** Walk pattern in the shape of 8 is constructed in front of the Auditorium. Students are directed to practice this walking exercise at least twice a week by the Physical Director of the college.

**Gymnasium:** A State-of-the-Art Gymnasium with modern fitness equipment. Along with curriculum teaching, human health care is also focused in Physical education.

**Safe Drinking Water:** Safe drinking water is provided in the campus.

**Yoga Classes**: Introduction of Yoga classes as Add-on Course for students by the department of Commerce with Computer Applications.

**Self-Health Care Program:** 76 Programs were organized in "Health and Hygiene" in the past 5 years.

**Counselling Sessions:** Qualified Psychology counsellors provide counselling to the students in the counselling room whenever necessity arises.

**Mentor-Mentee Sessions**: Faculty members are allocated students to mentor in the ratio of less than 20:1which is a regular practice.

Success in the development of students is seen in the following:

- Parents feedback about the progress of their wards in discipline and other healthy practices.
- Number of students and faculty members were treated successfully for various health issues through naturopathy, without the need for medications that may cause unwanted side effects.
- Healthy learning ambiance is created for students which advance health conscious and sustainable society.
- Protection of health is ensured by adopting sturdy and rational practices.
- Students are encouraged to pilot and promote well-grounded solutions for health-related issues through teaching and extension activities.
- Importance and advantages of naturopathy and Acupuncture in the campus is promoted.
- Local communities are involved in the reasonable use of these resources.

The College gives importance to comprehensive development of students by inculcating life values, health and hygiene practices.

- The cleanliness of the college campus has an optimistic impact on the health and wellbeing of all who enter into the campus.

- Ensuring the involvement of faculty and students in the planning and implementation of healthy environment to bring about attitudinal changes that translate into social impact as they in turn enrich their own communities.

| File Description | Document |
|---|---|
| Appropriate web in the Institutional website | [View Document](#) |
| Any other relevant information | [View Document](#) |

# 5. CONCLUSION

## Additional Information :

1.      Teacher training is necessary for modern pedagogy and ICT technologies.

·      IQAC conducted **12 Faculty development programs** on modern pedagogy and ICT technologies in the past 5 years. Additionally, Faculty members attended **Faculty development programs organized by other institutions with encouragement of financial support by the management.**

2.      Resource mobilization for research and publications in quality peer reviewed journals should be a priority.

·      Research grant of **Rs. 21.04 lakhs** were received and utilized by the faculty members for research projects and conducting conferences, webinars and seminars through Government, NGOs, Philanthropists and industries.

3.      The college needs to offer need-based skill-oriented diploma and certificate level courses.

·      **70 certificate/value added/add on courses/SWAYAM** were conducted in the past 5 years on the basis of requirements of the students and to match industry relevant skill sets.

4.      Being located in a major industrial township, collaborations and linkages with industry must be explored.

·      **58 MoUs** were signed with industries and institutions and **130 collaborations** were made to enhance the academic standards of the college.

5.      The placement cell should be activated to offer career guidance and coaching for competitive exams.

·      **67.6 %** of the students placed and progressed to higher studies.

6.      The college should work towards setting up a language lab and also providing training in Excel for the students.

·      **Language Lab** was inaugurated in the year 2019 which helps the students to enhance their communication skills. **Training in Excel** was provided to the students as a value-added course by the Department of Commerce.

7.      The bridge course for students of Non-English back ground may be extended to one year instead of the present one month, to enable students to benefit more.

·      The bridge course for students of Non-English back ground has been extended to one year in the form of certificate course and bridge course on "**Communication Skills**".

8.      The admission process should be made online.

·      Admission process has been made online through **college website and ERP**.

9.      There is a need to build a hostel to facilitate girls from outside Tirupur to join the college in order to bridge the current gap between sanctioned and actual intake of students.

·       Due to the challenges in getting approval for building, hostel will be implemented in the near future.

10.  As the girl students come from marginalised backgrounds, a Psychology counsellor may be appointed by the college.

·       Due to the emergence of Department of Psychology in the Institution and the availability of qualified faculty members as psychology counsellors, counselling is promptly given to the students regularly.

# Concluding Remarks :

The college has consistently delivered the curriculum through rigorous planning and meticulous execution offered by the affiliating university. With an exceptional average pass percentage of 96.9% and the achievement of 65 university ranks within the last five years, the institution stands as a paragon of academic excellence.

Supported by grants from both governmental and non-governmental agencies, the college continuously enhance the research endeavors, thereby elevating the academic standards of the institution. Under the scheme of the Unnat Bharat Abhiyan Scheme, the college has incorporated five villages, diligently addressing the socio-economic needs of the marginalized, thus contributing to bridging societal gaps.

 With outreach programs comprising 317 initiatives, the college instills the students with a profound sense of social responsibility. Certificate and value-added courses offered beyond the confines of the curriculum receives commendations from the alumni and current students.

The upliftment of economically disadvantaged students is facilitated through institutional scholarships. Additionally, our comprehensive skill-building initiatives cater to diverse domains, empowering individuals to realize their full potential.

Moreover, the college is the staunch proponent of women's empowerment, fostering intellectual growth and self-worth while encouraging for their interventions in effecting societal transformation.

Future Plans:

- To attain autonomous status, granting academic flexibility in curriculum design and governance.
- To promote international exchange programs for students and faculty to nurture global perspectives.
- Establish partnerships with foreign universities for joint research projects and academic collaborations.
- To expand online learning opportunities to reach a broader international exposure.
-  To construct state-of-the-art facilities for research and E- content development.
- To increase the number of smart classrooms.
- To introduce hostel facilities for students.
- To forge strategic partnerships with industry, government agencies, and cultural institutions to support research and innovation.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.2.1 | **Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**<br><br>Answer before DVV Verification :<br>Answer After DVV Verification :08<br>Remark : DVV has made changes as per the report shared by HEI and has included only SWAYAM courses. |
| 1.2.2 | *Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years*<br><br>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years<br><br>Answer before DVV Verification:<br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>950</td><td>934</td><td>380</td><td>409</td><td>291</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>89</td><td>07</td><td>04</td><td>0</td><td>0</td></tr></table><br>Remark : DVV has made changes as per the report shared by HEI and consider inputs as per the Institutional data. |
| 1.3.2 | **Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**<br><br>1.3.2.1. **Number of students undertaking project work/field work / internships**<br>Answer before DVV Verification :  992<br>Answer after DVV Verification: 404<br><br>Remark : DVV has made changes as per the report shared by HEI and taken repetitive student as one and has excluded the student from field work column. |
| 1.4.1 | *Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website* |

|  |  |
|---|---|
|  | Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website |
|  | Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies |
|  | Remark : DVV has considered the supporting document and made changes accordingly. |
| 2.1.2 | *Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* |

2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 307 | 297 | 299 | 296 | 283 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 319 | 321 | 315 | 316 | 312 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 634 | 574 | 574 | 574 | 574 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 634 | 574 | 574 | 574 | 574 |

Remark : DVV has made changes as per the report shared by HEI.

| 3.1.1 | *Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)* |
|---|---|

3.1.1.1. **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 7.39 | 6.62 | 0.80 | 3.08 | 3.57 |

Answer After DVV Verification :

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

| 5.28 | 2.1 | 0 | 1.12 | 2.48 |
|------|-----|---|------|------|

Remark : DVV has considered the supporting document and made changes accordingly.

| 3.3.1 | **Number of research papers published per teacher in the Journals notified on UGC care list during the last five years** |
|-------|---|
| | **3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years** |

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 26 | 15 | 14 | 27 | 43 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 10 | 12 | 09 | 12 | 35 |

Remark : DVV has made changes as per the report shared by HEI and taken only those Journals which are notified on UGC Care List.

| 3.3.2 | **Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years** |
|-------|---|
| | **3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years** |

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 29 | 11 | 16 | 07 | 07 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 18 | 09 | 09 | 01 | 10 |

Remark : DVV has considered the supporting document and made changes accordingly.

| 3.4.3 | *Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.* |
|-------|---|
| | **3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years** |

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 84      | 56      | 21      | 61      | 95      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 70      | 40      | 17      | 55      | 82      |

Remark : DVV has considered the supporting document and made changes accordingly .

| | |
|---|---|
| 3.5.1 | *Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*<br><br>Answer before DVV Verification :<br>Answer After DVV Verification :48<br>Remark : DVV has taken into consideration only functional MOUs taking 2022-23 as a base year. |
| 4.3.2 | **Student – Computer ratio (Data for the latest completed academic year)**<br><br>4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**<br>Answer before DVV Verification :  225<br>Answer after DVV Verification: 180<br><br>Remark :  DVV has considered the supporting document and made changes accordingly. |
| 4.4.1 | *Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*<br><br>4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**<br>Answer before DVV Verification: |

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 72.75   | 45.23   | 24.99   | 34.32   | 44.95   |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 10.45   | 9.86    | 5.38    | 8.13    | 8.18    |

Remark :  DVV has considered the supporting document and considered only building maintainence, college maintaiancne and repair and maintainence expenses and made changes accordingly.

| 5.3.1 | **Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years** |
|---|---|
| | *5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years* |

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 06 | 16 | 03 | 01 | 17 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 03 | 08 | 0 | 0 | 12 |

Remark : DVV has considered the supporting document and made changes accordingly and has excluded the certificate (inter-collegiate)

## 2.Extended Profile Deviations

| ID | Extended Questions |
|---|---|
| 1.1 | **Number of teaching staff / full time teachers during the last five years (Without repeat count):**<br>Answer before DVV Verification :  112<br>Answer after DVV Verification : 124 |