



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ST. JOSEPH'S COLLEGE FOR WOMEN(AUTONOMOUS)

**D.NO.34-3-42 GNANAPURAM VISAKHAPATNAM
530004**

www.stjosephsvizag.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Joseph's College for Women (Autonomous) established under Section 2 (f) and 12 (B) of the UGC Act, 1956 is one of the best Colleges in Visakhapatnam (AP) which is fondly epitomized as 'The Jewel of the East' flanked by the azure blue waters of the Bay of Bengal and the lush green Eastern Ghats. Started as a fledgling with 28 students in Pre University Course and 6 Faculty in 1958 by the Sisters of St. Joseph of Annecy in response to the need for a Women's College, the College has evolved into a huge tree with 1880 students and 145 Faculty in 25 Departments, offering 19 UG and PG Programs in 2018. With Visakhapatnam becoming the education hub (with 100 year old Andhra University & recently established IIM, Vizag) and Smart city of the new AP State, the institution's unique features mainly address the needs of the society, the students it seeks to serve, its own traditions, value orientations and adaptive vision for the future (Vision 2030). Ranked 5th according to the NITI Aayog Aspirational Districts Ranking 2018, the parents of Visakhapatnam District evince keen interest in joining their daughters in the progressive yet safe campus, as day or residential scholars.

St. Joseph's College for Women is the only AU affiliated Aided Women's College with NAAC 'A' Grade on the new four-point scale and has been autonomous since 1987, ranked 87 in NIRF-2017 rankings in colleges' category. Being the first college to initiate the semester system, credit and grade system at undergraduate level the innovative teaching learning methods have been recognized with 5 AP State Best Teachers Awards during this cycle. Endowed with the unique hallmark of 'Quality and Excellence' SJC has been scripting success stories for 60 years not just for its students but with vibrant Consultancy initiatives through LAYA, RGNIYD, MEPMA and UNICEFF, reached out to marginalized and Tribal girls and women. MOU's with OHARA, PIDILITE, NSIC and GREENWAVES equipped the students with entrepreneurial competencies, while 10 International students opting to study in SJC for brand value.

Vision

With a **vibrant Vision**, *'It aims at being a Centre of Academic Excellence which Empowers Young Women to provide Intellectual Leadership and transform the world through Courage of Conviction, Optimism and Hope'*.

- The College strives relentlessly for quality in all its academic pursuits as envisioned in Vision and Quality Policy and is committed to initiate innovation in teaching, research and social outreach to its diverse stakeholders.
- In SJC Excellence is not a '*one stop destination*' but an everyday habit reflected in continuous self-appraisal for achieving excellence in all its endeavours.
- The **Quality Policy** is evolved through meetings and consultative interactions of the Management, Staff members, Students, Alumnae and other Stake holders. The management welcomes ideas through peer perception and interaction for the improvement, effectiveness and efficiency of the institutional processes.
- The young women are constantly nudged through reflective dialogue across all Core and Foundation Courses to demonstrate moral uprightness, trustworthiness and professional integrity to stand up with courage of their convictions in all situations.

Mission

The **Mission Statement** of the College clearly asserts that '*while affirming its faith in God and love for humanity it seeks to impart Holistic Education to Young Women while developing global competencies of leadership and make them socially responsive members in a changing technology driven world*'.

- The Mission is unique because despite being a Catholic Minority Institution, the College adopts a secular outlook through all religious Prayer service on Independence Day, celebration of Makara Sankranthi through colourful rangolis, Onam through the traditional flower carpets, and cultural dances depicting various religious themes to mention a few, believing that faith in the Divine only matters.
- Working with social consciousness and a humanitarian outlook, our young women learn to be socially responsive and make a difference to people, systems or organizations in a materialistic world as echoed in our Mission.
- Through instilling the qualities of self reliance, mutual respect and teamwork, young girls are prepared to assume outstanding leadership positions in the family and in organizations which transform their lives forever.
- The College's key focus while imparting upgraded technological skills is to enable the learners to adapt to a boundaryless world while studying or working in multicultural environments and workplaces.
- Undertaking social outreach projects under Student Chapter of Young India CII and Rotaract Club of SJC made the students socially responsive.
- Holistic education in SJCWA resonates with measurable graduate attributes as echoed in the 6 facets of the symbolic College emblem (physical, intellectual, emotional, social, professional and spiritual aspects) making them *Josephines of Substance, Social Sensitivity and Success*.

St. Joseph's College for Women (Autonomous) Visakhapatnam having traversed six decades with its many '*firsts and exclusive positions*' and '*Unique Selling Points (USP)*', is a force to reckon with in this region of the country with well documented milestones in its institutional history.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Ranked 5th among 247 CCE 2018-19 Colleges ranking in AP.
- Included in '*15 Club of 4th Cycle reaccréditation aspirant Colleges*' as per NAAC data of 28th September 2018.
- Selected as **Representative College from AU Region** for the AP Consortium of Govt and Aided Private Autonomous Colleges
- **ONLY College in AP** with Post Graduation in Home Science (not offered in Andhra University). IAPEN (The Indian Association for Parenteral and Enteral Nutrition) has recognised the Department of HSc as the IAPEN Centre for Advanced Learning in Clinical Nutrition.
- **ONLY College in AP** to be awarded the "**English Access Micro Scholarship**" a project of US Dept of State, Bureau of Educational and Cultural Affairs, US Consulate, Hyderabad for developing English language competencies of students from low socio economic background.
- **Only College in AP** to have collaboration with US Consulate, Hyderabad for Student Exchange programs in US
- Only AU affiliated Women's College conducting **Certified ERP Course**

- Outcome-based curriculum (through CBCS) with Career oriented courses (Office Management, Journalism & Mass Communication, Home Science) and varied Certificate courses and Internships or Industry Projects designed to meet industry/societal needs.
- Well qualified (More than 95% of Aided faculty with PhD), dedicated and experienced faculty and **FIVE** teachers awarded AP Best Teacher Awards for 2016, 2017 and 2018.
- A '**Brand for teaching only in English**' (parents' feedback)
- Recognised UNICEF-NSS Scheme, Andhra University as partners in 'Improving the lives of adolescents in Visakhapatnam District during 2016 & 2017.
- Implemented Rio +22 UN Sustainable Energy for All India Program for 68 students in 2014-15
- Certificate of Appreciation from GoAP for 500 students participating in Visakha Utsav 2017.
- More than 1250 students (from schools in neighborhood) have benefited by CASE (Creating Awareness in Science Education) and Vedic Maths training initiatives of the College
- Installed AADHAR enabled Biometric System for Staff and students
- Listed **TWICE** in TOP TEN Colleges in the Country in NLIST usage (2018-19 and 2014).
- Enhanced Student support initiatives through increased scholarships (institutional and philanthropic), structured mentoring system and employability training.
- Decentralised governance patterns leading to 'Domino' effect in leadership development of all stakeholders in the campus.

Institutional Weakness

INSTITUTIONAL WEAKNESSES:

- Faculty/Student exchange programs at national & international level.
- IPR Cell emphasis on incubation processes for patents and documenting research publications and books of Faculty and students in collaboration with Industry.
- Industry internships in some more departments.
- Limited Consultancy Services
- Collaborations with industry and other premier institutes

Institutional Opportunity

INSTITUTIONAL OPPORTUNITIES:

- Entering into more dynamic MOUs with the Industry (Public and Private) to be catalytic agents for enhancing '**real employability**' skills of students
- Have a Liberal policy of permitting students to 'work along with regular college courses'
- Offer more options in specializations to pave the way for successful Postgraduate Education for the young girls
- Increasing the Skill Development Course landscape and give extra credits for Self Learning Courses/MOOCs to attract learners
- Involvement of Senior students in Regular Classes (Like Teaching Assistantship)
- Involving the Parents of girl students in Short Credit Courses or Finishing School Modules for the benefit of the students.
- Scope to identify possible ways to extend the research to IPR processes as well as Incubations
- Expand Interdisciplinary research and interdisciplinary programs which can result in income and

expertise generation.

Institutional Challenge

INSTITUTIONAL CHALLENGES:

- Starting Integrated Courses with increased emphasis on Skill Development while aligning with National bodies in skill development like NDSC etc.
- Offer twinning programs with foreign universities of international repute
- Enhance Core Placements for the Science students on par with Engineering graduates by aligning with National and International R&D Organisations.
- Handling cultural and socio-economic diversity among students *vis-a-vis* promoting more inclusivity and equity through proactive initiatives and strategies.
- Organising Parent – Employer Orientation meets in the College to build and foster awareness, preparedness and acclimatization towards living in cities for girls who get Offer Letters from good companies outside the city or State. There are a few instances where parents are reluctant to send their daughters for jobs outside the city or in Metro cities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The College has designed its curriculum on par with UGC Model curriculum & Quality Policy, in alignment with the United Nations 2030 Agenda, GoI's 'Skilling India' policy, AP State's Vision 2022 and NAAC Quality parameters.
- The curriculum is periodically reviewed in the BOS, constituted as per UGC and Autonomy guidelines. The Boards upgrade/scale-up the curriculum with domain content, *vis-a-vis* recent developments and relevance, while enhancing the psychomotor and technological skills towards greater employability for the students.
- St. Joseph's College offers 14 UG Programs and 4 PG Programs and all the courses offered are revised and redesigned (introducing New Courses) to cater to the needs of Society (immediate neighbourhood and the larger canvass) and Industry. 350 new Courses have been introduced during this cycle.
- The Courses offered in the UG Programs is three fold:
 - Mandatory Knowledge-intensive Domain specific Core Courses (CBCS)
 - Obligatory Foundation Courses (Language, Life Skills & General Education)
 - Optional Value added Courses (Personality Development, Capacity Building, ERP and UGC Add on Courses)
- CBCS was introduced in 83% of Departments (Choosing Domain Specialisation in One Course out of three Cores) from 2016 onwards and cross cutting issues relevant to sustainable environment and gender are integrated into the curriculum of all Courses. Specific Courses are offered in Human values and Professional Ethics, Environment Studies, Leadership Education and Entrepreneurship Education.
- The Program Outcomes, Program Specific Outcomes, and Course Outcomes are designed in consonance

with the graduate attributes as per NAAC guidelines, uploaded on the website and mailed to students individually.

- The feedback received from the students and other stakeholders are carefully scrutinised, discussed and appropriate action is initiated at the level of various academic and administrative bodies.
- Internships and Field/ Industry Projects of varying durations are undertaken by students of most departments.
- The holistic curriculum transforms the girls into empowered women with graduate attributes of employability or entrepreneurial ability, leadership quality, displaying ethical behaviour and concern for environment and social consciousness and responsible citizenship envisioned in the College Vision and Mission.

Teaching-learning and Evaluation

- Teaching learning and evaluation form the foundation of an institute of higher learning. Being an autonomous college, at St. Joseph's College for Women (A) the focus is on maintaining highest standards in teaching, learning and evaluation.
- The College is a much sought after destination by aspiring learners from the neighbouring states of Orissa and W.Bengal as well. From the year 2013, the College has been attracting NRI students, to pursue Under Graduate Programs in Arts, Commerce and Management Studies.
- The learning levels of the students are assessed by the departments and the students at the higher levels are assigned advanced level learning exercises. The slow learners are grouped with the advanced learners in Peer Teaching exercises, which are mutually beneficial. Student-centric methods, such as experiential learning, participative learning and problem-solving methodologies are extensively employed in a large number of departments.
- ICT usage has steadily increased, with digital/virtual class rooms and smart boards in class rooms besides LCD projectors. Mentoring as a structured exercise addresses the issues of the young girls. Student placements and progression have been steadily on the rise.
- Twenty nine fulltime faculty are Ph.D. degree holders and two of them are recognised as guides for doctoral research. For three years in a row, faculty from the College have been selected for the Best Teacher Award given by the Government of Andhra Pradesh on Teachers' Day.
- The Examination Cell in the College functions with utmost confidentiality and efficiency. Exam related information is posted on the College website and the exams, both formative and summative are held with transparency and integrity. The results of the End Semester Exams are declared within a fortnight (on an average), facilitating the movement of students to higher education without delay.
- There is a grievance redressal mechanism in place, for any examination related grievances of the students. Being an autonomous institution, the College strives constantly to upgrade and upscale quality through reforms in processes and procedures. In tune with the OBE, POs, PSOs and Cos have been identified for all the Courses/Programmes and their levels of attainment are computed.

Research, Innovations and Extension

- A clearly stated policy for research, consultation and plagiarism, intended to promote research culture is in place in the College, encouraging faculty to take up/apply for research projects, either solely or through collaborative efforts. The College is not a recognised research centre and hence has no M.Phil. and Ph.D. students. The College has initiated the good practice of granting seed money to faculty interested in taking up research projects, from the Academic Year 2018-19. The College has a

- Media Lab
- Zoology museum
- Library – Knowledge Research Centre
- Research laboratory in Chemistry
- The Faculty of the College have published 398 research / review papers in national/international journals/books. The policy of the College on Plagiarism, collaborative research and revenue sharing, is intended to instil the value of integrity in research. An Intellectual Property Rights (IPR) Cell has been established in the College to guide the Faculty and students on issues pertaining to intellectual property rights and patenting.
- The College functions as an active centre for creation and dissemination of knowledge on issues concerning health, safety, social and civic awareness to neighbouring and needy communities. Two faculty members have successfully completed major research projects and four have completed minor research projects. Two faculty members are actively involved in international and national level collaborative research projects. Faculty extend their expertise and consultancy services to certain public/private sector organizations/NGOs. A few faculty members are guiding M.Phil./Ph.D. students through Distance Mode.
- A spirit of inquiry is promoted among the student community by different departments. Botany/ Biotechnology departments assign mini group research projects in emerging areas like Medicinal Botany. Minor survey- based assignments are given by Economics department. Commerce, Office Management, and Home Science departments offer an inquiry- based project to the final year students. Many other departments kindle the spark for research through assignments/minor projects involving survey/community interaction/observation. Student presentations at regional seminars have been appreciated and awarded.
- The College has eight functional MoUs with industries/Institutes of higher learning for dissemination of skill oriented/hands-on experience with advanced laboratory instruments, and One with an agency to promote environment friendly initiatives and waste recycling.

Infrastructure and Learning Resources

- St. Joseph's College has well maintained buildings and ventilated classrooms with adequate infrastructure facilities covering 7 acres and 98,919 sq ft built up area. In all 28 laboratories (25,650 sq ft), 44 classrooms (28,411 sq ft) out of which 14 digital classrooms and 3 virtual classrooms and 2 Seminar Halls and 1 Auditorium cater to all the academic, co-curricular and extra-curricular needs of students.
- The college has a spacious playground of 41,430sq ft which accommodates two open stages (Assembly and Cultural functions) and a cc basket ball court enabled for handball and volleyball.
- The Library (Knowledge Resource Centre) housed in a two storeyed independent block of 5872 sq ft has a collection of 30,477 books, 45 journals, 30 magazines, 437 CDs, 624 back volumes of periodicals, 300 rare books and a 100 year Bible and is automated with integrated library management system SOUL 2.0 (Software for University Libraries) of INFLIBNET and photocopying facility.
- All Labs are wifi enabled and equipped with desktops while SOPs for utilizing facilities are displayed prominently.
- The 3 air-conditioned Computer labs equipped with desktops accommodate 42 students on an average. The language lab equipped with specialised Language Skills Software has desktops for optimum utilisation. The Media Lab is the Creative Studio for the Journalism and Mass Communication students for planning, recording and sharing lessons/ programs/ videos enhancing their professionalism.
- The fire safety enabled buildings (smoke detectors and fire extinguishers) CCTV surveillance systems

and Security Personnel at the gate make it a safe campus.

- The Support initiatives include a Sanitary Napkin Vending Machine and Incinerator, 2 RO units and Water cooler, Rest rooms in every floor for Faculty and students, ramps and railings for differently-abled Faculty and students and a Lift.
- Solar panels of 20 kw capacity supplement energy needs of the College, while the flowering gardens create the pleasant ambience.
- The hostel houses 210 residential students with the hostel kitchen needs met partly by a Bio-gas plant
- SAHAY Center takes up professional counselling for students' psychological stress related issues.

Student Support and Progression

- Student Support through all the initiatives in consonance with the Mission have resulted in a quantum leap in progress in all aspects, be it Govt Scholarships/ Institutional Freeships or Capacity Enhancement Programs or Progression to Higher education or Job placements and a decrease in average grievance rate for issues redressed.
- The College provides an excellent platform for wholistic development of students through the Student Council, various Departmental Associations and Clubs (Generic and Subject related) through Intracollegiate competitions (academic, cultural and sports), Intercollegiate Fests (EXCELSIOR) and strategic Leadership development Initiatives.
- Students are adequately represented and involved in crucial decision making processes in most academic and administrative committees for effective decentralisation.
- There is a significant increase in freeships and scholarships (Govt sanctioned and College instituted), benefits through Guidance for competitive examinations, Bridge and Remedial Coaching Courses, Soft skills training, Career and Counseling programs and Yoga and meditation in this cycle. Yoga and Meditation is an assessed Capacity building Course which equips the young girls in effective body-mind management.
- The College being an all women's institution does not face issues of sexual harassment or ragging, but there are well constituted committees to handle if any. The Grievance Redressal Committee has systematically redressed the issues expressed.
- The College being an APSSDC recognised Skill Development Centre, and MOU's with Softskills Training organisations, there is 100% increase in student placements. Progression to higher courses has been encouraging.
- There have been many outstanding Achievers in Academics, Extra murals and Fine Arts. Renu Yadav (BA) who joined the Armed Forces in June 2018 as the youngest entrant has won more than 60 Awards in Speaking, Writing and Quiz events at all levels (including the US Exchange Program) while Sai Sannidha (MSc) has won International recognition in Kuchipudi Dance and Nikhita Srivalli (BA) was First Runner in Airtel Super Singer being an acclaimed Carnatic classical musician.
- More than 200 Cultural and Sports Events have been organised in the institution and the Star event is the Intercollegiate Fest Excelsior for 3 years with 3500 participants.

Governance, Leadership and Management

- St. Joseph's College has a systematically structured decentralised system, where the Principal as the Academic head totally trusts the participatory governance system. The Governing Body and Board of

Management comprising Members from the Congregation guide the Principal in all important policy matters. All decisions in the governance bodies are recorded as per the guidelines of the Academic and administrative bodies.

- The Strategic Deployment Plan which is aligned with the Vision, Mission, Quality Policy and Core values is executed across all the initiatives with periodical monitoring.
- governance is implemented in most aspects of institutional academic and administration for seamless flow of work and quick action.
- The College with its unique ethos of humanitarian outlook takes utmost care to provide and implement welfare measures (statutory and institution created)
- Many professional Development/ Training programs have been organised on an average for the Faculty and Staff.
- The College conducts internal and external financial audits regularly and effective need based budgeting is implemented for the Institution and individual Departments.
- The College mobilises funds through philanthropic contributions from well wishers and Consultancy initiatives for good governance programs for the stakeholders.
- Performance Appraisal is implemented for the Aided and Unaided Faculty (as per CCE instructions) and informal for Administrative and Support Staff.
- IQAC with its systematic planning has significantly contributed to sustain and enhance quality in all the aspects of the institution. On an average many quality initiatives are introduced by IQAC with the AQAR submission regularly done.

Institutional Values and Best Practices

- The college organized a number of gender equity programmes to sensitize the students. The safety and security of the college community is ensured through a number of measures
 - a high compound wall
 - CCTV surveillance of the entire campus
 - 24 X 7 security at the gate to ensure entry of authorized persons only
- Rest rooms are available on every floor and in the ground. Divyangjan-friendly rest room is in the ground floor.
- Common rooms are available on the ground and top floors of the main block, first floor of administrative block and cellar of the library.
- Most of the traditional bulbs and Tube lights have been replaced with LED bulbs.
- Waste management is done in a segregated manner, with exclusive bins set up for e-waste, food waste and dry waste. Soiled sanitary napkin incinerator has been installed.
- Rain water harvesting pits have been constructed to harness rain water runoff. The waste water is used in the garden. The college office implements paper-less office practices to some extent, through emails and Whatsapp medium to communicate with faculty and students.
- The campus presents a green ambience with large avenue trees, beautiful flowering gardens, small medicinal garden and some fruit-yielding trees.
- The garden waste is reused as compost.
- The college spends a considerable amount on green initiatives. Divyangjan – friendly measures such as ramps, railings and lift have been installed in the college. The college takes advantage of its location in

planning community outreach initiatives and also in liaisoning with certain industries and academic institutes for student internships.

- A clearly spelt code of conduct for Faculty and students is in place. Appropriate activities are planned and executed in the college to enhance the sensitivity towards our constitutional duties, rights, obligations and universal values.
- The college celebrates a number of national festivals and birth/death anniversaries of famous Indian freedom fighters/ personalities. The vision, mission and core values of the college are reflected in the institutional practices of the college, namely, student support initiatives.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. JOSEPH'S COLLEGE FOR WOMEN(AUTONOMOUS)
Address	D.No.34-3-42 Gnanapuram Visakhapatnam
City	VISAKHAPATNAM
State	Andhra Pradesh
Pin	530004
Website	www.stjosephsvizag.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sr. Shyji P.D.	0891-2558346	9491789574	0891-2706420	sjcwvizag@gmail.com
IQAC / CIQA coordinator	P. SARADA	0891-2528774	9949498981	0891-2522866	psarada71@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid and Private

Type of Institution	
By Gender	For Women
By Shift	Regular

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

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	02-07-1958
Date of grant of 'Autonomy' to the College by UGC	15-06-1987

University to which the college is affiliated		
State	University name	Document
Andhra Pradesh	Andhra University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	02-01-1960	View Document
12B of UGC	02-01-1960	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?	Yes
If yes, name of the agency	National Institutional Ranking Framework
Date of recognition	03-04-2017

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	D.No.34-3-42 Gnanapuram Visakhapatnam	Urban	7	23467

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 Psychology Office Mangement Ii Language English	36	Intermediate or Equivalent	English	30	28
UG	BBA,Bba Ii Laguage English	36	Intermediate or Equivalent	English	50	39
UG	BA,History Economics Political Science Ii Language English	36	Intermediate or Equivalent	Telugu	30	9
UG	BA,English Psychology	36	Intermediate or	English	40	37

	Journalism And Mass C ommunicatio n Ii Language English		Equivalent			
UG	BA,English Economics Political Science Ii Language English	36	Intermediate or Equivalent	English	50	22
UG	BA,Commer ce Economics Management Studies Ii Language English	36	Intermediate or Equivalent	English	50	18
UG	BCom,Bcom Ii Language English	36	Intermediate or Equivalent	English	60	59
UG	BSc,Mathem atics Physics Chemistry Ii Language English	36	Intermediate or Equivalent	English	63	63
UG	BSc,Mathem atics Physics Computer Sc Ii Language English	36	Intermediate or Equivalent	English	64	64
UG	BSc,Mathem atics Economics Computer Sc Ii Language English	36	Intermediate or Equivalent	English	56	56
UG	BSc,Mathem atics Statistics Computer Sc Ii Language	36	Intermediate or Equivalent	English	60	60

	English					
UG	BSc, Chemistry Botany Zoology Ii Language English	36	Intermediate or Equivalent	English	62	62
UG	BSc, Biotechnology Biochemistry Chemistry Ii Language English	36	Intermediate or Equivalent	English	50	47
UG	BSc, Home Science Ii Language English	36	Intermediate or Equivalent	English	60	52
PG	MSc, Pg Mathematics	24	UG	English	40	37
PG	MA, Pg English	24	UG	English	40	15
PG	MSc, Pg Chemistry	24	UG	English	30	25
PG	MSc, Pg Home Science	24	UG	English	1	0
PG	MSc, Pg Home Science	24	UG	English	39	31

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	11				6				26			
Recruited	0	11	0	11	1	5	0	6	2	24	0	26
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				46			
Recruited	0	0	0	0	0	0	0	0	4	42	0	46
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				10
Recruited	2	8	0	10
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				25
Recruited	11	14	0	25
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	4	6	0	10
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	11	0	1	2	0	0	3	0	17
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	3	0	1	36	0	40

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	26	0	29

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	1	0	2

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0		5		5

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	1282	233	0	12	1527
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	185	18	0	0	203
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	367	71	0	0	438
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	596	87	0	1	684
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	98	126	168	196
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	51	45	49	51
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	486	577	728	831
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	442	461	463	510
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	112	140	145	142
	Others	0	0	0	0
Total		1189	1349	1553	1730

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Bba Ii Language English	View Document
Bcom Ii Language English	View Document
Biotechnology Biochemistry Chemistry Ii Language English	View Document
Chemistry Botany Zoology Ii Language English	View Document
Commerce Economics Management Studies Ii Language English	View Document
English Economics Political Science Ii Language English	View Document
English Psychology Journalism And Mass Communication Ii Language English	View Document
English Psychology Office Mangement Ii Language English	View Document
History Economics Political Science Ii Language English	View Document
Home Science Ii Language English	View Document
Mathematics Economics Computer Sc Ii Language English	View Document
Mathematics Physics Chemistry Ii Language English	View Document
Mathematics Physics Computer Sc Ii Language English	View Document
Mathematics Statistics Computer Sc Ii Language English	View Document
Pg Chemistry	View Document
Pg English	View Document
Pg Home Science	View Document
Pg Mathematics	View Document

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
19	19	18	17	15
File Description			Document	
Institutional Data in Prescribed Format			View Document	

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1730	1553	1349	1189	1002
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2017-18	2016-17	2015-16	2014-15	2013-14
499	456	368	318	266
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2017-18	2016-17	2015-16	2014-15	2013-14
494	450	367	307	267
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2017-18	2016-17	2015-16	2014-15	2013-14
95	182	89	90	67

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

2017-18	2016-17	2015-16	2014-15	2013-14
503	463	466	453	409

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
89	84	83	81	86

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
87	84	83	81	86

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
1069	900	741	697	540

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
505	472	394	347	273

File Description	Document
Institutional Data in Prescribed Format	View Document

Total number of classrooms and seminar halls

Response: 46

Total number of computers in the campus for academic purpose

Response: 229

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

2017-18	2016-17	2015-16	2014-15	2013-14
390.23	266.82	246.57	219.05	125.93

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

St. Joseph's College for Women (Autonomous) has emerged as one of the top ranking institutions in the State through its diverse curriculum which creates empowered young women who challenge people and systems in a global world while contributing to national development. The Institution has systematically drawn the Graduate Attributes from the United Nations 2030 Agenda, 'Skilling India' policy of the Government of India, UGC's Vision perspective, NAAC Quality parameters and AP State's Vision 2022. Against the backdrop of holistic education with global competencies enshrined in the Vision and Mission of the college, the Program Educational Objectives are designed to chart customised Program Outcomes (POs) and Program Specific Outcomes (PSOs) for creating a Knowledge Hub vital for Human Resource Development. Structured committees at the Department level (BOS) and at the institution level (Academic Council) with inputs from Academia/Industry/Alumnae formulate the syllabi for all the disciplines. The innovative Curricula designed with specific Course Outcomes (COs) using Bloom's taxonomy, benchmark the expected outcomes of learning for the young girls on par with the UGC Model curriculum. Using the Autonomy status the College implements CBCS at the Undergraduate level based on three Major domains which are unique to a Program.

The Undergraduate Curriculum is three pronged:

1. Foundation Courses: All the Foundation Courses are mandatory for every student which are:

1. Language Courses (General English & French/Sanskrit/Hindi/Telugu) designed to acquire, use and master the literary competencies and language skills
2. Life Skills Courses (Value Education & Personal Transformation/Doctrine) seek to inculcate self awareness and a strong sense of ethics and moral behaviour
3. General Education Courses (Communication & Soft Skills, ICT, Analytical skills, Environmental Studies, Leadership Education, Entrepreneurship Education) encompassing communication skills, personality development, IT and numeracy skills, environmental and social consciousness, leadership qualities, entrepreneurial aptitude and general life coping skills.

2. Core Courses: Using the Autonomy status the College implements CBCS at the Undergraduate level based on three Major Core domains which are unique to a Program, which are domain and discipline specific, knowledge extensive and intensive and skill oriented enabling higher academic progression and increased employability. Each student pursues 3 Program specific Core Courses, one from each Major domain in 5 Semesters, but in the Final Semester, they pursue all the 3 Courses from a chosen Single domain. While the Science Core Courses involve in-depth laboratory/Field training, many Humanities and Arts Programs have integrated On the Job training/Field Projects into the curriculum creating significant value additions for a specialised Master's Program or a rewarding career.

3. Value added Courses: These courses are chosen by the students based on a list of alternatives the College provides under the mantle of Capacity Building Certificate Courses for alternative careers, like Yoga and Meditation, Self Defence, Music, Beauty Therapy, Basics of Stenography, Medical Lab Technology, Python and MSQI, ERP Courses like SAP and UGC Add On Courses. These Courses help to create an empowered work force in the country with qualified students who are of high graduate attributes in alignment with Outcome Based Education.

File Description	Document
Any additional information	View Document

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

Response: 94.44

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

Response: 17

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

Response: 18

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

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

Response: 11.9

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

2017-18	2016-17	2015-16	2014-15	2013-14
57	51	54	55	55

File Description	Document
Program/ Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>Response: 34.59</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 174</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programs during the last five years</p> <p>Response: 503</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
<p>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>Response: 73.68</p>	
<p>1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.</p> <p>Response: 14</p>	

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

1.3 Curriculum Enrichment

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

Response:

Being a Women's College, the progressive Curriculum offered under autonomy reflects courses that are innovative and cater to diverse cross cutting issues relevant to gender empowerment, environmental sustainability, human values and professional ethics for addressing the economic, social and environmental challenges of society in a technological world.

Gender Studies, a One Semester Elective Course incorporates modules on gender equity, declining sex ratio, gender stereotypes, gender related social and cultural differences, gender discrimination, sexual harassment, etc which are facilitated through the participatory mode of Role Plays, Group Discussions, Short Assignments and Cases. The Management curriculum deals with Case Studies which are Women Centered, focusing on gender roles and conflicts in workplace. The English Department in its Literature Courses explores the nuances of Women writers vis-a-vis an International Conference on 'Dynamics of Feminism'. The Second Language departments use gender lens to analyze Women Writers. In the Home Science curriculum, Courses such as Residential Space Design, Management Principles, Food & Nutrition Security, Family & Child Welfare address issues such as work life balance, renewable energy, gender in food security and social challenges and the role of family in mitigating issues.

The module based Two Semester Course – 'Human Values and Professional Ethics' for all the First Year students begins with the individual and extends out to their social behavior facilitated through learner-centric and experiential techniques. The students are engaged in reflective dialogue for values like patriotism, compassion, individual integrity and concern for the elderly through multifarious activities including celebration of Commemorative Days with patriotic values. The community engagement extension activities of the Home Science Department and NSS echo the significance of women in the family and the society through nutritional awareness and health programs, breast feeding awareness week, popularizing handlooms etc.

Environmental Studies, an obligatory One Semester General education course focuses on environmental issues like control measures for pollution, importance of biodiversity conservation, necessity to find and implement solutions to environmental problems and the need to adopt sustainable development practices. Green Globe Nature Club, Eco Club & Waste Management Club actively propagate green and sustainable practices among the students including e waste management within and outside the college. Innovative competitions like Poster Making, Discussion Forums and Rallies are held to celebrate Ozone Day and World Environment Day among others. The College coordinates and organizes a number of proactive

academic Conferences and NSS events like Vanam Manam, Swach Bharat, GVMC Green Initiatives and ODF programs in collaboration with State/Central government and UNICEF in sustaining the environment.

Green Chemistry, a discipline specific Elective, deals with environment friendly practices in chemical analysis besides training students in adopting green laboratory procedures during experimentation. Renewable Energy, a core course offered by the Physics department, involves topics on energy conservation through alternative sources. The Natural Science Departments especially Botany, Biotechnology and Zoology have enhanced awareness for biodiversity issues, environmental hazards, economic importance of bacteria, agricultural based inputs like genetic modification and preservation of wildlife, conserving and exploring alternative sources of energy which are real value additions.

File Description	Document
Any additional information	View Document

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

Response: 14

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

Response: 14

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

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

Response: 86.43

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

2017-18	2016-17	2015-16	2014-15	2013-14
1641	1446	1234	1075	624

File Description	Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects / internships

Response: 15.43

1.3.4.1 Number of students undertaking field projects or internships

Response: 267

File Description	Document
List of programs and number of students undertaking field projects / internships	View Document

1.4 Feedback System

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

A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

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

1.4.2 Feedback processes of the institution may be classified as follows:

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
URL for feedback report	View Document



Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 3.1

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

2017-18	2016-17	2015-16	2014-15	2013-14
59	37	56	27	33

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 0.99

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

2017-18	2016-17	2015-16	2014-15	2013-14
850	850	800	750	710

File Description

Document

Demand Ratio (Average of Last five years)

[View Document](#)

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

Response: 100

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

2017-18	2016-17	2015-16	2014-15	2013-14
505	472	394	347	273

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

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

Response:

St. Joseph's College for Women (Autonomous) has an inclusive and equity based Admission policy which has high benchmarks (marks in the qualifying exam) for admission to various Courses. The increase in International students adds to the multicultural profiles of students besides the students from various parts of the country and the College manages the learners' diversity in myriad ways and gender empowerment envisioned in the Vision Statement is fulfilled. The various challenging measures adopted are:

- Orientation programs at the beginning of the year to enhance their social skills vis-à-vis familiarization with Faculty and seniors to deepen learning experiences
- Bridge Courses are organized to bridge gap between the Plus Two and the Undergraduate Curriculum
- Entry level Surveys are administered to all Freshers to ascertain their expectations and skills.
- The English Department conducts an Entry level Placement test to categorise the students into Streams (Basic, Higher and Advanced) based on their current English language abilities. The differentiated methodologies including use of dictionary and thesaurus, picture based and key word based story writing, vocabulary practice etc make slow learners develop effective language skills to be upgraded.
- The Home Science Department recognizes the Advanced learners based on their academic performance and higher practical competencies and awards them a Major Project for 100 marks in the Final Year which gives them an edge over others in their Master's programs and specialize in career based courses.
- A number of departments (Physics, Office Management, Home Science and Chemistry) adopt the differentiated Peer Teaching-Learning strategies while motivating the Advanced Learners to teach the slow learners difficult concepts or problems or experiments.
- Personalised Remedial Classes are conducted for slow learners in conjunction with the Examination Cell to help them cope with difficult subjects or those they could not clear and statistics indicate there is 90 per cent success.
- The Chemistry Dept. involves advanced learners of higher/same class in teaching assignments through PPTs and lesson modules on topics and transacts them for higher learning outcomes.

Experiment based field projects (Minor Projects in Sem VI) and complex experiments are assigned to advanced learners vis-à-vis helping slow learners simultaneously.

- The Office Management Department inspires the Advanced Learners (based on their higher academic performance, Internship feedback by employers and outstanding skills) as Coordinators in Field Projects, Team Presentations and Group Assignments and are awarded Certificates (Best Practice - **RAAGAA** (**R**ecognize **A**cknowledge **A**ppreciate **G**ive **A**n **A**ward))
- The International students are given the choice to submit a Mini Project on Indian Culture and Heritage in place of Second Language.
- Meritorious students are guided to apply for Student Exchange Programs (US Consulate, Hyderabad) and have been selected for 5 – 6 weeks Exchange Programs in the US (2015, 2016, 2017)
- Advanced Learners have been inspired to do MOOCs Courses
- Internships in reputed industries are coordinated for Advanced learners (Computer Science & Zoology Depts)

Competent Advanced Learners are sent to present Papers in National and International Conferences

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

2.2.2 Student - Full time teacher ratio

Response: 19.44

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.35

2.2.3.1 Number of differently abled students on rolls

Response: 6

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

2.3 Teaching- Learning Process

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

Response:

St. Joseph's College for Women (Autonomous) adopts innovative student centric methods which enhance the learning experiences of the students making them partners in their own learning and lead to higher learning outcomes in all their Courses and Programs.

The common methods adopted by all departments are Interactive lectures, Assignments, Quizzes, Seminars, Demonstrations, Group Discussions, Remedial Classes and Exhibitions.

Experiential learning is encouraged through the following initiatives:

- Role Play used extensively by Languages, Humanities, Management, Commerce & General Education Faculty.
- Case Study - Students of BBA, Commerce, Management Studies and Office Management engage in Case Study as part of their curriculum and utilize critical thinking and analytical skills making them win Awards in National Fests in Case Study.
- Field Visits and Study Tours to Industries, SME's, Schools, NGO's, Banks, Biodiversity Parks, Scientific Laboratories among others to understand the practicality and implementation of concepts learnt (Commerce, BBA, Management, Home Science, Life Sciences, Physical Sciences)
- Shadow Enterprise Technique by the Office Management where the students in teams observe the various aspects of Offices like layout, space management, furniture and present conclusive Individual Reports.
- Industry based Summer Internships (BBA, BBC, Chemistry, Commerce, Computer Science, Home Science, Journalism & Mass Communication, Office Management, Zoology) for enhanced discipline specific practical learning and employability (Jobs with higher compensation owing to superior job skills)
- Poster presentations (including Charts – English, Office Management & Science), Extension Lectures with audio visual aids such as puppets, flash cards (Home Science)
- Brainstorming/ Reverse Brainstorming (Office Management, Home Science)
- Peer or collaborative Learning where Advanced, Medium and Slow learners are grouped together where the Slow learners are coached by the Advanced learners in difficult concepts and content (Chemistry, English, Physics, Home Science, Office Management)
- Problem/ Project Based learning where problem solving techniques or survey techniques are used for empirical and action research projects (Major Projects in Office Management, Computer Science, BBA, Management Studies& Home Science)
- Practical socially useful Mini projects like ground water analysis, bacteria levels, blood sampling etc (Chemistry and Biochemistry)
- Learning Management System (LMS) & Flipped Classroom.
- Ad D'sign Makers where the students are given On-the-Spot Products, create an Ad explaining the concept, target audience, the Poster and the Jingle using their own resources and Ad Designer Creative Portfolio (Advertising Management in Office Management)
- Digitized & e-learning through You tube, Open Access, Moodle, Google Classroom Videos, Online Assignments and MOOCs.
- Article Review and Presentation (English Dept)
- Management Games like Cave Rescue, NASA Survival (Management Departments)

- Shooting short films on issues or topics in the Media Room, Writing articles in newspapers and magazines using theoretical inputs especially during Internships & Covering events in and outside the College as Press Reporters with communication and reporting skills. (Journalism & Mass Communication)
- Molecular model making (Chemistry & Biochemistry)
- Taking up Counseling activities through Case Study and Practicum (Psychology)
- Book and Film Reviews (based on Classic texts in English Dept)

File Description	Document
Link for Additional Information	View Document

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

Response: 88.76

2.3.2.1 Number of teachers using ICT

Response: 79

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

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

Response: 20.12

2.3.3.1 Number of mentors

Response: 86

File Description	Document
Any additional information	View Document

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

Response:

Academic Calendar

- The College follows a systematized and structured pattern of functioning for every academic year based on the Academic Calendar which is discussed at length by the Members of the Calendar Committee in March every year for the ensuing academic year.
- The IQAC and the Planning and Evaluation Committee checks compliance of the Action Taken Report (ATR) of each Department and request Department Heads to submit Plans of Action (POA) for the coming academic year.
- The feedback inputs from the ATR forms the basis of designing the Academic Calendar for all Academic Events for each Semester which is a judicious joint exercise by the Principal, Vice Principal, Academic Coordinator, the Heads of Departments and the Controller of Examinations.
- The Academic Calendar is made available on the website as well as its physical copy given to each student at the beginning of the academic year in June.
- The academic calendar strikes a favorable balance between academic and non-academic activities, teaching and examination schedule.
- The Academic calendar is a part of the Handbook (for Faculty & students) highlighting the following details:
 - Name and dates of instruction days scheduled for each semester
 - Non instruction days (holidays) and significant days
 - Details and dates of the 2 Mid Semester Examinations (Descriptive & Online)
 - Semester End practical and theory Examinations
- The academic and non academic activities are conducted as planned except in times of natural calamities.
- At the end of the Semester, the Head of the Department has to submit the Action Taken Report for activities conducted with evidences and explanations for those not conducted

Curricular and Teaching Plans

- The IQAC disseminates the prescribed Format of the Curricular and Teaching Plan at the beginning of the Academic Year to each Faculty Member.
- Course wise Curricular Plans and Chapter/ Unit/ Module wise Teaching Plans are prepared in alignment with the OBE objectives of UGC and instructions of the Commissionerate of Collegiate Education, Vijayawada.
- The Teaching Plan comprises the Course Objectives and outcomes, Learning Resources, the Teaching methods, Evaluation techniques, Remedial measures, besides the name of the Faculty and respective Clas.
- The Teaching Plans are uploaded in the website, maintained in the Department and the Examination Cell. The Academic Audit Committee oversees and monitors the progress of adherence to the Academic Calendar and the Teaching Plan.
- The Faculty wise Curricular and Teaching Plans are to be authenticated with the signature of the Head of the Department or the Incharge and the Principal of the College periodically (Week wise)
- At the end of every week the Faculty in charge has to indicate the corrective measures adopted in case of non completion of the planned topics. Each individual teacher maintains her hour based Teaching Diary which forms the basis for her high commitment and progress in her teaching career.
- The Academic Audit Committee monitors non-compliance of academic matters and takes corrective measures to ensure quality.

2.4 Teacher Profile and Quality

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

Response: 100.46

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

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

Response: 25.12

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

2017-18	2016-17	2015-16	2014-15	2013-14
20	22	22	22	20

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 7.76

2.4.3.1 Total experience of full-time teachers

Response: 675

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State,

National, International level from Government, recognised bodies during the last five years**Response:** 11.82

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	4	0	1	2

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years**Response:** 14.75

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

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

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

2.5 Evaluation Process and Reforms**2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years****Response:** 15.4

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration

of results year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
28	12	14	11	12

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

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

Response: 1.12

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

2017-18	2016-17	2015-16	2014-15	2013-14
9	8	5	1	1

File Description	Document
Any additional information	View Document

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

Response: 61.48

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

2017-18	2016-17	2015-16	2014-15	2013-14
47	93	61	60	48

File Description	Document
Any additional information	View Document

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

Response:

Response

Examination procedures

College follows semester system for all the UG and PG courses. Evaluation of all courses theory / practical / project will be done in two parts, namely by formative assessment (40%) and summative assessment (60%). From the academic year 2018-2019 the 40% of the formative assessment in each semester shall be distributed as follows: Two mid semester examinations (M.S.E.), each for 15% (one off line and one online), one accessory assessment for 5% and regular attendance 5% during the semester. The End Semester Examination (E.S.E.) shall be conducted for theory / practical courses for 60%. The aggregate minimum for a pass in each course is 35% with a separate minimum of 35% for E.S.E. All students have to earn 38 credits in Part I (Foundation courses), and in Part II (Core courses) B.A. and B.B.A students have to earn 96 credits, B.Com 102 credits, B.Sc. and H.Sc 120 credits, to satisfy the minimum academic requirement to obtain the degree. All the credits are considered for the calculation of CGPA. The Examination Cell issues mark lists with requisite security features. Final degree certificates are issued by Andhra University.

Positive impact of reforms on the examination procedures and processes:

Greater flexibility in Continuous Assessment & Innovative accessory assessment methods provides opportunity to test the various skills of the student rather than conventional testing.

All the departments prepared Question Banks which enables CE's office to generate Mid Semester Exam (online) question paper in the prescribed format for each Course using computer program.

Conducting online examinations will train the students for future competitive examinations.

Initiative of holding the Instant exam for students who fail in not more than two papers over six semesters in April facilitates the progression of students to Higher Education courses and placement in companies with less inconvenience and time lapse.

Special supplementary of V semester papers for final year students, which are conducted in January helps the students to clear their backlogs without losing an academic year.

Processes Integrating IT Examination Management System (EMS)

The pre and post examination activities are integrated with EMS.

Payment gateway is available in the website for the payment of various fees online by the students to make the registrations for various services.

The EMS is enabling the student to download the hall tickets and view results online.

EMS helps in the pre examination activities such as monitoring of examination fee payment, examination schedule, attendance monitoring etc. and post examination activities such as marks data entry, printing of mark sheets, preparation of programme wise results, statistics etc.

Continuous Internal Assessment is done through conducting various tests from time to time.

Two Mid Semester Examinations (M.S.E.), each for 15%, one off line and one online, one accessory assessment for 5% (some departments conduct online examination). After completion of the online examination students will get the results immediately. Continuous Internal Assessment marks of the students are uploaded in database.

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

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

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

C. Only student registration and result processing

D. Only result processing

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

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

Response

Outcome Based Education (OBE) is a new student-centered learning approach and was made mandatory to Higher educational institutes by all regulatory bodies like UGC, NAAC etc. It helps the students to achieve the predetermined set of expected Program Outcomes of significance before leaving the Institute. Outcomes mean set of Knowledge, skills, values or attributes that a student should acquire upon completion of his/her program.

Programme outcomes (POs), Programme specific outcomes (PSOs) and Course outcomes (COs) are indeed necessary for the flexibility and innovation in programme design, syllabi development, teaching-learning process and assessment of student learning levels. St. Joseph's College for Women adopted OBE in the current academic year and POs/PSOs/COs were framed based on the latest NAAC guidelines.

The POs/PSOs/COs of all the programmes are clearly stated after duly considering the inputs from faculty and alumni, employability prospects and societal requirements. Set of POs were prepared by the Programme coordinators, based on which each department prepared the PSOs and a set of COs for each Course. COs are direct statements that describe the essential and enduring domain knowledge and abilities that students should possess and the depth of learning that is expected upon completion of a Course.

Mechanism of Communication of course outcomes to teachers and students

The POs/PSOs/COs of the programme are clearly stated and communicated to all the stakeholders of the program through Faculty meetings, Student orientation programmes, Alumni meetings, Parents meetings and BOS meetings.

The POs are printed on flexi sheets and displayed in the campus.

The detailed syllabi, POs/PSOs/COs are published in the college website, and also placed in the college library.

The POs/PSOs/COs of the programme are displayed in the departmental notice boards/labs by the Departments.

PSOs/COs are printed in the syllabus books and are available in the Examination cell and library.

The POs/PSOs/COs of the programme are also communicated to the students and parents during the orientation programme conducted for the newly admitted batch of students and their parents.

The IQAC communicates the POs/PSOs to the faculty of all the departments in IQAC meetings.

PSOs/COs of all programmes are mailed to the respective students by concerned faculty members and are discussed during the class room sessions, while being given the lesson texts and additional informational materials.

Faculty members also highlight the concerned PSOs/COs related to their specific topics during lectures,

tutorials and labs.

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

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

Response:

Response

The attainment of POs , PSOs and COs is crucial and needs to be proven through accurate, reliable and measurable assessments.

Basing on the Vision and Mission of the College, POs , PSOs and COs are clearly stated.

Predefined targets were set for the computation of level of attainment of POs , PSOs and COs.

At the end of each program, computation of POs attainment is done from the PSOs/COs attainment of all curriculum components.

Level of attainment computed for COs/PSOs/POs includes both direct and indirect assessment tools.

Direct assessment tools are used to test the knowledge and/or skills of the student in that course.

First three learning levels of learning like remembering, understanding and applying and to some extent fourth level of analysing can be assessed by conducting standardised examinations (End Semester Examinations (ESE)) where students are given limited amount of time.

Abilities like analysis, evaluation and creation can be assessed in Continuous assessment (CA) and also in extended course works like projects and internships.

Attainment levels were set for the COs considering the average mark of the top 25% performers in each course of the previous year as the target for the current assessment year. Percentage of level of attainment wrt target will be calculated for the corresponding course.

Indirect method of computation is done through students' course exist survey wherein a structured questionnaire is administered to the students and their response is solicited on a 5 point scale. Responses are consolidated and student satisfaction level with reference to course transactions is computed.

The cumulative score of these two assessments is shown as the level of attainment of that course.

POs Level of Attainment for 2015-2018 Graduated Batch for each programme is given below:

POs Assessment	B.Sc.	B.Sc. H.Sc.	B.A.	B.Com.	B.B.A.
Direct assessment	88.8%	80.9%	87.8%	93.5%	91%
Indirect assessment	70.3%	65%	82.1%	58.5%	84%
Final assessment	79.55%	72.95%	84.95%	76%	87.5%

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

2.6.3 Average pass percentage of Students

Response: 80.57

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

Response: 398

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

Response: 494

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.52

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response: No

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

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

Response: 0

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

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

File Description	Document
List of teachers receiving grant and details of grant received	View Document

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

Response: 0

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

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

File Description	Document
List of teachers and their international fellowship details	View Document

3.1.4 Institution has the following facilities

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

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

Response: D. One of the facilities exist

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

3.2 Resource Mobilization for Research

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

Response: 8.88

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0.38	2.00	6.00	0.50

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

3.2.2 Number of research centres recognised by University and National/ International Bodies	
Response: 0	
3.2.2.1 Number of research centres recognised by University and National/ International Bodies	
File Description	Document
Names of research centres	View Document

3.2.3 Percentage of teachers recognised as research guides	
Response: 3.53	
3.2.3.1 Number of teachers recognised as research guides	
Response: 3	
3.2.3.2 Number of full time teachers worked in the institution during the last 5 years	
Response: 85	
File Description	Document
Details of teachers recognized as research guide	View Document
Any additional information	View Document

3.2.4 Number of research projects per teacher funded, by government and non-government agencies, during the last five year	
Response: 0.35	
3.2.4.1 Number of research projects funded by government and non-government agencies during the last five years	
Response: 6	

File Description	Document
Supporting document from Funding Agency	View Document
link to funding agency website	View Document

3.3 Innovation Ecosystem

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

Response:

Innovations made in research and extension activities is an indication of the progress of the College. The institute provides conducive environment for research-and-technology-driven innovations. The following are some of the noteworthy innovative aspects of the institute.

- Common facilities to incubate viz. office support, equipment support and technology support.
- Provide Training, counseling, guidance and mentoring for setting up of the enterprise.
- Support and promote rural entrepreneurship in the region through training, demonstration and dissemination of technologies and opportunities to the grass root people.
- Assist for setting up of exhibition, awareness camps and product development plans.
- Provide support in documentation, publication and patenting of innovations.
- Facilitate and provide the tools for technology development and implementation in the labs.
- Conducts entrepreneurship programs such as workshops, Seminars on entrepreneurship development.
- Provides training by experts for product making and marketing
- Provides training in computer based soft skills and effective communication skills to improve global competence among students.
- Provides information about the financial Institutions for establishment and running of the industry.
- Creates employability and entrepreneurial ability through skill development training courses, workshops and programmes (in collaboration) with Government and Private partnership.
- Links institute with industries by introducing need based and choice based curriculum through student internship programmes.
- Provides internet facility to access emerging innovations to update knowledge and expertise of the faculty and students.

The institute supports fundamental, applied and interdisciplinary research with centres of higher learning and industrial collaboration. The College facilitates the faculty to take up Major and Minor research projects funded by UGC, Paper presentations abroad, Publication of Ph.D. theses as books, involves students in industry linked study projects, encourages Paper publications by faculty and students. A new advanced Chemistry laboratory was built to improve hands on experience of the students and to promote research.

The institute provides training on Preparation of Paper bags, Phenol, liquid blue, Vaseline, dish washing powder and room freshener, nutritious food preparation for the students and the unemployed women of the local community. Institution provides space for Consultancy by its faculty for sharing of knowledge.

File Description	Document
link for additional information	View Document

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

Response: 15

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	5	2	4	0

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

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

Response: 4

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

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

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

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

Response: 0

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

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

File Description**Document**

List of startups details like name of startup, nature, year of commencement etc

[View Document](#)**3.4 Research Publications and Awards****3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research****Response: Yes****File Description****Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)**3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards****Response: Yes****File Description****Document**

e- copies of the letters of awards

[View Document](#)

Any additional information

[View Document](#)**3.4.3 Number of Patents published/awarded during the last five years****Response: 1**

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

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

File Description	Document
List of patents and year it was awarded	View Document
Any additional information	View Document

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

Response: 0

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

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

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

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

Response: 1.36

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

2017-18	2016-17	2015-16	2014-15	2013-14
20	23	36	24	12

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

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

Response: 1.78

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

2017-18	2016-17	2015-16	2014-15	2013-14
39	27	50	9	25

File Description	Document
List books and chapters in edited volumes / books published	View Document

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

Response: 1.1

File Description	Document
BiblioMetrics of the publications during the last five years	View Document

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

Response: 1

3.5 Consultancy

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

Response: Yes

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

3.5.2 Revenue generated from consultancy during the last five years

Response: 7.29

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

2017-18	2016-17	2015-16	2014-15	2013-14
0.085	6.88	0.16	0.16	0

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

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

Response: 0

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

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

File Description	Document
List of teacher consultants and revenue generated by them	View Document

3.6 Extension Activities

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

Response:

The College conducts different extension activities in the neighbourhood community to impact and sensitize students with social issues and holistic development. The Institution plans and organizes all its extension activities through the NSS units, NCC, UNICEF Programs and Eco Clubs of the College. The NSS Units of the College organize following extension activities regularly: Swatcha Bharath, Swatchata Pakhwada, New India Manthan, Digital India, Skill India, Blood Donation Camps, AIDS Awareness Campaign, Cleanliness Drive, Plantation Programs, Construction of Rain harvest pits, Environment Awareness programs, ODF Program, Demonetisation, Online Transactions, Anti-Liquor Drive, Literacy programs, Communal harmony Rallies, Fund raising for Victims of Natural Calamities, campaigns on girl

child and women related issues, Importance of Yoga and Street Plays highlighting various socio-political and cultural issues in the surrounding area.

Through UNICEF students are sensitized on issues such as Child marriages, Child abuse, Child labour, Child Rights, Menstrual health and hygiene, Gender equality and Balanced Nutrition etc. The members of UNICEF wing of College are trained as Peer Leaders to organize programs at School, Junior College and Community level on Adolescent issues. The college took up 'KishoriVikasam' a Residential outreach program to sensitize girls in Govt welfare hostels.

The college organizes Environmental Awareness programs and observes important Environmental days by organizing relevant programs such as Plantation, Sapling Distribution, Rallies on Ozone protection, Environmental protection, plastic waste management, Save Trees Campaign, Save planet Earth, Water Conservation etc. Waste Management Club members look into the safe disposal of e-waste, waste food, plastic and paper waste in the college campus.

At the beginning of academic year, students are informed about NSS extension activities in an Orientation program. The NSS Units adopted nearby village for three years and all the outreach programs are organized there. The volunteers carry out a cleanliness drive and different works like campaigning on the construction of individual toilets, rain water harvest pits, sanitation pits and maintaining the sanitation of the roads in the residential camp. The College has so far adopted following three villages: 1) Sebastian Colony 2) Rammurthy panthulupeta and 2) Dharmapuram colony in the last five years.

Apart from these activities, the College organizes awareness programmes like 'Save Girl Child, Educate Girl Child', 'Voters' Awareness Rally', women empowerment programs etc. To inculcate national integrity among students, they are encouraged to take part in Pre- Republic Day camps, Republic Day camps, National Integration camps and Youth Exchange programs through NCC and NSS. A good number of NCC Cadets and NSS Volunteers have represented in different National Pre -R. D., RD and NIC Camps. Besides, NCC provides Leadership training camps, rescue operations during natural calamities, taking the responsibility of crowd management during collegiate and public programs.

The NSS Special Camping programs provide an opportunity to the students to interact with and help the community through 'Shramadan' involving the local people. The College NSS and NCC Officers have received the Best Program Officer Awards from the State Government of Andhra Pradesh, and Ministry of Defence respectively in 2015-16.

File Description	Document
link for additional information	View Document

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

Response: 0

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

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

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

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

Response: 109

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

2017-18	2016-17	2015-16	2014-15	2013-14
20	27	19	16	27

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

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

Response: 87.25

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

2017-18	2016-17	2015-16	2014-15	2013-14
1660	1402	1241	1041	706

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

3.7 Collaboration

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

Response: 1.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	1	1	0	1

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

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

Response: 454

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

2017-18	2016-17	2015-16	2014-15	2013-14
167	123	56	68	40

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

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

Response: 11

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

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

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college has adequate physical facilities and infrastructure for all academic programmes, administrative functions, co-curricular and extracurricular activities. It has an airy campus stretched over an area of 7 acres. The salient features pertaining to the infrastructure are as follows:

- 43 classrooms (28,411 sft)
- 28 well equipped laboratories (25,605s.ft.)
- 3 seminar halls
- Spacious library (5872sq.ft.)
- 3 virtual classrooms equipped with projectors, microphones, speakers and smart boards
- 14 digital classrooms
- Playground (41,430s.ft.)
- Residential Hostel
- Projectors, smart boards, speakers and microphones
- Health care center and sickrooms to cater to the needy
- Department labs and 4 air-conditioned computer labs are well furnished with desktops, internet facility and LAN.
- The language lab and media lab are well-resourced with desktops, speakers and headphones for increasing the proficiency in spoken English.
- Media lab is equipped with Lecture Capturing System and has the provision to take photos and shoot short films.
- The Science labs (chemistry, physics, zoology, home science, biotechnology and botany) can accommodate 30 students each.
- The Textiles lab has 20 conventional sewing machines and two janome advanced machines, and can accommodate 24 students.
- The Nutrition lab was refurbished with vitrified tiles flooring and granite topped work centers.
- All labs are fire safety enabled with smoke detectors. During Lab sessions safety measures are taken and lab assistants provide necessary support.
- E-waste bins for disposing electronic waste and wet/dry bins are provided.
- Two Photocopying machines for reprographic services
- A well-established Zoology Museum with a large collection of specimens systematically arranged.
- Cyclostyling machines (two) to print course material which is prepared by the faculty for various subjects like English, Personal Transformation Program, Value Education, Environmental Science and General Education courses.
- Online resources that provide access to e-journals, e-magazines and research papers are available to update about recent developments.
- A public address system (intercom) connected to all the classrooms and laboratories is used to make announcements.
- There is an open auditorium and stage for conducting General Assembly. Major functions like the

College Inaugural, Valedictory and Inter-Collegiate fests are conducted here.

- The institution has three seminar halls, where meetings and lectures are held.
- The college is under CCTV surveillance.
- The college has a transformer with 180 kw capacity to cater to the power load enabling smooth supply of electricity.
- Solar panels of 12kw electricity to supplement the conventional energy sources.
- Two generators, one in the administrative block of 63kw and another in the College block of 20kw supplement the power needs during power breakdown.

JKC along with APSSDC (Andhra Pradesh State Skill Development Corporation) conducts skill development classes and MANA TV programmes telecast by the Commissionerate of Collegiate Education on topics related to the syllabus. Students experiencing psychological and behavioral problems are counselled by professionals in SAHAY center. English Access Micro Scholarship program with US Consulate, Hyderabad is organised in the campus for students who lag in English skills.

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

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

Response:

The College is well equipped with adequate facilities for sports, yoga and cultural activities.

SPORTS & GAMES: The aim of the department of Physical Education is to provide ample opportunities to the students to gain fitness and health. The department of Physical Education is well equipped with facilities for giving training and organizing

- University level Inter collegiate tournaments,
- university level women's team selections,
- exhibition matches between government and aided college students and so on.

The institution has a sports ground measuring 41,430sqft. Throw ball, Netball and Basketball courts have been functional since the establishment of the college. The basketball court has been renovated as a Cement Concrete court. Kho-Kho and kabaddi courts are set as and when required. All the courts are prepared according to the guidelines of the respective Sports Federations of India.

Indoor sports facilities area measures 603 sq ft. Two table tennis tables, Handball, Volleyball, movable poles, hurdles, basketball fiber boards, victory stand, high jump poles are available.

GYM: Gym facility is also available in the college and is open from 6:00am – 8:00am and 3:00pm-5:30 pm for students and faculty. The gym is equipped with two treadmills, an airbike, three exercise cycles,

one leg press, one bench press, one butterfly, one bust press, one hand press, three twisters, twelve skipping ropes, one pullup, height scale and weight scale. Flood lights are also available, and the department of Physical Education regularly conducts tournaments under flood lights. The ground is also used for NCC activities like parade, and regular practice sessions are held here.

YOGA: Yoga classes are conducted in the College ground. Initially Yoga was introduced for sports students. Subsequently Yoga has been made a co-curricular activity and is given 2 credits. Yoga classes of one hour duration are conducted thrice in a week for the students by expert yoga trainers. International Yoga Day is observed by all the students.

CULTURAL ACTIVITIES: The college facilitates the allround development of its students through encouraging them to take part in extra-curricular activities which improve their talents in fine arts, soft skills as well as organizational, presentation and leadership abilities. Cultural competitions are conducted on a regular basis, by the Student Council, Theatre Club and Cultural Club near the open stage in the ground. These competitions are held throughout the year. Every year the college conducts an intercollegiate youth festival, in which many colleges participate. Ethnic Day and other such Days are observed by the students. Literary competitions such as debates, elocutions, essay writing and JAM are conducted in the seminar halls. Competitions like the Rangoli and flower carpet are conducted in the larger class rooms. Regular general assembly is conducted near the open stage, on Mondays and Thursdays, where the general discipline issues, announcements regarding events in the College and outside are made. Major annual functions like Inaugural, Valedictory and Inter-collegiate Fests are also conducted near the open stage. 17 mikes, and six amplifiers are available to be used to conduct the regular assembly, and competitions.

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

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 46

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation

during the last five years.

Response: 15.48

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

2017-18	2016-17	2015-16	2014-15	2013-14
29.47	77.20	44.65	41.88	4.667

File Description	Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

St. Joseph's college Library is one of the oldest private govt. aided autonomous degree college library in Visakhapatnam. It is spreadover an area of 3806 sq ft. The library is located in a separate two storied building with mezzanine flooring, situated very close to the main block. The collection includes more than 30479 books, 58 journals, 26 magazines, 437 CD's, 5211 back volumes of the periodicals. During the last five years 2140 books were bought. The collection of books includes documents covering a wide range of subjects from English literature, pure sciences, arts, history and social sciences, languages etc. The library is automated, and has a spacious reading hall and reference section with five air conditioners. The reading area can accommodate 100 users at any point of time.

The library is automated with integrated library management software SOUL 2.0 (Software for University Libraries) of INFLIBNET. The various housekeeping activities of the library such as data entry, issue and return and renewal of books, member logins etc are done through the software. The reading and reference sections are provided with five air conditioners. The Books are classified according to Dewey decimal classification. OPAC (Online public access catalogue) service is also provided where the users can search for the collection of books by title, author, publisher etc. The books are being bar coded and the users are given unique barcode ID. Apart from the printed books the library is having access to e resources of n list which is a part of e shodhsindhu consortium of INFLIBNET. The users, namely the students and the faculty are given awareness about accessing the e-resources and the students are made to browse, access and download e books, e journals, databases etc. The new books are displayed for two weeks on the display stand. User orientation is provided at the beginning of the academic year regarding the various facilities, services and resources available in the library and the rules for issue of books and the code of conduct to be followed in the library and handling of books. The library provides reprographic service and internet service. The Net Centre is provided with 10 systems with 3 Mbps. For ensuring the security of the

library, 16 closed circuit cameras have been installed. Fire safety units with 7 smoke detectors are also available. A Tripod turnstile was bought in the month of November 2018 and is placed at the entrance of the library to detect and ensure that only authorized users enter the library, one at a time and also helps in tracking the attendance of the members. The Library is provided with Wi-fi facility.

File Description	Document
link for additional information	View Document

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

Response:

- In order to enhance the knowledge of the user community, the library procures not only several course related reference books but also rare and special books on ancient arts, culture and history, encyclopedias, biographies, dictionaries, paintings, yearbooks, career and competitive exam books etc
- There is an unabridged version of rare book “The Holy Bible” which is more than hundred years old and is the Best Catholic Bible and prayer book. There also books related to western world of paintings of Italian, Dutch, and Venetian etc.
- The librarian and faculty visit book exhibitions to procure rare and special books. The faculty also makes it a point to buy some good books whenever they go to other cities/countries to participate in workshops, seminars and conferences.
- Library maintains digital copies of e books from various web sites such as pdfdrive.net, library genesis etc. These copies are sent to the students and faculty through email on demand.
- Library displays on the notice board some useful web sites that contain course related content and other reference material *vis-a-vis* notifications about various entrance exams, jobs etc. in the notice board. Latest news and other important information collected from daily newspapers is displayed on the white board.
- The library subscribes to NList consortium to support users to access academic information. It has full text resources from academic societies, commercial publishers and aggregators. The high quality and the large number of resources that NList provides through INFLIBNET centre are available to our Faculty and students. It provides access to scholarly content required for high quality research for student, faculty and research. At the beginning of every academic year the Library Faculty and staff organize Orientation Programs to staff and students on the usage of e-resources of N-LIST that contains more than 6000 journals and 31 lakhs e-books. Each of them is provided logins to access N-LIST. PG students are given awareness on usage of *ePgpathashala* which provides e-content related to their course content. Several general and subject related periodicals are subscribed for and the staff motivates the students to read them. Some staff give assignments to students on the topics given in the journals. The journals help students gain some awareness on latest trends and technology, ongoing research in different subject fields of their interest.
- Back volumes of Journals and magazines are maintained and provided to users for reference. Internet access is provided in a separate room with 15 computers. There are 437 Educational CDs available. The library subscribes to periodicals. Magazines such as Pratiyogita Darpan, Competition

Success Review etc. are provided for students preparing for civil services and other competitive exams. Library subscribes to four newspapers such the Hindu, Deccan Chronicle, Eenadu (Tel), and Andhra Jyothi (Tel).

File Description	Document
link for additional information	View Document

4.2.3 Does the institution have the following

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

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

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

Response: 2.93

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

2017-18	2016-17	2015-16	2014-15	2013-14
2.98	0.87	2.04	4.12	4.65

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

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

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 5.33

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

Response: 97

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institution frequently updates its IT facilities to provide the students with the best facilities. All the forty three classrooms are Wi-Fi enabled. Digital class rooms with LCD projectors, screens, smart boards help in better teaching and learning and virtual class rooms are also available with media recording and Lecture Capturing System. Intercom facility connects all the class rooms and labs in the College block. Internet facility in 2014 was supported on three BSNL broadband connections of 100 MBPS each, one more BSNL broadband connection was added to the existing three connections in 2017, jio free Wi-Fi network was connected to the whole college in 2016. Excell broadband with two connections of 100 MBPS each with unlimited download was made available in 2018-19. Along with broadband connections modems, three net cards with a capacity of 3 GB are in use. Online attendance system of faculty has been in use. E Z school is being used for marking the attendance of students using LAN (since 2017-18). The entire campus is monitored by CCTV facility, is WIFI enabled, and connected through LAN facility.

The college has **225** computers that are accessible to the students and teachers for academic and co-

curricular purposes. In the computer labs there are desktops with ergonomically designed cubicles for students. Printers are available in the office, staffrooms, library, examination cell and laboratories. There are seven servers supported by UPS. Twenty modems enable uninterrupted wi-fi. The college not only updates IT facilities but also provides training in its usage to the administrative staff and faculty members who express willingness to be trained. SAP course, ERP B1 module programme in collaboration with St. Xavier's board and AMI-TECH INDIA was held after college hours for students from 2014-17.

Facilities for e-content development such as media centre, recording facility and lecture capturing system are being used for recording lectures, talk shows etc. The software used for the students is updated according to the changes in the syllabus. The desktops used in the college operate on windows 7 and xp.

The borrowing of books in the library is digitized. Each book has its own unique barcode and so does every student and faculty, on their Identity Card. Barcode scanner is available in the library. Library security check-in (Turnstile ETA 1222) is used when entering the library. Local chapter of swayam N-List is available in the college. The SPOC of N-list is in charge of encouraging and overseeing the participation of students and faculty in MOOC courses. Internet café with 10 desktops is made available during working hours. Inlibnet facility is provided by the library. College website is constantly updated giving information about events, examination schedule, holidays etc. Bulk messages regarding fee reminders, important messages regarding issuing of mark statements, holidays, cancellation of classes due to unforeseen conditions etc are sent to students and parents as bulk messages through corp.anvithasoft.com since 2013.

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

4.3.2 Student - Computer ratio

Response: 7.55

File Description	Document
Any additional information	View Document

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

?50 MBPS

35 MBPS - 50 MBPS

20 MBPS - 35 MBPS

5 MBPS - 20 MBPS

Response: 750 MBPS

File Description	Document
Any additional information	View Document

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

Response: Yes

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

4.4 Maintenance of Campus Infrastructure

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

Response: 15.36

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

2017-18	2016-17	2015-16	2014-15	2013-14
46.38	28.04	21.9	35.73	36.79

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document
Any additional information	View Document

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

Response:

Established systems and procedures are in place for maintaining and utilizing the physical, academic and support facilities, the labs, library, sports facilities, computers and class rooms.

For effective utilization

- Standard Operating Procedures are displayed in the labs, for the usage of major and sensitive equipment
- Log books are maintained to monitor the usage of desk tops and issue of sensitive equipment/tools in the Physics/ Chemistry/ Biochemistry/ Biotechnology labs
- Usage tips are displayed prominently near the RO water outlets/ coolers / washrooms / wash areas
- Library usage instructions are given by the librarian to all the new students in an orientation session
- Usage tips are displayed prominently in the library
- Library usage instructions are printed in the College Handbook, which is given to all Faculty and students
- The time table is so framed to optimise the usage of all the class rooms and labs

For effective **maintenance** of all the facilities in the College

- The buildings are regularly painted/ white washed. Dusting and sweeping are done daily and mopping is done regularly.
- Dust bins which are placed in all the class rooms, labs, wash rooms, corridors and ground are emptied daily.
- Separate dust bins for sanitary napkins are placed in the wash rooms, which are emptied regularly.
- A sanitary napkin incinerator disposes the soiled napkins hygienically.
- All the labs are cleaned and dusted regularly
- All the lab equipment is maintained by the respective lab assistants
- Repairs/ replacements/ servicing of lab equipment are taken up at regular intervals as per need
- All the computers are maintained through Annual Maintenance Contract
- All the wash rooms are provided with running water supply and are washed regularly
- The furniture in the class rooms/ labs/ staff rooms/ library are all polished/ repaired/ replaced as and when necessary
- Minor repairs and polishing of furniture are taken up at the work shop in the premises
- All the water tanks are cleaned periodically.
- Removal of scales/ changing of filters of water purifying tanks are done periodically
- Regular oil change and servicing are done for the power backup generators.
- All the sports equipment is maintained regularly
- The Basket Ball court is cleaned at regular intervals
- The College ground is cleaned and weeds/ grass is removed periodically
- All the electrical, plumbing and mechanical repairs are immediately attended to by the concerned technicians
- The Canteen is kept clean and maintained well by sweeping and mopping. The tables and surfaces are cleaned as and when used. All the crockery and cutlery are cleaned after every use.
- The CFL electrical bulbs are replaced with LED bulbs.

- Periodic checks are done to ensure the efficient functioning of the Bunsen burners in the Chemistry labs to rule out fuel wastage and possible accidents
- The glass and ceramic waste in the chemistry lab is collected and disposed separately
- The fire fighting apparatus, such as hose pipes, fire extinguisher cylinders and valves are test run and serviced periodically (By the company which installed)

File Description	Document
link for additional information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 32.34

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

2017-18	2016-17	2015-16	2014-15	2013-14
573	550	551	385	200

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

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

Response: 11.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
179	132	171	152	127

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling

- 3.Soft skill development
- 4.Remedial coaching
- 5.Language lab
- 6.Bridge courses
- 7.Yoga and Meditation
- 8.Personal Counselling

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

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

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

Response: 13.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
185	300	160	130	142

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

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

Response: 0**5.1.5.1 Number of students attending VET year-wise during the last five years**

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

File Description**Document**

Details of of students benefited by Vocational Education and Training (VET)

[View Document](#)

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**Response: Yes****File Description****Document**

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response: 28.45****5.2.1.1 Number of outgoing students placed year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
122	140	121	84	74

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

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

Response: 25.25

5.2.2.1 Number of outgoing students progressing to higher education

Response: 126

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

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

Response: 100

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

2017-18	2016-17	2015-16	2014-15	2013-14
23	3	8	4	6

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

2017-18	2016-17	2015-16	2014-15	2013-14
23	3	8	4	6

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

5.3 Student Participation and Activities

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

Response: 16

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	6	1	0	1

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

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

Response:

The College encourages the active participation of student representatives in various Decision making, Academic and

Administrative Committees which enables them to function better in the academic environment.

The Student Council of St. Joseph's College for Women (Autonomous) Visakhapatnam is highly structured and forms the basis for vis-à-vis value based functioning, as the Student Leaders play an

independent role in all matters including discipline of their peers.

The motto of the Student Council is *“to promote the interests and welfare of the college and to provide social, cultural and educational opportunities for the students of St. Joseph’s College for Women through creating and maintaining a forum for the discussion and concerns vital to the students of the College and to represent those concerns to the campus and community”*.

The Student Council comprises Representatives from the Seniors (Final Degree) Juniors (Second Degree) and PG students. The Council has Faculty Advisors who guide and mentor the students for overall development in the journey of empowering them as responsible young women and global citizens.

The Student Council

- Coordinates with the Principal and Faculty Advisors for the conduct of all events and activities.
- Conducts a host of Interdepartmental Competitions, Events (including Inaugural and Valedictory Functions), Intercollegiate Fests to tap the talent among the youth of the city & Fund Raising programs (as per the need)
- Celebrates National and commemorative days
- Coordinates student participation in external competitions.
- Maintains order and discipline among the students during all activities in the college campus.
- Liaisons with the other Associations and Clubs for conduct of activities in the College.
- Attend important administrative meetings for active part in decision making

Selection Procedure of the Representatives

- The Heads of Departments nominate students for the posts of President, Vice President, Treasurer, Secretary & Joint Secretary based on their regularity in terms of academics, attendance and overall behaviour.
- The Principal personally interviews the shortlisted students for the post of President and a Resolution is adopted which is communicated to the selected Representatives.
- The Principal nominates Student Representatives on every Committee during Staff Council Meetings, like the Student Welfare Committee (Student Council is an integral part), IQAC Committee, Grievance Redressal Committee, Internal Complaints Committee, Library Committee, Extra Curricular Activities Committee, Placement Cell Committee and on all Departmental Associations and Clubs, Excelsior Fest Committee.
- The Class Representatives are members of the Student Council
- The Roles and responsibilities of each position are clearly delineated so that with such role clarity they always work with accountability, team spirit and a goal to achieve excellence. The Student Leaders are well noted in the City for their Brand of excelling in organising any event (Excelsior – an Intercollegiate Fest has become the most happening event since two years)
- The student representatives attend the various Functional Committee meetings and give their valuable feedback for the better functioning of the Committees.

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

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

Response: 9

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

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

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

5.4 Alumni Engagement

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

Response:

The Alumnae Association of SJC though not registered functions like a registered body where the Alumnae become life members through their Life membership contribution and the Association is in the process of getting registered as a Society

St. Joseph's College for Women (Autonomous) Visakhapatnam has nurtured lakhs of young women across the globe and country. 'What do you remember of St. Joseph's?' The question has instant responses of 'My College, These portals transformed me, My first job did my makeover', etc among hundreds of quickies. Despite this ingrained loyalty, Alumni Engagement can be a challenge for even the most well-connected higher education institutions and St. Joseph's is no exception.

This is because women consider Institutions little more than a relatively short stop on their chosen career paths. Besides with family and professional responsibilities, though the Josephines' desire to support their

Alma Mater is strong, it falls short of financial support for the College on a large scale or continuously. However there are those highly loyal Josephines who have touched base and contributed generously in times of need like the HUDHUD Cyclone which devastated the College infrastructure. Yet every Josephine becomes emotionally nostalgic when she reads about the College in Newspapers or on Facebook – ‘Wow that’s where I belong’ and the LIKES increase magically.

The Alumnae have been engaged in the following ways:

- Offered their expertise in Curriculum Development through Membership in Boards of Studies or informal dialogues
- Inspired the Josephines through specialized subject Resource Lectures (Each Department maintains a Guest Lecture Record)
- Delivered Outstanding Resource Talks at National and International Academic Events in SJC
- Volunteered to organize Free Workshops in diverse areas like Craft Making, Ikebana, Counseling, Personal Branding among a host of other topics (Home Science, BA)
- Trained the students in Career Awareness and Preparatory Programs for greater employability
- Used Social Networking platforms with Juniors and present Josephines through Whatsapp, FB and others where their success stories became shared experiences to follow and emulate
- Identified infrastructure & equipment needs of the College through continuous interaction with the Faculty or the Management and donated the same to the Department or the College (BA, HSc and Chemistry)
- Donated for Solar Energy System dependency on electricity.
- Recruited the students in organizations where they work and support the College (HR agencies and organizations including schools)
- Contributed beyond their mite in the post HUDHUD Cyclone reconstruction efforts
- Collaborated with the College through the Organisations they work for significant Projects or Initiatives for meaningful learning dimensions.
- Acted as Consultants for Personal and Professional Counseling (SAHAY)
- Assisted in several of the College Community Outreach initiatives
- Instituted a number of Proficiency Merit Scholarships and Awards
- Mentors to the Management Faculty by providing road maps
- Project themselves as Brand Ambassadors of the College

The College continuously explores multifarious ways to engage the Alumnae productively for the welfare of the College. Their participation in the progress of the college is definitely commendable.

File Description	Document
Link for Additional Information	View Document

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

? 15 Lakhs

10Lakhs - 15 Lakhs

5 Lakhs - 10 Lakhs

2 Lakhs - 5 Lakhs

Response: 10Lakhs - 15 Lakhs

File Description	Document
Alumni association audited statements	View Document

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

Response: 3

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

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

File Description	Document
Report of the event	View Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

St. Joseph's College for Women (Autonomous) owes its privileged status to its very visionary founders, the Sisters of St. Joseph of Annecy who started the college in response to the local felt need for a Women's college in the city of Visakhapatnam in 1958. Having scripted success stories for lakhs of young women, the College is a name to reckon with in academics, leadership, social service and extra murals in this part of the country.

The Vision, Mission Statement and the Quality Policy of the College resonate with this special focus:

Vision

St. Joseph's College for Women aims at being a Centre of Academic Excellence which empowers young women to provide Intellectual Leadership and transform the world through Courage of Conviction, Optimism and Hope.

Mission

St. Joseph's College for Women, affirming its faith in God and love for humanity seeks to impart Holistic education to Young Women while developing global competencies of leadership and make them socially responsive members in a changing technologically driven world.

The Institution's Outlook and Policies, as well as Quality Assurance bodies ensure that the Vision and Mission through the different facets like Academics, Teaching, Research, Innovation and Entrepreneurship and Social outreach are fulfilled.

The top Management represented by the President and Vice President from the Congregation and the Correspondent and Principal at the College level work through various internal Committees, Statutory and Functional for deployment of strategy and resources. The Principal who is the Academic Head practises devolution of authority and encourages participative leadership by involving various stakeholders at various levels of decision-making.

The Governing Body is the highest body comprising external members which executes Short-term and Long-term plans integrating

departmental plans, findings of SWOC analysis and other recommendations from the stakeholders. It ratifies all academic and administrative decisions taken at the Board of Management, Finance Committee and Academic Council which are Statutory Committees of higher significance. Decentralisation of authority through various committees creates a participative environment where there is collective responsibility.

The various Statutory and Functional Committees comprising Faculty and student representatives the Principal constitutes in the Staff Council for the academic year are:

- Planning and Evaluation Committee
- Academic Audit Committee
- Grievance Redressal Committee
- Examination Committee
- Admission Committee
- Library Committee
- Student Welfare Committee
- Internal Complaints Committee
- Extra Curricular Activities Committee
- Anti ragging Committee
- Discipline Committee
- Hostel Committee
- Research Committee
- Training and Placement Committee

Faculty members participate through corresponding Functional Committees like Boards of Studies in finalising curriculum design, teaching methodology of common courses, examination reforms, maintenance of academic standards, and student welfare. This consultative approach creates transparency in governance and encourages individual involvement. Students and Alumnae are also involved in certain Committees including the IQAC so that their views are considered and strengthen quality parameters in governance.

Delegation of operational autonomy to individual departments and functional committees enhances inclusiveness and equity among the stakeholders in the campus to reinforce the culture of excellence.

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

6.1.2 The institution practices decentralization and participative management

Response:

Decentralisation forms the backbone of participative management in any institution which can improve governance directly and other learning experiences through enhanced capacity building and democratic devolution of authority. St. Joseph's College for Women practises both **bottom-up** and **top-down** decentralisation strategies to foster mutual involvement of all the stakeholders.

An excellent example (case) of participative management in the College through collective responsibility & shared success is **DEED** – Decentralising Effectiveness for Ensuring Discipline which is two fold:

- Decentralised authority from Top Management percolating down from the higher Governing Body, Academic Council to the lower levels of Discipline Committee, Mentoring Platform, Executive Student Council, Class Representatives, Leaders in Departmental Associations and Clubs, resulting in transformational leadership and collective responsibility.
- Measurable positive impact of the initiative in terms of increased self discipline and punctuality, commendable social etiquette and personality development of students *vis-a-vis* impressive brand image for college

During the Orientation program for Freshers, **78% of the students** said the most significant reason for joining the College is its **reputation for good discipline**. The Student Council Leaders observed a gap in conduct and behaviour of some students, who were missing classes, using mobile phones not permitted in the campus during class hours, indulging in not so appropriate behaviour and had attendance shortage for the Semester end exams.

- They brought it up at the Student Council meetings and appealed to the CR's to involve in peer mentoring and keep track of their own classmates.
- The Student Leaders brought these issues to the notice of the Discipline Committee, the Mentoring Coordinator and the Principal/Vice Principal.

The Discipline Committee ensures discipline in terms of students' punctuality and attendance at classes, sporting the College Id at all times, wearing the College uniform, misuse of mobile phones and any other minor issues.

- The issues of indiscipline were discussed in the Mentoring Groups (Each Faculty assigned a group of 20-30 mentees), counselling the mentees and exhorting them to conduct themselves with self discipline.
- In extreme cases, the parents/guardians were informed to meet the Mentors/Discipline Committee and the Vice Principal/Principal to handle their daughters/wards effectively.

The Examination Committee and the Academic Council concurrently resolved in their meetings on the basis of feedback from Staff Council/Departmental meeting to motivate the students to attend classes regularly through announcements in the General Assembly, Mentoring meetings and Student Council meetings with CR's.

- It was formally resolved to award 5 marks in each Course Paper for 95% attendance and diminishing in a graded manner.
- This decision which was implemented saw excellent results as students became regular to classes and realised learning was more fruitful.
- In a peer perception survey by the College ONE Prominent denizen of Vizag commented that 'SJC is the best College for Discipline'.

Thus DEED is a practical and result oriented example of Top down and Bottom up Decentralisation involving decision making of all the stakeholders in the campus.

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

6.2 Strategy Development and Deployment

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

Response:

The College envisions being a Centre of Academic Excellence, transforming the students into intellectual leaders through holistic education, making them socially responsive members in a changing technology-driven world.

The College prepared a dynamic Strategic plan based on the recommendations of NAAC 2013 Report which translates shared vision into team successes while aiming at clearly formulated goals through joint consultative exercises:

Goal 1: Achieving Academic excellence by curriculum enrichment and fostering experiential learning through ICT. (Vision)

Goal 2: Empowering students through Holistic Education with global employability and social responsiveness (Mission & Quality Policy)

Goal 3: Striving for overall excellence through inclusiveness and equity in Quality Assurance Practices (Quality Policy)

The Strategic plan is deployed through systematised Plan of Actions (Institution & Department wise), Implementation of Plans, Resource prioritisation and utilisation and involvement of stakeholders at various levels with clear quality parameters and indices. Since **Teaching Learning** is the **fulcrum** around which other dimensions revolve, the following practicable objectives were construed:

- Facilitate innovative teaching, learning and assessment methods,
- Organise conferences/workshops at the regional, national and international levels,
- Involve alumni as resource persons for workshops and invited talks,
- Enhance the use of ICT for teaching,
- Upgrade the infrastructure wherever possible and
- Ensure quality intake of faculty.

The perspective plan has been implemented to a large extent as delineated below:

- Innovative teaching-learning methods such as field-work based Short or Mini projects have been assigned to students of Commerce, Office Management, BBA, Zoology, Botany, Economics, Home Science departments, to name a few.
- Many faculty and students have enrolled in MOOC courses to update their knowledge and skill packages.

- International and National Conferences/ Seminars have been successfully hosted by the College, which attracted International delegates and Resource Speakers.
- The English, Hindi, Telugu and Sanskrit departments jointly hosted an International Conference successfully.
- The Physical Education Department organised a National conference with renowned Resource Speakers and large number of delegates.
- The Chemistry lab has been totally refurbished, in consonance with International standards of lab infrastructure to facilitate the conduct of effective practicals.
- Smart boards have been installed in a few class rooms and LCD projectors with screens have been fixed in classrooms
- Online testing is introduced for one Formative assessment for all UG programmes.
- Holistic development of the students is facilitated through exhorting them to organise and participate in inter-collegiate literary and cultural fests, NSS and NCC activities.
- Alumnae of the College have been actively involved in conducting workshops for faculty and students on Ikebana, Intellectual Property Rights and Personal Branding, to mention a few.
- ICT usage has been enhanced in teaching, learning and evaluation *vis-a-vis* examination administration through mailing of Program/Course Outcomes and lesson texts, additional information to students and motivating them to make use of N list resources, facilitating the online payment of fees and Exam results declaration on the website.
- Quality intake of faculty has been ensured through the recruitment of faculty with doctoral degrees and research experience.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

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

Response:

The institution is a Catholic minority Institution founded and maintained by the congregation of Sisters of St. Joseph of Annecy, France. The St. Joseph's College for Women is a society by the name, St. Joseph's College Society which is part of the Society of Sisters of St. Joseph of Annecy. It has well organized structure which comprises the top echelons of the Congregation, the top Management of the College, the various academic and administrative bodies and the Departmental Heads.

The Board of Management and the Governing Body are the highest authority bodies which comprise the Members from the Congregation namely the Provincial Superior who is the President of the College and the Chairperson of the Board of Management and the Superior of the Convent who is the Vice President of

the College, External Members and Internal College Members. The Principal is the Head of the Administration responsible for functioning of the institution. She coordinates with the Correspondent, Quality Assurance Bodies like Academic Council, NAAC and the Office Superintendent for key decisions, which is communicated to the President of the society for final approval and implementation. The sisters hold key responsible positions in the institute such as the Correspondent, Principal, Vice Principal and Office Superintendent as Members of the College society and Board of Management.

Being an autonomous college, it is mandatory to function under the regulatory bodies such as Governing body (UGC regulatory), Academic council (University regulatory) and Boards of Studies (Academic/ Subjects/ Syllabus experts regulatory). The Principal is the Chairperson of the first two bodies while the Head of the Department is the Chairperson of the Board of Studies of the respective subject. The conduct and content of the BoS is monitored by the IQAC and Controller of Examinations.

With regard to departmental functioning, the major onus is on the Head of the department for the advancement and welfare of the students of the department which depends on the content and methodology of teaching, learning, evaluation and co-curricular issues, which are monitored by the Head of the department. The HoD holds the responsibility of liaising between the department and other administrative functionaries of the Institution. The examination department is independent in functioning headed by the Controller of Examinations (CoE), an additional responsibility held by a Senior lecturer of the college. The CoE coordinates with the Principal, Office superintendent, Heads of Departments and Examination section of Andhra University.

The Office Superintendent along with the Principal and Vice Principal manages the administrative aspects of the college coordinating with the Controller of Examinations, Heads of Departments and the secretarial staff. The Supporting Staff like the laboratory staff and others report to the Heads of the departments and the Office Superintendent, while all the Technical employees are monitored by a supervisor and report to the Office Superintendent.

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

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

Response:

Examinations are the credibility pillars of the Autonomous system in St. Joseph's College for Women and therefore the College has built a sound reputation for confidentiality and integrity in the whole system. The Institution has various Statutory and Functional committees constituted for transparent functioning of day to day operations. Each Committee has its own scope of powers of decision making for the success of autonomy involving Faculty in the devolution of authority.

- Teaching Learning & Evaluation form the core of enhancing learning experiences of students under Autonomy constituting 3 vital components which support an Institution of Higher Education to excel and create a destiny of its own.
- At St. Joseph's College for Women, no effort is spared towards reaching this goal especially in ensuring quality in achieving the learning outcomes through an objective examination pattern.
- The IQAC in their Institutional Plan of Action for the First Quarter of 2017-18 recommended conducting a Second Formative Exam in the Online mode and purchasing the requisite Software.
- This recommendation was discussed at length in the Departmental meetings of all the Departments and consequently Besides it would enhance the levels of objectivity in evaluation and ensure thoroughness of preparation of students for future Online Exams (Careers and Higher Studies)
- The Examination Committee resolved to conduct the Online Test as it would familiarise the students with taking Online Exams. This resolution was passed through the respective Subject BoS & Academic Council.
- In the IQAC Second Quarter meeting it was proposed that all the Departments prepare databases of multiple choice questions for the Online Exam.

- In the IQAC Third Quarter meeting, further discussions were held on the logistics for effective conduct of the Online Exam. The Examination Committee worked out a detailed schedule (Time Table) for the students of all Years *vis-a-vis* the optimum number of students taking the exam in each Session in the Computer Labs. The Action Taken Report of the IQAC of the same quarter reported the successful conduct of the First Formative Online Exam in the College.
- This example amply illustrates the effectiveness of varied bodies in the College namely the IQAC, Examination Committee, Departmental Committees, the BoS and Academic Council and the manner in which a proposal mooted in a lower level committee moved through the bottom up approach to another body and was implemented from the higher committee to the students' level.
- The feedback from the Faculty is that the learning outcomes are quickly assessed and it entails detailed preparation in each subject for the Exam.
- The students opined that they were aware of how they fared in the Exam immediately without any delay, and had a positive learning experience thereby making Exams more fruitful. They also felt the Online Exam opportunity was a good learning experience and training ground for all Online Exams in their future Career Assessments.

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The College provides effective welfare measures to both teaching and non-teaching staff. All statutory welfare measures are implemented. Various monetary, non-monetary measures towards personal and professional growth are being followed to the satisfaction of the employees, given the fact that it is a non-profit minority institution.

The welfare measures available in the institution for the teaching and non-teaching staff are Three Fold:

- **Statutory Welfare measures as per Government norms:**
 - EPF and ESI facility to the Unaided Teaching Faculty and Non teaching staff
 - Medical and Maternity leave and benefits are sanctioned for the required Staff (Teaching & Non teaching)
 - Aided Faculty and Staff accrue all the statutory welfare measures extended by Central Government and AP State Government
- **Infrastructure based welfare facilities:**

- Canteen
- Crèche
- First aid cum Dispensary with nursing assistantship
- Sports Room
- Staff/ Rest rooms
- On Call Ambulance Facility

- **Monetary or Non-monetary welfare support measures/initiatives:**
 - Marriage leave sanctioned with salary for 15 days to the management faculty/staff.
 - Special allowances and adjustable timings benefits extended to Faculty /Staff who are nursing mothers.
 - Financial help extended wherever necessary like hospital expenditure, wedding expenses or for shelter with money collected or from special funds like alumni contribution etc.
 - Hand Loans provided to Staff free of interest on repayable basis in part or full as per the convenience of the individuals.
 - Christmas Bonus extended to all Management Faculty and Staff as Christmas gifts.
 - Reservations in seats for admission to children of Faculty and Staff.
 - Encouragement to Teaching Faculty for attending International Conferences (2 weeks)
 - Moral and emotional support to Faculty and Staff who are going through personal or professional crisis in life.
 - Pilgrimage to spiritual places for Administrative Staff
 - Research support (MPhil or PhD) through time allowances and usage of library facilities and infrastructure
 - Funding Registration fees and Travel expenses for Faculty attending Conferences and Workshops.
 - Qualification improvement support measures through allowances in time and responsibilities
 - Reinstating Staff who went on Study leave
 - Supporting Faculty through motivating external agencies to invite Faculty as Resource Persons
 - Advance amounts disbursed by the College in case of delayed salaries for Faculty and Staff.

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

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

Response: 15.02

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	13	9	20	13

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

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

Response: 6.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	14	3	3	2

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

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

Response: 62.83

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

2017-18	2016-17	2015-16	2014-15	2013-14
73	47	47	62	37

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

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

Response:

The institution has Performance Appraisal system for the teaching and non-teaching staff. However, being an Aided College formal and structured Performance Appraisal system is implemented only for the teaching Faculty. The performance appraisal is done at two levels –

1. By the IQAC and Academic Audit Committee for the college quality assurance
2. By the IQAC as per the Commissionerate of Collegiate Education, Vijayawada.

1. Performance appraisal system specific for the College:

- Peer evaluation: The IQAC conducts annual performance appraisal of every teacher regularly. This is peer evaluation of junior teachers by senior teachers and Senior Teachers by the Correspondent. The IQAC coordinator draws up a structured schedule of the Class and the Teacher to be appraised and assigns the Senior Faculty to attend the classes of the respective teacher and evaluate her/his performance. They provide the oral and written feedback to the IQAC coordinator, who will forward the same to the Principal for follow up and further action. The Principal at the beginning of the Semester meets the Faculty individual Department-wise, discusses their peer evaluation ratings, student rating of their classes and course and any other aspects especially Plan of Action. She then gently nudges and exhorts the Faculty to put in their best to create good learning experiences for the stakeholders.
- Student feedback of teachers: The students of all groups give online feedback of the courses and teachers during the year. The same is followed up by the IQAC coordinator and the Principal as in the peer evaluation.

2. Performance appraisal system of the Commissionerate of Collegiate education, Government of Andhra Pradesh, executed by the college:

The Performance appraisal system of the CCE, Govt.of AP is implemented by the college at two levels –

1. Academic audit: The academic audit is conceived by the CCE, Gov of AP for the appraisal of the functioning of the teachers and the institutions in the state. Two or three senior lecturers of each institution designated as academic advisors are selected and trained for the audit. The Faculty of one institution are assigned to one or more of other institution zone-wise, as per the schedule drawn by the CCE. Two uniform proforma are followed by all the institutions in the state, one for the lecturer and one for the institution. The audited information is immediately mailed to the CCE. There is follow up of the auditing done by the academic advisors and any deviations are called for corrective action taken by the Principal of the college.
2. Academic Performance Index – Self appraisal: The IQAC undertakes the self-evaluation of the teacher annually in a standard proforma prepared by the CCE, and followed all over the state. Every lecturer of the college scores the self appraisal proforma and submits to the IQAC Coordinator. The Principal counter checks and gives her appraisal scores which are submitted to the CCE. This Performance appraisal document is available on the CCE website consolidated subject and district wise of all the lecturers with their respective scores.

File Description	Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

- Financial and Budgetary planning ensures a pre planned strategic framework in consonance with goals of the institution, aligning its growth objectives with its financial requirements. The College plans and accumulates the right amount of funds by collecting inputs and requirements from departments through their Plan of Action at the beginning of the Academic Year.
- The financial planning and budgeting and review is undertaken in periodic intervals through the Statutory body namely the Finance Committee headed by Principal as the Chairperson, Correspondent, Office Superintendent who is the Finance Officer of the College and Senior Faculty nominated by the Principal.
- Finance Committee meets twice a year and more times if need arises to review the expenditure for the previous financial year and plan and propose the budget for the ensuing year. The budget includes regular aspects like development of teaching learning material for redesigned courses, funding for office equipments, teaching aids and laboratory equipment, furniture for office, classrooms, library and laboratories and renovation and repairs of existing infrastructure.
- The budget proposed in the Finance Committee is submitted to the Governing body for approval. The Governing Body reviews the income and expenditure pattern and pragmatic recommendations are given.
- ERP Software is used for management of finance and financial transactions vis-à-vis a set of financial rules and online transactions.
- Optimal utilization and implementation of the budget is monitored through internal and external

auditing. Internal audit is conducted every year systematically by the Chartered Accountant of the College and the statutory external audit is to be conducted annually by State/Central Government. The Utilisation certificate of the various schemes of UGC is also audited by the Chartered Accountant of the college which has been accepted by UGC. External audit by Statutory Government authorities have not been carried out since 2013-14 though the College has repeatedly sent Letters for External Audit. One probable reason could be due to the unsettling of Finance post bifurcation of the AP State in 2014.

- Overall an effective financial management system is in place and is helping the institution in overall growth.

File Description	Document
Link for Additional Information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 1.32

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

2017-18	2016-17	2015-16	2014-15	2013-14
0.65	0.67	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

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

Response:

The institution is a not-for-profit organization and therefore, the mobilization of funds is carried out in a non commercial manner. The funds thus collected are utilized for a number of purposes. The major source of revenue for the college is the Annual fee collected from students. The fee is collected as per the fee guidelines decided by the College Administrative bodies like the Governing Body and Finance Committee (on par with State Government guidelines for tuition and other fees).

Some of the strategies for mobilization of funds adopted by the College are delineated below:

1. During the annual budget preparation in the institution all the academic and section heads are requested to provide the annual budget requirements keeping in view development and updating of laboratories, computing facilities, library, teaching-learning process, training, extension activities, software etc. This leads to optimum utilization of resources primarily financial and others.
2. Individual budget estimations are collected and Budget is prepared. The same is placed before the Finance committee and the committee in turn will deliberate and makes necessary changes for a proper balance of receipts and expenditure submitted to Governing Body for approval.
3. Introduction of remunerative self financing courses like BBA, B.Com. etc.
4. Admitting International students for better revenue generation.
5. Leasing the infrastructure for competitive exams on holidays.
6. Organizing fund raising programmes like EXCELSIOR fest etc.
7. Receiving donations from Philanthropists/Well wishers of the College voluntarily or on request.
8. Philanthropic contributions is converted into fixed deposits and interest earned on these fixed deposits is also being utilized for the needs of the institution.
9. Forwarding requests to the companies for support for student related activities through Corporate Social Responsibility (CSR).
10. Alumnae financial support in times of need (Part support for Installing Solar Power System & HUDHUD Post reconstruction work)
11. Collection of funds from students and staff in emergency situations.
12. Increasing the fee of every new admitted batch by 10%.
13. Consultancy by Faculty.

File Description	Document
Any additional information	View Document
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

Response:

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

1. Evaluation of the teaching quality of the staff through annual peer reviewing system.
2. Enumeration of student feedback of teaching, learning and evaluation process of the respective courses.
3. Orientation programme for the newly recruited staff annually.
4. Induction programme for the fresh batches of students every year.
5. Conducting Regional, National and International seminars, workshops and conferences for various

- subjects with minimum of one programme per year.
6. Every department prepares an Annual academic plan.
 7. Action taken report of the departments is enumerated.
 8. Academic audit is conducted annually
 9. Faculty development programs are organized annually.
 10. Promoting research culture among staff.

The two practices that are institutionalized as a result of IQAC initiatives are

1. Orientation for newly recruited Faculty

The Faculty turnover and recruitment has been a cyclic feature in the college in the past one decade, due to the stalling of the recruitment in the state by the Government. In this connection, it is imperative to mention that the new recruited staff has to be given orientation on the policies of the college, being autonomous in nature. At the beginning of every academic year, a one day orientation programme is conducted for new recruits and the staff with one year experience in the college. The orientation is given on important topics by the senior lecturers on Vision and Mission of the college, Autonomy, Examination, Value education and few related to the professional aspects of the college such as student attendance, discipline, ethics of the college, dress code etc. In addition, mentors are provided for new Recruits, who guide them until they are familiar with the system. The examination system is very crucial to the autonomous system and the staff needs to be constantly trained and monitored on this aspect.

2. Conducting Regional, National and International seminars, workshops and conferences.

IQAC has initiated and strengthened the conduct of various seminars etc. by different departments every year with the funds mobilized from UGC, participants and sponsors. It has inculcated and motivated the staff to present papers of their research work and brought about a healthy competition among the departments.

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

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

Response:

The IQAC with its systematic strategic planning at the beginning of the academic year strives to bring quality measures into pedagogic processes and other academic activities of the institution. IQAC is significantly integral for the augmentation of the quality of an institution post accreditation. In St. Joseph's College for Women (Autonomous) is neither a symbolic hierarchical structure nor a paper based record maintaining exercise, but a pragmatic vehicle that streamlines and strengthens the holistic quality parameters of the Institution. The yearlong efforts of the IQAC team are evident in myriad initiatives, both

regular and specific which are pointers to the result oriented success story in SJC.

IQAC in SJC has benchmarked the various aspects of the institution like Student Intake quality, Matching Expectations at entry level with exit level, Teaching Methodologies, ICT Learning, Placement Assistance and Quality, Remedial Coaching, Feedback analysis, Result Analysis, Achievements of students, Infrastructure quality and Distinguished Alumnae. Teaching, learning and evaluation is strengthened by conducting bridge courses, peer and collaborative learning initiatives, remedial coaching classes for academically weak students to improve their academics The College is linked with industries through industry oriented projects, internships and subject specific Training workshops by industry professionals.

Out of the many initiatives two practices through which teaching learning outcomes and the teaching learning process is reviewed we share two examples:

A. Peer evaluation of Faculty: Peer Evaluation of Assistant Professors (Juniors) by Associate Professors and Professors (Seniors) is coordinated and conducted by IQAC annually. The IQAC Coordinator draws up a structured schedule of the Class and the Teacher to be appraised and assigns the Senior Faculty (Associate Professors and Professors) to attend the classes of the respective teacher and evaluate her/his performance. The Senior Evaluators evaluate the concerned Faculty on various parameters in alignment with the learning outcomes achieved as per Bloom's taxonomy and the interest generated in the subject. The innovative methodologies used by the Faculty are also evaluated based on the topic and its relevance. The Senior Faculty provide the oral and written feedback on each Faculty to the IQAC coordinator, who will submit the same to the Principal for follow up and further action.

B. Student feedback of Faculty/Course: A standard questionnaire is prepared and used to evaluate the Faculty/Course. The students of all groups give online feedback of the courses and Faculty annually. Some Departments also evaluate their individual Learning initiatives (Office Management Dept) The students give feedback on the various aspects based on the learning outcomes. Later on, average of the total student feedback is calculated and followed up by the IQAC Coordinator and the Principal. The Principal individually meets each teacher, appreciates the good and positive aspects while the concerns etc. are discussed to improve the teaching learning.

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

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

Response: 25

6.5.3.1 Number of teachers attending programs/workshops/seminars specific to quality improvement year-wise during last five years

2017-18	2016-17	2015-16	2014-15	2013-14
24	30	26	23	22

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 3 of the above

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

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

Response:

Administrative Domain:

- The College website has been revamped and made interactive
- Academic and other College related information/news/developments/events is posted on the website
- Examination related information such as schedule of exams and results are posted on the College website.
- Biometric attendance has been introduced for faculty, technical and support staff and also for students.
- Online admission process for admission to UG courses has been initiated
- Online payment of College Fee has been successfully launched, minimising cash handling, loss and at the same time promoting e-transactions
- Marking of student attendance is done through EZ School Program, wherein, e-marking of daily, hourly attendance is done by concerned faculty in their respective department desktops, facilitated through LAN facility.
- Salaries for the aided faculty and non-teaching staff are made through direct transfer, via CFMS and for the unaided faculty and staff through cashless transactions.
- In addition to the regular handbook, a wall calendar has been introduced from the year 2016, displaying colourful images of the College infrastructure and events in the College and student/faculty achievements and participation

Academic Domain:

- Two new self-financing Programmes namely, BBA and B.Sc. Maths, Statistics & Computer Science were introduced during the Academic Years (AY) 2015-16 and 2016-17 respectively.
- Sanskrit being a preferred language of choice as Second Language in the present scenario, was introduced in the Academic Year .
- M.Sc. in Home Science has been introduced in the Academic Year 2013-14 with two specialisations, namely, Foods & Nutrition and Interior Design & Resource Management.
- The Feedback from Faculty, students has been made more objective and formal
- Specific handbooks for Faculty and students have been introduced from Academic Year 2017-18, with the Code of Conduct and discipline expected of each spelt out.
- A second Continuous Assessment exam has been included as a part of the Formative Assessment from the Academic Year 2017-18. This exam is offered as an online exam for all UG students.
- More diversity has been accommodated in the Continuous Assessment exams, wherein, different departments design distinctive modes of testing the academic abilities of the students.
- From the Academic Year 2017-18, 5 marks have been allotted for student attendance, per Course. This has resulted in improved attendance at College.
- International students are pursuing UG Programmes in the College from 2014.
- A unique US-Exchange program for four weeks, sponsored by US Consulate has been launched in 2013. For four consecutive years, a II degree student, preliminarily selected through a three stage selection process by the Principal and senior faculty, has been going to US, after a final round of selection process by the US Consulate, for the exchange program.
- From the AY 2017-18, a US Consulate sponsored Micro Access Program is being run in the College for the benefit of academic dropouts.
- Wider choice is made available to the students to pursue co-curricular courses
- Faculty and students have enrolled in many MOOCs courses offered by SWAYAM
- All the labs have been enabled with LAN facility
- Computer labs have been refurbished with individual work stations. A new computer lab has been constructed to accommodate 45 students, with net connectivity.

- A research lab in Chemistry has been renovated incorporating state-of-art infrastructure.
- In the library, e-registering of visitors has been introduced in AY 2018-19
- With reference to the infrastructure –
 - Solar panels have been laid on the rooftop
 - Ramps, rails and a lift have been added to make the campus divyangjan-accessible
 - Sanitary napkin vending machine and incinerator have been installed
 - Two RO water plant units and a water cooler have been installed
 - The College buildings are equipped with fire fighting facilities and smoke detectors have been installed in the labs
 - Two additional flights of stairs have been constructed for better access
 - CCTV surveillance has been enabled covering the whole College
 - 24 X 7 security at the main entrance to the College has been ensured

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 25

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	3	8	2	2

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2 Institution shows gender sensitivity in providing facilities such as

- a) Safety and Security
- b) Counselling
- c) Common Room

Response:

a) **SAFETY & SECURITY:** The entire college is on surveillance security system (CCTV) 24 X 7. Manning of the security at the main gate is outsourced, and managed in shifts, to ensure the entry of authorized persons only into the campus. All students are issued identity cards with unique barcode identity numbers, the display of which is essential to enter the college premises and access the library also. The College campus is secured with a high compound wall, ensuring safety and privacy of the inmates. Fire Safety Extinguishers are available at every floor and the labs are well equipped with safety measures such as smoke detectors, emergency exit etc. Three stair cases connecting the different floors in the college main building are located conveniently for quick emptying of premises in the event of any casualty. A wheel chair and a stretcher are available in the event of any emergency. Minor ailments are attended to by trained nursing assistants, and if needed, the persons are then shifted to a hospital. Self-defence classes are conducted for the interested I and II degree students every evening 4-5 PM, as a co-curricular activity with 2 credits, by professional instructors, to increase the confidence as well as inner and outer strength. The remaining students are given awareness of Self Safe Behaviour, with verbal and mental skills, including assertive body language, boundary setting and making of informed choices. There are duly constituted Discipline Committee, Anti Ragging Committee and Internal Compliance Committee, with senior faculty

on board along with student representatives, which monitor the conduct of students in preventing any untoward incidents. When male faculty or technical staff are engaged, they are given an orientation on safe conduct with girl students and lady colleagues. Besides, student representatives are assigned the responsibility of discreetly observing the safety and security related issues of students and bringing them to the notice of the concerned faculty, so that remedial, supportive or preventive action may be initiated.

b) Professional counseling and guidance is provided through SAHAY-the centre for holistic development which caters to serious psychological and stress related issues of students. Workshops on adolescent personality adjustment issues are conducted by SAHAY. A well-structured mentoring system is designed to counsel the adolescent girls. The student mentor ratio is 20:1 and academic, career guidance and personal counseling are given by the mentors. Mentors periodically check progress and help the slow learners through academic mentoring sessions as per the schedule, providing career guidance for the advanced learners and encourage them to have healthy balanced diet.

c) Yes, the common rooms are available for the students in the ground floor for quick access in the main block. Divyangjan students utilize separate rest rooms. Sanitary Napkin Vending Machine is available in the ground floor. Faculty members have department wise staff room with attached wash rooms. Male faculty members are given separate staff room and rest rooms. Non-teaching male members access a separate wash room in ground floor. Ministerial staff will access identified common room.

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

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

Response: 0.01

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

Response: 10

7.1.3.2 Total annual power requirement (in KWH)

Response: 102696

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 40

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

Response: 7088

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 17720

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

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

Waste Management: Student Initiated Club of SJC

1. Introduction: Renu Yadav (2017 SUSI Fellow, a US Exchange student of SJC) in St. Joseph's College for Women (A) started Waste Management Club (WMC) collaborating with recycling organization Green Waves Recyclers in September 2017. The Waste Management Club had Principal, Dr. Sr. Shyji as the Chairperson, Faculty Coordinators, Ms. D.A. Ramani, HOD, Dept of Office Management and Mr. Vijaykumar Ratnam from the Dept of Commerce as the Mentors.

2. Aim and Objectives: The project's aim was to **improve waste management (Solid, Liquid & E Waste) strategies in the college by creating awareness & engaging students.** The objectives of WMC:

- Organise Awareness and Motivation Sessions on 'Clean and Hygienic environment
- Workshops on Waste Management in the society around.
- Awareness Workshops on e-waste and marketing of upcycled products
- Targeting 3000 students
- 250 FB followers by end of the year

3. Challenges encountered:

- During a feasibility survey in the College, Renu found out that there were varying opinions on waste management and there was lukewarm response towards becoming a Member of the WMC.
- A lot of time and effort had to be invested in attracting student's attention towards the problem of waste mismanagement and making them conscious of their civic responsibilities and role in proper

management of waste both within and outside the college.

- Renu Yadav, the Founder President of the WMC spoke to the students describing her experiences in Montana, US and how she had to apply for the **Project grant to Mansfield Centre, University of Montana, Missoula, MT, USA** and finally got the Grant.
- She also convinced Mr. Anil Potluri, CEO of Green Waves Recyclers to collaborate with St. Joseph's.
- Achieving the social media target as young people did not find it fashionable to like a WMC page rather than their friends' selfies or other trivia.

4. The Practice & Implementation: Green Waves provided WMC with a 0.5 tonne capacity Eco Bin for collection of e-waste. Then, with the mini grants, WMC purchased bins for collection of food waste and plastic waste. Though plastic waste was not part of the project, it was later added and WMC also installed bins for collection of plastic waste. WMC had bins to segregate waste in 3 categories-

- Wet waste (food waste)
- Plastic
- E-waste.

Students were encouraged to use these bins not just for waste produced within the college but also for e-waste & plastic waste collected from their homes & neighbourhood. Initially what was lackluster involvement of the students became a passionate movement by the students. WMC conducted an e-waste & plastic waste collection competition called "**Be a Clean India Ambassador**" with rewards for maximum collection. This initiative along with **MANY events, activities & competitions** round the year had its spin off in snowballing momentum as students vied with each other to optimize their individual contribution of e waste.

5. Initiatives to transform the mindset of students: They are:

- Using the wet waste for the piggery in the Convent.
- Passing the Ball Game (with collection of e-waste & plastic waste)
- Recycled Couture i.e. fashioning a dress out of waste, recyclable materials
- Best Out of Waste i.e. using creative ideas to make useful things out of waste materials
- Be A Clean India Ambassador – E-Waste collection competition
- Be A Clean India Ambassador – Plastic Waste collection competition
- Poetry on environmental issues like waste management
- Song & Rap competition based on environmental themes
- Environment Quiz
- Slogan Writing Competition on the theme of waste management, recycling, cleanliness etc
- Ecofie i.e. clicking a selfie or photo while doing any eco-friendly activity
- Poster Making to represent your ideas about waste management through art
- Upcycling workshop

WMC have a Facebook page for reaching people outside our college, city & country. The members share all activities on the Waste Management Club Page <https://www.facebook.com/wmcsjc/>

6. Success Facts

- Many best out of waste items created selected by Green Waves Recyclers for **selling on their e-**

- commerce platform.** Dresses made out waste & recyclable materials showcased in a fashion show.
- WMC Facebook Page beyond the target of 250 likes & 50 followers. 30 April 2018 WMC FB page had 253 likes & 260 followers and 300 likes on 30th Jan 2019.
 - **63 students, who were members of WMC**, were directly engaged in collection of plastic & electronic waste items from their homes and neighbours
 - **Savita Kumari** of 1st Year BSc MPCs, covered **120 households & 2 shops** in 104 Area and got **64 e-waste** items. WMC reached more than **250 households** or families in the city and collected e-waste from more than **150 households**.
 - More than **200 students participated** in competitions, workshops & other events.
 - **8** were awarded certificates & **4** winners awarded “**Waste Management Club Trophy**” during Excelsior 2k17. **3000 people in the campus** & WMC collected PET bottles, glasses and straws for recycling managed plastic waste.
 - **3000 students of Navy Children School (NCS) Malkapuram** & their families
 - **1000 girls through 6 workshops in NCS, NSB & 1 workshop in NCS, SVN Colony** for girls from 6th to 12th grade and their mothers
 - **137 certificates in 4 categories** awarded to Volunteers who excelled.
 - **9 t-shirts & 10 caps, 100 eco-friendly pencils 35 LED Bulbs** distributed as Gifts.
 - **400 e-waste items** from more than **250 houses** spread over different parts of Vizag greater than 500 Kilograms were recycled.
 - **7 pairs of reusable rubber gloves** distributed to sanitary hygienists
 - **94% students** – knew about waste management.

The Student run Waste Management Club, one of its kind in the state, was successful in creating awareness amongst school & college students, their families, faculty & sanitary hygienists. It helped in changing the students’ attitude towards waste management & took a small yet significant step towards a cleaner Vizag, India & World by actively engaging enthusiastic young citizens.

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

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

RAIN WATER HARVESTING is being successfully practised in St.Joseph’s College for Women, with the following objectives:

- To reduce and ultimately aim to eliminate a building's use of municipal potable water, while maintaining regular normal use of water by occupants.
- To recharge ground water levels of the campus and adjacent community

ROOFTOP RAINWATER HARVESTING: SJC is in the heart of steel city –Visakhapatnam, which is

geographically located amidst the Eastern Ghats and the coast of Bay of Bengal. The College is at the foot conclave of three main fly over bridges connecting the vital industrial, commercial and residential areas of the city. It has ample source of ground water in 3 main wells. The College is in a low-lying area and when it rains incessantly for more than eight hours, seepage of water is experienced. Yet SJC has initiated and executed the rooftop rainwater harvesting in all the buildings of the Institute, with the above stated objectives, and also to harness the excess rain water flow. The rain water collected from rooftops of the main block and the administrative blocks is directed to a standard header and from there to a trickling sand filter. The filtered water is then used for domestic purposes after chlorination. Rain water harvesting is also done by diverting stormwater drains and remnant runoff from rooftops to the bore wells for recharge. For rain water harvesting, a pit of size 4m x 6m x 8 m was excavated around the dry bore well and the casing pipe was fitted with a v-wire filter. Filter media was filled in the pit around the well. The stormwater drains and rooftop rain water were diverted into this pit to get filtered into the bore well through the v-wire filter. The average rain fall throughout the year including the monsoon season was 1202.3mm .The catchment water collection during rainy day being 576 cmts per every 10min, the College was able to harvest every drop of water on the roof runoffs. Out of 4 acres of college area one fourth of the area is un cemented and adds in the absorption of the runoff water. The waste water from the RO plants is used to water the garden. The water from the handwashing sinks in the student rest room area is also directed to the soakage pit.

File Description	Document
Link for Additional Information	View Document

7.1.7 Green Practices

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

Response:

With regard to green practices in the College, currently, over 12% of the students live in the campus hostel, 20% live in the vicinity of the campus and reach by walk, 56% of the student population avail public transport i.e. the APSRTC bus and the remaining 12% use private transport or car pools. The Eco club conducts periodical drives of eco-friendly initiatives, such as “Say no to plastics”, during which single usage plastics are completely prohibited. Vehicles entering the campus are checked for pollution free certificates, randomly. Once in a month the campus observes vehicle-free zone. Quizzes and poster making competitions are conducted to increase awareness on reducing carbon foot print in the environment and making the campus eco-friendly. Environmental Studies is offered to all the students as a compulsory Course, to enhance their sensitivity towards a sustainable environment.

Paperless Office: A culture of reuse and recycling has been actively advocated by the College, as a value, to ensure efficient usage of the scarce resources. Several initiatives have been implemented to significantly limit paper traffic such as, e-mails for communication, notices to faculty through whatsapp groups, usage of

used paper for draft communications and also cashless transactions. e-office is implemented to a large extent, wherein documents are saved in e folders and hard disks. Used answer scripts are sent for recycling, shredding and crushing blenders.

The college has always been noted for its green initiatives with big trees and well-maintained gardens and fauna. The college maintains gardens instead of lawns, which are a feast to the eyes of the various stake holders and visitors alike. Medicinal garden is maintained along with a number of flowering varieties. The produce from the organic vegetable garden is utilized for the hostel inmates. Plantation programme is conducted annually in the campus and off the campus. Govt of AP sponsored Vanam-Manam programme is being implemented by the College successfully every year. Environmental green audit was undertaken. A Workshop was organized by the department of chemistry on making of jute bags, jute files and other accessories so as to popularize green alternatives to minimize plastic usage. Two National Conferences have been hosted by the College on Sustainable Development and Green Initiatives.

The College harnesses solar energy through roof-top solar panels. Through a link with the Grid, the excess energy generated through the solar panels is expected to be sent to the grid. A biogas plant in the premises uses the cattle dung and the gas generated is used in the hostel kitchen thereby supplementing LPG usage. Energy consumption is minimized by replacing a major component of tube lights and CFL bulbs with LED bulbs. The lighting requirement of all the major science labs, corridors, and more than 90% classrooms and administrative block are met with LED bulbs. All the students and faculty are sensitized about power conservation, and class representatives take the responsibility of switching off lights and fans in the class rooms after class hours. In some labs, 5 star rated electrical appliances are used.

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

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

Response: 2.44

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	26.712	0

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

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: B. At least 6 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

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

Response: 32

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

2017-18	2016-17	2015-16	2014-15	2013-14
9	9	5	4	5

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

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

Response: 23

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

2017-18	2016-17	2015-16	2014-15	2013-14
6	4	6	4	3

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12

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

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

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

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

Response: 43

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

2017-18	2016-17	2015-16	2014-15	2013-14
6	9	7	15	6

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

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

Response:

St. Joseph's College for Women(A) organizes national festivals and birth / death anniversaries of great Indian personalities. The College encourages the celebration of National festivals, such as Sankranti, Holi, Onam and Christmas, spreading love and harmony. The Institution takes special pride in observing Independence Day, Republic Day and Teacher's Day in a prestigious manner. All associations take the responsibility of celebrating the birth/death anniversaries of great Indian personalities like Mahatma Gandhi, Sarvepalli Radhakrishnan, Srinivas Ramanujam, Swami Vivekananda, to mention a few.

Every year Independence day and Republic day are celebrated in SJC with utmost patriotism. The parade by NCC/NSS/Sports students is inspected by the Chief Guest, who is invariably from the Defence Services. He receives the Guard of honor, and motivates the students with his patriotic address. An inter-faith prayer service is conducted to mark the secular spirit. The Independence Day celebration concludes with colorful cultural programs.

On 5th September, Teachers' Day is celebrated in the SJC campus, to mark the birth anniversary of Dr Sarvepalli Radhakrishnan, by paying tributes to its teachers and gurus on this day. The senior students take up the classes and competitions are conducted for the faculty members.

Gandhi Jayanthi is observed by the History and Politics departments, by organizing guest lectures and competitions. 150th birth anniversary of Swami Vivekanda was celebrated by the Heritage club members on 12th Jan, 2014. Department of Hindi celebrates International Hindi day every year on 10th January. Birth anniversary of famous poets is observed where students compete in reciting poems written by them. Birth anniversary of Munshi Premchand is observed on 31st July, Mythili Saran Gupta's on 3rd August and Harishankarparasai on 22nd August.

APJ KALAM our Former President's Birth anniversary is celebrated every year on 15th October as World Students' Day. Competitions in essay writing are organized for students on special themes by Departments of Hindi and Physics. The Maths department observes the birth anniversary of Srinivasa Ramanujam on Dec 22nd, as a week-long event marked by general/ maths quiz/ puzzles, guest lectures and wall journal entries on the life and findings of the great mathematician.

Telugu bhasha dinotsavamis observed every year on the occasion of Gidugu Ramamurthy Pantulu's birth anniversary by the department of Telugu and Srusti club, during which poetry recitation for non-Telugu students, JAM in Telugu are conducted. Birth anniversary of Tanguturi Prakasam Pantulu is observed on Aug 23rd by organizing guest lectures. The birth anniversary of freedom fighter Alluri Sita Rama Raju is observed on July 4th by hosting essay writing competitions for students. Birth and death anniversary of Gurajada Appa Rao are observed by the History and Politics departments by organizing JAM and fancy dress competitions for students. Department of Sanskrit celebrated Sanskrit Day on 7th August, by holding a number of programs to popularize Indian traditions and culture. Gita Jayanthi is being celebrated by the department on 7th August for the past three years.

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

Response:

One of the core values of St. Joseph's College is **Integrity** and that involves transparency in all the areas.

Transparency in Finance

- The College follows the financial policies framed by the Government of Andhra Pradesh and periodically modifies its policies according to the changing Economic needs.
- The fee structure of the various courses offered by the College is posted on its website.
- The college follows the financial transaction rules of the central government and is either online or through cheques.
- All scholarships (Schedule Caste, Schedule Tribes, Backward Community, Minority and Economically Backward) received from the Government and other Agencies are reimbursed directly to the students through cheques or online.
- Salaries of all employees – Faculty as well as Non teaching staff is through the bank.
- All purchases are made after obtaining quotations and payment which is through cheques or online.
- All the financial activities of the College are audited by Local Auditors (*Rao and Co*) bi-annually between 2013-2017 but from the current year (2018-2019) it will be done annually. Till the bifurcation of Andhra Pradesh the finances were audited by the State Government, since this college is a Govt. Aided College.

Transparency in Academic, Administrative and auxiliary functions:

- The college has clearly framed regulations for all activities related to students. All are written out extensively in the handbook of the college edited and printed every year.
- The handbook is given to every student and Faculty at the beginning of every academic year.
- The time frame, rules for attendance, the regulations and ethics to be followed on the campus are spelt out in detail. This helps the students to understand and abide by the rules while in the campus.
- The meritorious prizes awarded to students are listed in the handbook every year.
- The Code of conduct for Faculty and students are clearly delineated.

The various courses offered in the college, the activities conducted for the students such as the department associations, clubs, extracurricular such as NCC, NSS , Sports and co-curricular activities such as quiz, essay competitions, debates, intercollegiate competitions and add on, certificate courses are all detailed.

7.2 Best Practices

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

Response:

BEST PRACTICE - I

1. Title of the Practice: Streaming in English Language with differentiated Teaching Learning Approaches

2. What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

The Objectives of the Practice are:

- The underlying principle behind this practice is using differentiated learning facilitation strategies to enable effective learning of English.
- To address the limitations faced by English learners in traditional Classrooms at the UG level and customizing matching teaching strategies.
- To enable learners to move ahead at the same pace because there are no disparities within the stream.
- To facilitate those with lower English language proficiency to feel a sense of achievement
- To inspire those with higher language capabilities to challenge their higher order thinking and develop collaborative learning capacities

3. The Context: What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

English for most students especially for those coming from vernacular medium schools is a challenge. In subject classes they possess knowledge of the subject and communicating the same is rather manageable. But it is in the English language class that they feel their existence is threatened when they are interact with others having higher language abilities.

Within a streamed General English or Communication & Soft Skills class setting, the teacher is able to set a suitable pace for the class and maintain that pace. If it is a class of students with lower level abilities, there is hardly any risk of leaving anyone behind, as the entire class is challenged at a level gauged to be apt for the whole group. With a group of Advanced students who need little or no individual attention, the teacher can use diverse challenging techniques.

4. The Practice: Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

Streaming in English is more practical as it develops and enhances learning of the English language in both advanced learners and slow learners.

When the First Year students join the College for their Undergraduate Program, they are

- Administered an Entry level Placement Test which tests their English language abilities (Grammar and Comprehension)
- Categorized into three Streams – Advanced, Higher and Basic English commonly referred to as Stream 1, 2 and 3.
- Assisted and encouraged students with differentiated learning techniques as they feel a sense of belonging since they are in an environment where they do not feel threatened and are therefore, comfortable.

The General English course comprises 3 components: Intensive Reading (Text - Selected Prose Lessons and Poems), Extensive Reading and Communication & Soft Skills. The Intensive Reader component aims at developing both reading and writing skills (comprehension included). The Extensive Reader exposes the students to texts outside their prescribed syllabus, thus inculcating reading and assimilating knowledge or information on their own. This is assessed through a short written test on the book read by the learners.

The Communication & Soft Skills component aims at imparting both verbal and written skills in language. The students through exercises in the Language Lab practically benefit as they learn the right pronunciation, spelling and improve their conversational abilities. The exercises are varied like Designing promotion material like brochures, posters, creative letters, book reviews and presentations among others. The advanced learners fine tune their writing competencies and participate in internal and external competitions like Debate, Elocution, Essay Writing, Academic writing.

Streaming over the years in St. Joseph's has evolved and contributed to Outcome Based Education (OBE) through customized innovative teaching learning techniques within the same group to suit individual learners. It is through streaming that the College provides learner specific resource material enabling the students to become self-reliant both in terms of spoken and written English. Thus, at the exit point, students emerge holistically equipped with LSRW (Listening, Speaking, Reading & Writing) skills.

The Constraints or problems:

- Impact of vernacular language on speaking and writing
- Initial hesitation among the students from vernacular medium due to limited exposure in learning English
- Lack of reading habit among the new generation learners
- Overdependence on technology leading to incorrect spelling and grammar
- Large Size of the class making it sometimes difficult to pay attention to individual learners.

5. Evidence of Success: Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? (Describe in about 200 words)

Our experience through feedback from students over the years has been encouraging and it is difficult to quantify the exact percentage who benefit and how much they benefit from the streaming. But from some survey studies conducted in the College it has been time and again proved that there is no better alternative to Streaming in English since practically every learner finds another of her level in the Class and is

motivated to learn better. However some evidences which have been observed and recorded are:

- Marked improvement in conversation skills after completion of degree especially among Stream 3
- Increase in confidence due to LSRW skill matching exercises and facilitating strategies.
- Enhanced leadership success because of boosted morale.
- Better performance in career interviews and tests and increase in placement in excellent companies (Software, Banks and others)
- Advanced or Higher English language competency students have been outstanding achievers in National and International Events.
- A measurable increase in students being selected for International student exchanges like the US Exchange Program, winning the Debate at IITs among others.
- More students doing well in TOEFL and progressing to higher education in prestigious Universities abroad.

6. Problems Encountered and Resources Required: Please identify the problems encountered and resources required to implement the practice (in about 150 words).

No initiative or best practice can be problem free. However there are a few challenges which the English Department faces like:

- Large number of students under a single faculty member.
- Low level of motivation of students from the vernacular medium requires additional efforts and time.
- General English as a subject is not given priority as compared with their Core subjects

BEST PRACTICE II

1. Title of the Practice

RESPONSIVE STUDENT SUPPORT PRACTICES IN SJC

2. Objectives of the Practice

What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

St. Joseph’s College for Women (Autonomous) aligning it’s Vision and Mission endeavors to equip its students with proactive approaches to cope with unprecedented challenges in life. The Student Support System in the College aims to help students in multifarious ways.

The Objectives of the Responsive Student Support Practices in SJC are:

- To handle matters of students’ learning effectiveness, co-curricular and extra mural development in the campus
- To encourage students to express their grievances by providing them a platform
- To guide, mentor and counsel them personally and professionally

- To encourage healthy practices of student support and progression

3. The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

With firm conviction in the adage that 'One woman can do anything and many women can do everything', the College has provided a number of student support measures which are multi-pronged. They demonstrate their impact in myriad ways from providing amenities on the campus to enhance their learning experiences *vis-à-vis* guiding them for future careers. Most students hail from diverse backgrounds with little life experience outside the classroom and therefore these students need Mentorship on a One-on-One basis with individualized attention. The College emphasizes on a humanitarian outlook and value based education with focus on effective interpersonal relations, social responsiveness and respect for others through its Value Education sessions. Human Values and Professional ethics is a very strong foundation for the students even today, but due to diverse student profiles, structured and responsive student centric support systems which have their impact on student welfare emerge as the best alternative.

4. The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

The Practice is an umbrella which encompasses many initiatives under its canopy to provide the much needed support for the stakeholders – the students. It comprises:

1. **Structured Mentoring:** A group of 20 – 30 students are assigned to a Lecturer for guidance and support in the student's academic progression. Weekly/ fortnightly meetings enable the individual students to bring to the table of discussion issues that are creating hurdles in their academic or personal life. The Faculty Mentor maintains a Record of each student with her Parents profile, Contact details and issues discussed and further progress. Whenever there is some issue with the student, the Mentor handles the matter and then if necessary, it is discussed with the HOD and the Principal.
2. **SAHAY – The Centre for Counseling and Holistic Development** – If the Faculty Mentor feels a particular student require professional help, then she can discuss it with the Professional Counselor in **SAHAY**, schedule an appointment and the student meets the Expert Counselor for help in resolving her problems.
3. **Grievance Redressal** – There are four Grievance Boxes placed in strategic positions in the Campus and the student fills the Grievance form with Name, Roll No and Class and drops it in the Box. Every Week, the Grievances are recorded, categorized and assigned to the different Committees like Student Welfare Committee, Grievance Redressal Committee, Anti Ragging Committee, Internal Complaints Committee, Examination Cell for action. Many times grievances are brought to the HOD which is redressed.
4. **Remedial Coaching** – Scheduled assistance with difficult subjects coordinated by the Exam Cell and the Departments as well as for those slow learners who have subject backlogs.
5. **Career Support**–The Training & Placement Cell (TPC) organizes structured Career Awareness and Training programs for Final Years through collaborations with Organisations and workshops to discover opportunities for higher studies and jobs.

6. **Student Council Peer Leadership** – The Student Council with 19 members plays a highly proactive role in tracking students' activities, their behavior on the campus and indulging in peer mentoring, unless it is imperative to inform the Faculty.
7. **Harmonious Campus Life** – The Discipline Committee engages in active dialogue with the students through its varied proactive measures to maintain harmony in the campus.
8. **Joy of Giving** – A number of ISR initiatives like Merit scholarships, Wall of Kindness, Food Fests for Charities, Departmental Social Responsibility initiatives have instilled a spirit of '**sharing with others**' in the students.

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

- Various indicators of student interpersonal relations were reviewed.
- Academic progression tracked was high as against the remedial measures and follow up action taken.
- Issues related to discipline decreased especially late arrivals to college (as reported at the Security gate) and Mobile phone usage. The results clearly indicate that when intentions are transparent, the results are positive.
- Coordinated efforts of the administration and the Faculty have resulted in streamlining the student's mobile usage.
- Mentoring systems have led to handling small issues especially when students are influenced by the media and societal distractions and not attending classes. The Mentors through the HOD's and in some cases intervention by the Principal/ Discipline Committee have been able to bring about positive change and transformation in the behavior of the young girls making them academic toppers too.
- Student Council Members have been successful in streamlining procedures whether it is Issue based CR (Class Representative) meetings, activity oriented programs or handling minor issues of indiscipline in the campus.
- There is an enhanced level of social consciousness among students while participating in the Joy of Giving initiatives to support the under privileged among their own peers or outside the College.

6. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

- 1) Time constraint: Availability of time during regular academic hours is the biggest challenge; cutting corners would not bear much results. Spending adequate time is the key to the success.
- 2) Routine activity: Sometimes it becomes a routine task, one of the many ticks on the check list or getting tagged as an odd job, the difference in the approach of the Mentor and Mentee becoming the deciding factor.
- 3) Hesitation in sharing personal issues: Students are conscious about their sharing and hesitate due to the stigma attached to the current issue and try avoiding challenge of sharing.

Resources required:

Dedicated team of passionate mentors to motivate the students and help them through the Challenges. Proper orientation and training for Mentors to ensure uniformity in support provided to students. Timely and regular debrief sessions to discuss and review the Improvements and action taken within the peer group and Management.

File Description	Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness**7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust****Response:**

St. Joseph's College for Women (Autonomous), affiliated to Andhra University, the first Women's college in north coastal Andhra Pradesh, with its unique ethos of inimitable resourcefulness and all round excellence has been creating generations of empowered women who make their presence felt in the society.

The College has its genesis in the visionary initiative of the Sisters of St. Joseph of Annecy who came to India in 1849 and opened a number of life sustaining organizations like schools, orphanages and dispensaries and the College in 1958. The **unique distinctiveness of SJC** which is the key value since 1958 namely the '*love, compassion and concern for others*' of the Founders have percolated down to all levels of the institution.

Distinctiveness is an attribute quite opposed to the common majority which fit more or less into a standardized mould of creating life transforming experiences for students and the society around. The stakeholders in St. Joseph's College did an intensive inquiry '*In what way is St. Joseph's distinctively different from the other institutions in the city or the larger canvass for a student entering its portals? In what way does SJC impact the society immediately around in the neighborhood and the larger canvass?*' The responses to these internal critical queries led to the revisit of the core values SJC envisioned in the Vision and Mission Statement – *Holistic Excellence, Transformational leadership, Integrity, Empathy and Making a Difference* under the umbrella of **Institutional Social Responsibility (ISR)** namely **EXCELSIOR (2016)** and **(WMI) Waste Management Initiative (2017)**.

The most powerful test of catalytic change is to look at the institution *not from the inside out but from the outside in*. Both the Initiatives have their **IMPACT** on the Student Leaders in the college, students from marginalized communities who require financial support, students from outside Colleges, families, mothers, social entrepreneurs, philanthropists and people in governance. The Initiatives have proven that **students are powerful Catalysts for change** in the society as the future of the world. SJC Graduates who discover, develop and deploy their God-given gifts are simultaneously encouraged to learn through the platform of **EXCELSIOR** and **WMI (Waste Management Initiative)** how to create and share their talents and resources with others. The Initiatives form the priority thrust areas of the College Vision and Mission Statement linked to Holistic Education.

EXCELSIOR 2016 & 2017: The main aim of EXCELSIOR is for **Leadership & Organisational development**, inculcating **Integrity** and **Empathy** in the Volunteers and **Making a Difference** as through funding/supporting Education of girls from underprivileged sections leading to **Holistic excellence**. The 'niche' brand for **EXCELSIOR** as an **effective Case for Support for Education** for girls from the underprivileged sections of the society centers around **Courage, Optimism and Hope**. EXCELSIOR 2016, 2017 and 2018 in a row for three years demonstrated how students can be engaged productively to harness their own inner potential for communicative and social adeptness, leadership success, reaching out, entrepreneurial resourcefulness and people management. The organization of EXCELSIOR followed a structured process:

- The Core Organising Committee (COC) comprising the Executive Student Council, the Principal, Vice Principal and Senior Faculty conducts periodic meetings with varied groups preparing Team Charters for Responsibilities of Committees for 23 Main events and 42 sideline events for effective conduct of the Fest. The COC also works through manual notices (College notice boards) but 80% through Whatsapp Notices monitored daily
- Once the Fest is over within a week, the Principal announces the Final Amount of revenue generated through the Fest in the General Assembly amidst loud applause. Over the three years this initiative has **MADE A DIFFERENCE** in the lives of the beneficiary students **TRANSFORMING** them into empowered Women, created **TRANSFORMATIONAL LEADERS** with **INTEGRITY** and **EMPATHY** for **GLOBAL SUCCESS** as enshrined in the Vision, Mission, Quality Policy and Core Values

WMI (Waste Management Initiative) 2017

The Waste Management Club (WMC) was started in 2017 by Renu Yadav a SUSI Fellow under a Mini Grant from Mansfield Centre, University of Montana, Missoula, US in collaboration with Green Waves Recyclers in September 2017. The aim of the Initiative is to improve Waste Management in the college by creating awareness & engaging students and create the domino effect on the society around through Awareness Training Workshops vis-à-vis Practical implementation of the Initiatives.

- The students registered as Members of the WMC with minimum contribution. Around 90 students became voluntary students working with the WMI.
- They further congregated into small core groups who would look into running the Waste Management Club in consonance with the Swachh Abhiyan of the Government of India and GVMC's Two Bin Initiative (Wet and Dry) in Visakhapatnam.
- Their focus was on educating the people in the city on the need to segregate waste into Wet, Dry,

Plastic and e Waste. Though there was lukewarm response initially, Renu Yadav with her trusted Team managed to achieve the impossible within a short span of time. With mini grants, WMC purchased bins for collecting food waste and plastic waste and Green Waves Recyclers installed E Waste Bin in the College.

- Events like Creating Utility products out of waste products, Environment theme based Songs, Rap events, Slogan writing, Poster making, Recycled Couture, Quiz etc created a passionate interest to participate voluntarily with the **HOPE** of creating sustainable societies.
- The critical success impact facts are:
 - Created Products **sold on e-commerce platform** of Green Waves Recyclers.
 - **63 members of WMC** collected plastic & electronic waste items from their homes and neighbours
 - **120 households & 2 shops** in 104 Area and **got 64 e-waste** items.
 - **250 households** covered in the city and e-waste from **150 households**
 - More than **200 students participated** in events.
 - **3000 students of Navy Children School (NCS) Malkapuram & their families**
 - **1000 girls through 6 workshops in NCS, NSB & 1 workshop in NCS, SVN Colony** for girls from 6th to 12th grade and their mothers
 - **400 e-waste items** from **250 houses** in Vizag 500 + Kilograms recycled.

File Description	Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

The College has left no stone unturned in transforming the young girls into empowered women with the core values translated into measurable learning outcomes as it celebrates its Diamond Jubilee in 2018. It is the dedication of the Management and Faculty in SJC that has shaped the destiny of every young woman who walks out of its magnificent portals to become a 'Brand Ambassador' in the world. Though the College does not indulge in undue commercial advertising for attracting students, they flock in large numbers to be called Josephines who have outstanding graduate attributes consequent to their diverse learning experiences. The College is juxtaposed between sustaining traditional values and creating leeway for modern vistas of thinking and behaviour in the young girls who are torn between individuality and societal trends.

Concluding Remarks :

A college which was started in response to the felt need for an exclusive college for girls still fulfils that need, where there are an increasing number of parents who admit their daughters in the College basically for quality education as well as a safe and protective environment for the young girls. It is not just the 60 year old monumental edifice that stands tall towering in the campus, but the consistent search for imparting value based education with focus on excellence makes the stakeholders tower above others. Retaining the edge it has over its counterparts in Vizag is a challenge which the College strives to manage with an intensive spirit of inquiry and an extensive desire to reach out to diverse sections of the society.

With indiscriminate expansion of digital technology and social media, the challenges are juxtaposed, striking a reasonable balance between the paradigm shift in values among the present generation and the immortal values the institution seeks to imbibe. Taking good Teacher quality as a constant, the College initiates multi pronged strategies to achieve the core values and the values enshrined in the Vision and the Mission, yet ignoring the global phenomenon of cultural invasion is near impossible.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of programs where syllabus revision was carried out during the last five years 1.1.2.1. How many programs were revised out of total number of programs offered during the last five years Answer before DVV Verification : 69 Answer after DVV Verification: 17</p> <p>1.1.2.2. Number of all programs offered by the institution during the last five years Answer before DVV Verification : 88 Answer after DVV Verification: 18</p>																				
1.1.3	<p>Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years 1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>503</td> <td>463</td> <td>466</td> <td>453</td> <td>409</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>57</td> <td>51</td> <td>54</td> <td>55</td> <td>55</td> </tr> </tbody> </table> <p>Remark : Based on the data template provided, the courses only providing Enterpreneurial, leadership skills, personality development, soft skills, computer literacy and practical courses have been considered</p>	2017-18	2016-17	2015-16	2014-15	2013-14	503	463	466	453	409	2017-18	2016-17	2015-16	2014-15	2013-14	57	51	54	55	55
2017-18	2016-17	2015-16	2014-15	2013-14																	
503	463	466	453	409																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
57	51	54	55	55																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 402 Answer after DVV Verification: 174</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 2294 Answer after DVV Verification: 503</p>																				
1.3.4	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.4.1. Number of students undertaking field projects or internships Answer before DVV Verification : 273 Answer after DVV Verification: 267</p>																				
2.3.2	<p>Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</p>																				

	<p>2.3.2.1. Number of teachers using ICT Answer before DVV Verification : 87 Answer after DVV Verification: 79</p>																				
2.3.3	<p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 85 Answer after DVV Verification: 86</p> <p>Remark : Updated as per the HEI input</p>																				
2.5.3	<p>Average percentage of applications for revaluation leading to change in marks during the last five years</p> <p>2.5.3.1. Number of applications for revaluation leading to change in marks year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>71</td> <td>42</td> <td>37</td> <td>34</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>47</td> <td>93</td> <td>61</td> <td>60</td> <td>48</td> </tr> </tbody> </table> <p>Remark : Inputs changed as per the revised inputs and documents submitted</p>	2017-18	2016-17	2015-16	2014-15	2013-14	21	71	42	37	34	2017-18	2016-17	2015-16	2014-15	2013-14	47	93	61	60	48
2017-18	2016-17	2015-16	2014-15	2013-14																	
21	71	42	37	34																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
47	93	61	60	48																	
2.5.5	<p>Status of automation of Examination division along with approved Examination Manual</p> <p>Answer before DVV Verification : B. Only student registration, Hall ticket issue & Result Processing Answer After DVV Verification: B. Only student registration, Hall ticket issue & Result Processing</p>																				
2.6.3	<p>Average pass percentage of Students</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 420 Answer after DVV Verification: 398</p> <p>2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution Answer before DVV Verification : 490 Answer after DVV Verification: 494</p>																				
3.1.1	<p>The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website</p>																				

	<p>Answer before DVV Verification : Yes Answer After DVV Verification: No</p>																				
3.1.4	<p>Institution has the following facilities</p> <ol style="list-style-type: none"> 1. Central Instrumentation Centre 2. Animal House/Green House / Museum 3. Central Fabrication facility 4. Media laboratory/Business Lab/Studios 5. Research / Statistical Databases <p>Answer before DVV Verification : B. Three of the facilities exist Answer After DVV Verification: D. One of the facilities exist</p>																				
3.4.4	<p>Number of Ph.D.s awarded per teacher during the last five years</p> <p>3.4.4.1. How many Ph.Ds are awarded within last 5 years Answer before DVV Verification : 1 Answer after DVV Verification: 0</p> <p>3.4.4.2. Total number of teachers recognised as guides during the last 5 years Answer before DVV Verification : 3 Answer after DVV Verification: 0</p>																				
3.4.5	<p>Number of research papers per teacher in the Journals notified on UGC website during the last five years</p> <p>3.4.5.1. Number of research papers in the Journals notified on UGC website during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>21</td> <td>23</td> <td>36</td> <td>24</td> <td>12</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>20</td> <td>23</td> <td>36</td> <td>24</td> <td>12</td> </tr> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	21	23	36	24	12	2017-18	2016-17	2015-16	2014-15	2013-14	20	23	36	24	12
2017-18	2016-17	2015-16	2014-15	2013-14																	
21	23	36	24	12																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
20	23	36	24	12																	
3.5.2	<p>Revenue generated from consultancy during the last five years</p> <p>3.5.2.1. Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	2017-18	2016-17	2015-16	2014-15	2013-14															
2017-18	2016-17	2015-16	2014-15	2013-14																	

0.68	7.07	0.16	0.16	0
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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0.085	6.88	0.16	0.16	0

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	4	11	10

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	6	13	9	5

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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2017-18	2016-17	2015-16	2014-15	2013-14
14.05	7.00	95.4	6.9	10.00

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
29.47	77.20	44.65	41.88	4.667

4.2.3 Does the institution have the following

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

Answer before DVV Verification : Any 4 of the above

Answer After DVV Verification: Any 4 of the above

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3.03	0.93	2.10	4.18	4.70

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2.98	0.87	2.04	4.12	4.65

4.2.6 Percentage per day usage of library by teachers and students

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

Answer before DVV Verification : 290

Answer after DVV Verification: 97

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

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

Answer before DVV Verification:

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

48.5	29.0	21.9	35.73	36.79
------	------	------	-------	-------

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
46.38	28.04	21.9	35.73	36.79

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
8	6	1	0	1

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
50	42	33	30	23

Answer After DVV Verification :

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

Remark : As per the clarification provided, we understand that there are 9 Events per year

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

Answer before DVV Verification : 10Lakhs - 15 Lakhs

Answer After DVV Verification: 10Lakhs - 15 Lakhs

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
11	19	14	22	13

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
8	13	9	20	13

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
73	47	47	62	37

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
73	47	47	62	37

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3.60	5.95	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0.65	0.67	0	0	0

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

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

Answer before DVV Verification : 10

Answer after DVV Verification: 10

7.1.3.2. Total annual power requirement (in KWH)

Answer before DVV Verification : 93

Answer after DVV Verification: 102696

Remark : Changed as per the input provided

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

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

Answer before DVV Verification : B. At least 6 of the above

Answer After DVV Verification: B. At least 6 of the above

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
10	9	5	4	5

Answer After DVV Verification :

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

9	9	5	4	5
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7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	4	6	4	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
6	4	6	4	3

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>19</td> <td>18</td> <td>17</td> <td>15</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>19</td> <td>18</td> <td>17</td> <td>15</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	19	19	18	17	15	2017-18	2016-17	2015-16	2014-15	2013-14	19	19	18	17	15
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2.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1730</td> <td>1553</td> <td>1349</td> <td>1189</td> <td>1002</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1730</td> <td>1553</td> <td>1349</td> <td>1189</td> <td>1002</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1730	1553	1349	1189	1002	2017-18	2016-17	2015-16	2014-15	2013-14	1730	1553	1349	1189	1002
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2.3	<p>Number of students appeared in the examination conducted by the Institution, year-wise during the last five years</p>																				

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
499	456	368	318	266

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
494	450	367	307	267

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
47	162	84	84	62

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
95	182	89	90	67

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
87	84	83	81	86

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
89	84	83	81	86

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
99	99	99	95	93

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
87	84	83	81	86

4.4 Total number of computers in the campus for academic purpose

Answer before DVV Verification : 225

Answer after DVV Verification : 229

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
818.67	266.82	246.57	353.09	194.15

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
390.23	266.82	246.57	219.05	125.93

NAAC