



YEARLY STATUS REPORT - 2020-2021

| Part A | |
|--|--|
| Data of the Institution | |
| 1.Name of the Institution | ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) |
| • Name of the Head of the institution | Dr. Sr. Shyji P.D. |
| • Designation | PRINCIPAL |
| • Does the institution function from its own campus? | Yes |
| • Phone No. of the Principal | 08912558346 |
| • Alternate phone No. | 9491789574 |
| • Mobile No. (Principal) | 9491789574 |
| • Registered e-mail ID (Principal) | sjcwvizag@gmail.com |
| • Address | GNANAPURAM WALTAIR R.S. |
| • City/Town | VISAKHAPATNAM |
| • State/UT | ANDHRA PRADESH |
| • Pin Code | 530004 |
| 2.Institutional status | |
| • Autonomous Status (Provide the date of conferment of Autonomy) | 18/07/1987 |
| • Type of Institution | Women |
| • Location | Urban |

| | | | | | |
|--|---|------------------------------|-----------------------------|---------------|-------------|
| • Financial Status | UGC 2f and 12(B) | | | | |
| • Name of the IQAC Co-ordinator/Director | Dr. T. BHASKARA SUDHA | | | | |
| • Phone No. | 08912558346 | | | | |
| • Mobile No: | 9948899482 | | | | |
| • IQAC e-mail ID | iqacsjcw2020@gmail.com | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year)) | https://stjosephsvizag.com/naac/iqac/ | | | | |
| 4.Was the Academic Calendar prepared for that year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://stjosephsvizag.com/3d-flip-book/hand-book-2020-2021/ | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 2 | B | 2.71 | 2009 | 29/01/2009 | 28/01/2014 |
| Cycle 3 | A | 3.01 | 2014 | 21/02/2014 | 20/02/2019 |
| Cycle 4 | B++ | 2.89 | 2019 | 09/08/2019 | 08/08/2024 |
| 6.Date of Establishment of IQAC | | | 18/07/2005 | | |
| 7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)? | | | | | |
| Institution/ Department/Faculty/School | Scheme | Funding Agency | Year of Award with Duration | Amount | |
| St. Joseph's College For Women | RUSA 2.0 | Government of Andhra Pradesh | 20/11/2018 | 20000000 | |
| 8.Provide details regarding the composition of the IQAC: | | | | | |
| • Upload the latest notification regarding the composition of the IQAC by the HEI | | | View File | | |

| | |
|---|------------------|
| 9.No. of IQAC meetings held during the year | 6 |
| <ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? | Yes |
| <ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report | No File Uploaded |
| 10.Did IQAC receive funding from any funding agency to support its activities during the year? | No |
| <ul style="list-style-type: none"> If yes, mention the amount | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | |
| <p>1. IQAC facilitated, coordinated and monitored online teaching learning successfully through out the pandemic period by utilising various online digital platforms. 2. Conducted several online / offline webinars, seminars, FDPs, SDPs, resource talks and training sessions for knowledge and skill up gradation. 3. Introduced and implemented several examination reforms for the benefit of student community at large while adopting COVID protocols. 4. NDLI registered membership to college and also initiation of NDLI club in the college. 5. Facilitated the creation and usage of online course content in 4 quadrant model along with question banks to APCCE</p> | |
| 12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year: | |
| | |

| Plan of Action | Achievements/Outcomes |
|---|---|
| <p>To conduct a one-day training workshop for all the faculty members on "Usage of Digital apps like Zoom, Google Meet to enhance the quality teaching -learning process.</p> | <p>A workshop on 'Usage of Digital Apps was held on 1st August 2021 from 6:15 PM to 7:15 PM through Google Meet The Resource speaker was K Ravibabu Lecture in Mathematics Govt. College Sabbavaram</p> |
| <p>To conduct week long Bridge Course to all new entrants and stream students into slow, moderate and advanced learners.</p> | <p>Every Dept conducts a week long Bridge Course for the New learners who join in first year. This was conducted from 8th Oct. 2020</p> |
| <p>To conduct Orientation Program for fresh faculty of the college.</p> | <p>The orientation for fresh faculty was organized on 19th Dec. 2020 in the seminar hall giving them awareness on the course structure, Teaching learning process , Examination & Evaluation process. 17 newly recruited faculty participated in this session</p> |
| <p>To organize an Induction Program for the newly admitted batch of students (2020-2021)</p> | <p>An induction program for newly admitted students of first degree was organized on 7th Oct. 2020 through Google Meet. The group incharges took up the task in providing information on Time-table Code of Conduct - College , Examination etc.</p> |
| <p>To encourage faculty members to use Virtual Classrooms and smart boards for teaching learning.</p> | <p>The IQAC organized webinar on Edtools in teaching learning process on 8th June 2020 through Zoom. Resource speakers were Prof. N Prema Kumar, Prof. Ch. Bhaskar Reddy & Prof. Paul Douglas</p> |
| <p>To do away with compulsory minimum attendance of 60% and remove weightage for it in view of the pandemic.</p> | <p>Since most of the academic year was under lockdown and all the classes were on online mode , it was decided to do away with the attendance and to avoid to give</p> |

| | weightage for it. So that it would give a chance for the students who could not join the virtual classes due to pandemic and other personal reasons | | | | |
|---|---|----------------------------|--------------------|----------------|------------|
| To have One Mid- Semester for 30 marks and accessory assessment /assignment for 10 marks. | It was decided that instead on two mid semester, of 15 marks each, it is better to go for one mid semester for 30 marks to avoid tension in students. | | | | |
| To conduct regular classes and MSE/ESE in offline/online mode based on the situational demand. | The mid and end semester were conducted in online and offline mode by following all the covid protocols in the campus | | | | |
| 13. Was the AQAR placed before the statutory body? | Yes | | | | |
| <ul style="list-style-type: none"> Name of the statutory body | | | | | |
| <table border="1"> <thead> <tr> <th>Name of the statutory body</th> <th>Date of meeting(s)</th> </tr> </thead> <tbody> <tr> <td>Governing Body</td> <td>11/08/2021</td> </tr> </tbody> </table> | | Name of the statutory body | Date of meeting(s) | Governing Body | 11/08/2021 |
| Name of the statutory body | Date of meeting(s) | | | | |
| Governing Body | 11/08/2021 | | | | |
| 14. Was the institutional data submitted to AISHE ? | Yes | | | | |
| <ul style="list-style-type: none"> Year | | | | | |
| <table border="1"> <thead> <tr> <th>Year</th> <th>Date of Submission</th> </tr> </thead> <tbody> <tr> <td>02/06/2021</td> <td>08/09/2021</td> </tr> </tbody> </table> | | Year | Date of Submission | 02/06/2021 | 08/09/2021 |
| Year | Date of Submission | | | | |
| 02/06/2021 | 08/09/2021 | | | | |

Extended Profile

1. Programme

1.1

18

Number of programmes offered during the year:

| File Description | Documents |
|---|------------------|
| Institutional Data in Prescribed Format | No File Uploaded |

2.Student

2.1 1856

Total number of students during the year:

| File Description | Documents |
|---|------------------|
| Institutional data in Prescribed format | No File Uploaded |

2.2 598

Number of outgoing / final year students during the year:

| File Description | Documents |
|---|------------------|
| Institutional Data in Prescribed Format | No File Uploaded |

2.3 1701

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

| File Description | Documents |
|---|------------------|
| Institutional Data in Prescribed Format | No File Uploaded |

3.Academic

3.1 401

Number of courses in all programmes during the year:

| File Description | Documents |
|---|------------------|
| Institutional Data in Prescribed Format | No File Uploaded |

3.2 94

Number of full-time teachers during the year:

Extended Profile

1. Programme

1.1 18

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| File Description | Documents |
|---|------------------|
| Institutional Data in Prescribed Format | No File Uploaded |

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3. Academic

3.1 401

Number of courses in all programmes during the year:

| File Description | Documents |
|---|------------------|
| Institutional Data in Prescribed Format | No File Uploaded |

| 3.2 | 94 |
|---|------------------|
| Number of full-time teachers during the year: | |
| File Description | Documents |
| Institutional Data in Prescribed Format | No File Uploaded |
| 3.3 | 94 |
| Number of sanctioned posts for the year: | |
| 4.Institution | |
| 4.1 | 1445 |
| Number of seats earmarked for reserved categories as per GOI/State Government during the year: | |
| 4.2 | 47 |
| Total number of Classrooms and Seminar halls | |
| 4.3 | 296 |
| Total number of computers on campus for academic purposes | |
| 4.4 | 616.81 |
| Total expenditure, excluding salary, during the year (INR in Lakhs): | |
| Part B | |
| CURRICULAR ASPECTS | |
| 1.1 - Curriculum Design and Development | |
| 1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution. | |
| 1.1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution | |
| St. Joseph's College for Women (Autonomous) has always been ahead | |

in empowering young women in the State and Country through its globally oriented curriculum with national development embedded in it. While drawing on the UN 2030 Agenda, Skill Development policy of the Government of India and the AP State's vision, the institution has updated its curriculum keeping in mind the local community needs too.

Against the backdrop of holistic education with global competencies enshrined in the Vision and Mission of the college, the customised Program Outcomes (POs) and Program Specific Outcomes (PSOs) create 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 review and redesign the syllabi for all the disciplines and programs. The innovative Curricula designed with specific Course Outcomes (COs) based on 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 against the backdrop of the New NEP while designing the Curriculum at the Undergraduate level based on three Major domains which are unique to a Program. This enables a student to choose from a host of discipline specific courses, across the three major domains, specific to a programme. The curriculum is aimed at inculcating domain knowledge & skills vis-a-vis promoting holistic personality development involving physical, intellectual, emotional, social, professional, and spiritual development of the learner.

Curriculum Development focusses on women empowerment through all round development of girl students while adequate importance is given to curricular, co curricular and extra curricular aspects. While the curriculum is in alignment with Outcome Based Education, it however is the consequence of a feasible need's analysis conducted by the institution.

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 domain and discipline specific, knowledge extensive and intensive and skill oriented enabling higher academic progression and increased employability. Each student pursues three Program specific Core Courses, one from each Major domain in five 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: Certain Courses are completely dedicated to environment education besides Life Skills Courses, Skill Development Courses, Certificate Courses and Value-added Courses. The Personality Development Courses like NCC, NSS, Yoga, Sports, Self Defense are compulsory for each student which give the students the additional extra-curricular edge over students of other colleges in the city. These Courses help to create an empowered work force in the country with qualified students who are of high graduate attributes.

All courses which go through the chain of Boards of studies and Academic Council for review and redesigning also have the input factors from Academic Audit by External agencies and from Peer suggestions vis-à-vis Employer's feedback. It becomes very valuable to implement as it has inputs from all significant sources.

| File Description | Documents |
|---------------------------------------|---|
| Upload additional information, if any | View File |
| Link for additional information | https://stjosephsvizag.com/naac/igac/ |

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

13

| File Description | Documents |
|--|---------------------------|
| Minutes of relevant Academic Council/BOS meeting | View File |
| Details of syllabus revision during the year | View File |
| Any additional information | View File |

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

264

| File Description | Documents |
|---|---------------------------|
| Curriculum / Syllabus of such courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses | View File |
| MoUs with relevant organizations for these courses, if any | View File |
| Any additional information | View File |

1.2 - Academic Flexibility**1.2.1 - Number of new courses introduced across all programmes offered during the year**

114

| File Description | Documents |
|---|---------------------------|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | View File |
| Institutional data in prescribed format (Data Template) | View File |

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

13

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

1.3 - Curriculum Enrichment

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

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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. 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 Academic event on 'Careers and Ethics across cultures'. 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, Human Rights Day, Constitution 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 | Documents |
|---|---------------------------|
| Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum | View File |
| Any additional information | View File |

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

8

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

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

825

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

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

369

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

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is

A. All 4 of the above

obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni

| File Description | Documents |
|---|---|
| Provide the URL for stakeholders' feedback report | https://stjosephsvizag.com/student-satisfaction-survey-analytics/ |
| Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management | View File |
| Any additional information | View File |

1.4.2 - The feedback system of the Institution comprises the following

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

| File Description | Documents |
|---|---|
| Provide URL for stakeholders' feedback report | https://stjosephsvizag.com/student-satisfaction-survey-analytics/ |
| Any additional information | View File |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

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

635

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

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

582

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

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

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The College follows a structured system of making the learners feel at home in their College from Day One when a One Day Orientation Program is organised, where Senior Faculty create an awareness on the History and the Uniqueness of the College, the System of Autonomy and Semester System, Student Centric Teaching Methods, Evaluation and Examination System, Student Welfare facilities, Awards for Academic Proficiency, Extracurricular Activities, Student Council, Associations and Clubs for All round talent development and leadership excellence. The following initiatives are adopted for assessment of students' learning levels and supporting their academic development while fostering all round progress:

- Entry level Surveys for all Freshers during the One Day Orientation Program is conducted.
- Each Department organises a One Week Bridge Course to enable the learners to adapt to the higher levels of acquiring knowledge, thinking and analysis in their Undergraduate Course
- Test at the end of a Week long Bridge Course to categorise the learners into Slow, Moderate and Advanced Learners which facilitates using the right approach for academic development.
- Formal Placement Test in English for streaming the learners based on their English Language competencies

All the above strategies facilitate categorizing the learners into slow, moderate and advanced learners.

Slow learners are supported through

- Academic mentoring,

- Remedial teaching,
- Peer teaching,
- Additional tutorial classes,
- Giving study material and
- Attaching advanced learners as Peer tutors for coaching them in difficult concepts.

An analysis of remedial coaching outcome reveals that more than 50% of the slow learners have successfully cleared the Course.

Advanced learners are

- Assigned auto didactic assignments and Projects
- Nominated as Team Leaders for Presentations and Seminars.
- Encouraged to participate in National level Seminars or work with Senior Faculty on research based Articles presented in Conferences
- Involved in contributing, creating, editing and publishing In-house News letters or magazines.

In KINDLE - an Experiential Learning outreach Program of the College which is One of the Best Practice of the College, the advanced learners demonstrate experiments in Science to school students from the neighborhood schools to instill love for pure sciences. Many of these learners have joined reputed schools as Science Teachers.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://stjosephsvizag.com/best-practices/ |

2.2.2 - Student – Teacher (full-time) ratio

| Year | Number of Students | Number of Teachers |
|------------|--------------------|--------------------|
| 30/09/2021 | 1856 | 94 |

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

2.3 - Teaching- Learning Process

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

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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, Power Point Presentations Assignments, Demonstrations, Remedial Classes and Exhibitions.

Experiential learning - facilitated through

- experimental studies,
- case study,
- field trips,
- model making,
- interior and textile designing,
- Ad D'sign Makers
- selling a team made product,
- internships,
- designing newsletters and magazines,
- short film making,
- media reporting,
- shadow enterprise study,
- practical socially useful Mini projects like ground water analysis, bacteria levels, blood sampling etc,
- molecular model making,
- language and media lab assignments,
- brochure designing besides others.

Participative learning - facilitated through

- group discussions,
- brainstorming & reverse brainstorming
- DO IT,
- quizzes,
- student seminars and presentations,
- poster presentations,
- qui ckie threes
- short story or article writing,

- article reviews
- role plays,
- peer or collaborative learning,
- advertisement analysis of you tube ad videos,
- movie analysis,
- Digitized & e-learning through You tube, Open Access, Moodle, Google Classroom Videos, Online Assignments and MOOCs and others

Problem solving - facilitated through

- Case study (Commerce & Management & Psychology),
- Practicum
- numerical and analytical problems in analytical, physical and natural sciences,
- social issues through social outreach visits
- generating solutions,
- surveys,
- management games among others

These techniques are recorded in the Annual Report (Department wise) and reported in the uploaded AQAR. RUSA 2.0 augmented technology enabled digital teaching learning resources through smart and virtual classrooms. The 6 smart classrooms are wholly used by the Faculty. The usage register is also maintained.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional Information | https://stjosephsvizag.com/best-practices/ |

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

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

In SJCW (A), a number of classrooms and Computer labs are ICT enabled with projectors installed and the campus is enabled with high speed wifi connection. The faculty use various ICT enabled tools to enhance the quality of teaching-learning especially during the pandemic and after like

1. Google classroom which is used to manage and post course related information- learning material, quizzes , lab submissions and evaluations, assignments, etc.
2. Virtual labs are used to conduct labs through simulations.
3. Online drawing tools, mind maps, are used to perform student centric activities.
4. Power Points are enabled with animations and simulations to improve the effectiveness of the teaching- learning process.
5. Many online learning environments have been explored to train students in open problem-solving activity.
6. Media lab facility is used to create video lectures and upload in appropriate platforms for students to use as extra learning resources.
7. Lab manuals are mailed to students well in advance the experiment is performed so that they can follow and ask questions.
8. Online quizzes and polls are regularly conducted to record the feedback of the students.
9. To teach mathematical subjects in online mode, teachers have used various online tools like- whiteboard in Microsoft teams, Jamboard in Google meet, etc.
10. You tube, NPTEL, Bharat Pade Online, Byjus etc are common e commerce platforms which the Faculty and students explored for guided learning, self learning and MOOCS.
11. Many Faculty have not only been involved in ICT Creation of Learning Material but have designed their own You Tube Videos to make learning interesting and interactive too:

1. Ms. Anitha from Humanities 60 videos on various topics
2. Dr. Mary Anupama from Biochemistry 24 videos on related topics
3. Dr. P K Jayalakshmi from Hindi 37 videos on variety of topics

This is in addition to all the Faculty using Google Classroom, Zoom and Microsoft Teams to do Online Presentations for Teaching Learning and Evaluation for the students, thus adding valuable

contribution especially during the pandemic time.

| File Description | Documents |
|--|---|
| Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process | https://stjosephsvizag.com/facilities-in-college/ict-it/ |
| Upload any additional information | View File |

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

2.3.3.1 - Number of mentors

80

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

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

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

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 request Department Heads to submit Plans of Action (POA) for the coming academic year and checks compliance of the Action Taken Report (ATR) of each Department at the end of the period.

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 uploaded and displayed in the website at the beginning of the academic year and strictly adhered to. At the time of submission of AQAR annually, the College also mails the College Handbook containing the Academic Calendar.

The Academic Calendar is scrupulously followed every year. The College also ensures timely dissemination of important information regarding reopening of college after vacation, exam schedules, payment of examination fees online, publishing of results etc through running scrolls and notices on the College website throughout the year.

All the teachers and students get a personal copy of the Handbook containing the Academic Calendar at the beginning of the academic year.

The academic calendar strikes a favorable balance between academic and non-academic activities, teaching and examination schedule.

The Academic calendar in the Handbook (for Faculty & students) highlights the following details:

1. Name and dates of instruction days scheduled for each semester
2. Non instruction days (holidays) and significant days
3. Details and dates of the 2 Mid Semester Examinations (Descriptive & Online)
4. Semester End practical and theory Examinations
5. The academic and non academic activities are conducted as planned except in times of natural calamities (in 2020-21 COVID 19 Pandemic)
6. 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 (A lot of discretion had to be used by the College Management regarding 2020-21 due to disruption in the academic calendar owing to the Pandemic.

Curricular and Teaching Plans

1. The IQAC disseminates the prescribed Format of the Curricular and Teaching Plan at the beginning of the Academic Year to each Faculty Member.
2. 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.

3. 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.
4. 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. (There were a lot of deviations in this aspect due to disruptions in the year because of the pandemic)
5. 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)
6. 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 on the Teaching Diary which forms the basis for her high commitment and progress in her teaching career.
7. Curricular plans are designed for all the courses at the commencement of every semester in consonance with the Academic calendar and mostly adhered to. Chapter wise lesson plans are also made in a structured format and submitted to the Principal. Implementation of the two is monitored by IQAC. 'The teachers adopt the culture of maintaining lesson plans - a booklet for consolidated activities and maintaining records has been provided to all Faculty' as per the PTR

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

2.4 - Teacher Profile and Quality

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

94

| File Description | Documents |
|--|---------------------------|
| Year-wise full-time teachers and sanctioned posts for the year | View File |
| List of the faculty members authenticated by the Head of HEI | View File |
| Any additional information | No File Uploaded |

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

42

| File Description | Documents |
|---|---------------------------|
| List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years | View File |
| Any additional information | No File Uploaded |

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

9

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

2.5 - Evaluation Process and Reforms

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

| File Description | Documents |
|--|---------------------------|
| List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result | View File |
| Any additional information | No File Uploaded |

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

29

| File Description | Documents |
|---|---------------------------|
| Upload the number of complaints and total number of students who appeared for exams during the year | View File |
| Upload any additional information | No File Uploaded |

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

2.5.3 - IT integration and reforms in the examination procedures and processes**Examination Procedures:**

IT is very much integrated into the EMS at UG level through a customized software. UG examination system is almost fully automated, right from enrolment to issuance of Provisional Certificate and OD. College uses AU examination portal for management of PG exams.

College follows semester pattern for all its 4 UG and 2 PG Programmes. As usual, evaluation of all courses (theory & practical) was done in two parts, - formative (40% for UG & 20% for PG) and summative assessment (60% for UG and 80% for PG). The aggregate minimum for a pass in each course is 35% (UG & PG) with a separate minimum of 35% for E.S.E(only for UG). Several examination reforms were introduced in 2020-2021 because of the pandemic situation.

1. Reforms in UG examination procedures and processes:

Formative assessment was done in 2 parts for UG - 30% through modified MSE and 10% through online accessory methods. MSE, ESE and Accessory exams were rescheduled and conducted number of times in view of the pandemic situation. Special Supplementary and Instant exams were also conducted. Weightage to attendance has been removed. All physical exams were conducted by adhering to COVID protocols. An additional grace mark was allowed for marginal performers. Question

banks were upgraded, and question paper blueprints were modified to suit the situation. ESE Question paper pattern and duration were modified. Some practical exams were conducted in modified pattern online/offline.

2. Reforms in PG examination procedures and processes: Entire assessment was carried out in compliance with AU instructions. Schedules were planned by AU. Formative assessment was done in 2 parts. Evaluation was carried out on reduced course content. For PG one MSE in both semesters was conducted online in google forms and the other offline. Better of the two was considered for grading. Assignments and projects were also considered by some departments for formative assessment. All end semester practical exams were conducted with internal examiners on reduced course content.

Positive impact of reforms on the examination procedures and processes:

- All (>99%) students could participate in the evaluation process despite the pandemic situation.
- Customized (diverse and flexible) evaluation methods resulted in comprehensive evaluation at both levels.
- Even practical courses could be conducted and evaluated with a high level of credibility.
- Though pass percentage was slightly less in some semesters, it is higher than several other peer institutions under AU.
- Because of strict adherence to COVID protocols, no grievance on the mode of conduct was recorded from any student, teacher or supporting staff.
- The special supplementary and instant exam drives helped some of the students with back logs to progress.
- Results could be declared much ahead of others (for UG) without loss of academic year.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://stjosephsvizag.com/examination/examination-pattern/ |

2.6 - Student Performance and Learning Outcomes

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

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

1. Institution adopted CBCS in accordance with APSCHE guidelines and in compliance with NEP for UG Programmes(4) and complied with AU instructions for the conduct of its PG Programmes(2).
2. Outcome Based Education (OBE) is implemented at both levels. Curricula are developed and implemented for various UG and PG Programmes at SJCW(A) to match institutional Vision and Mission and have relevance to the regional, national and global developmental needs.
3. All Programmes have stated outcomes which are reflected in Programme Outcomes (POs) and Programme Specific Outcomes (PSOs). Courses are designed in accordance with UGC, APSCHE and AU guidelines. Autonomy advantage is leveraged to improve relevance.
4. All types of courses at all levels have stated Course Outcomes (COs) which are direct statements that describe the essential and enduring domain knowledge and abilities that students should possess upon completion of the said Course.
5. POs, PSOs & COs are framed in accordance with latest NAAC guidelines after due deliberation with academicians and considering the employability prospects and societal requirements.
6. These Outcomes specify the set of knowledge, skills, values, and attributes that the student will acquire upon completion of the concerned program at SJCW(A). Programmes at both levels are conducted with the objective of 100% attainment of the stated outcomes by students. POs, PSOs & COs are communicated to students in both online and offline modes through the following mechanism.

Mechanism of Communication of Outcomes to teachers and students:

- POs, PSOs & Cos are communicated by IQAC during Faculty Induction Programmes, Student Orientation Programmes, Alumni Reunions, Parents' meetings and BOS meetings to the respective target groups.
- POs of all programmes are printed on flexi sheets and displayed at prominent locations inside the campus.
- POs, PSOs & COs of relevant programmes are displayed in the departments /labs in the form of wall calendars.

- Course wise outlines along with objectives and outcomes are published in the college website and are available for student reference 24/7.
- PSOs & COs are printed in syllabus books which are available in the Examination cell and Library.
- POs, PSOs & COs are mailed to their respective students by faculty members and are also discussed during the class room sessions. They also highlight PSOs & COs relevant to specific topics during classroom sessions.

| File Description | Documents |
|--|---|
| Upload COs for all courses (exemplars from the Glossary) | View File |
| Upload any additional information | No File Uploaded |
| Link for additional Information | https://stjosephsvizag.com/naac/igac/ |

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

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

Response

Measurement of Level of Attainment (LOA) of POs and COs is crucial for the evaluation of the extent of realization of the envisioned goals in the institutional Vision & Mission. Predefined benchmarks were set for the computation of LOA of POs and COs. But originally set Benchmarks had to be modified (lowered) in view of the pandemic situation.

LOA Computation Methodology for COs: Computation of 'Level of Attainment of COs' for a Course involved both:

1. Direct Assessment tools
2. Indirect Assessment tools.

1. Assessment of Direct LOA of COs: It is indeed a fact that, the first three learning levels, namely, 'remember, understand and apply' and to some extent, the fourth level, 'analyze' can be assessed by conducting standardized blueprint-based examinations (SA/ESE) where students are permitted limited amount of time.

Higher order abilities like analysis, evaluation and creation can be assessed through Formative assessment (FA) and also through extended Course learning activities like projects and internships. Therefore, students' overall performance in FA+SA in any given Course is considered as a 'Direct LOA assessment tool' and the median mark of students for that course is identified. This median value is expressed as a percentage against the predefined benchmark value to obtain the Direct LOA of COs for that Course.

Benchmark for every Course was originally set as 'the average of the marks secured by top 25% performers of the previous batch in the same Course'. However, due to the pandemic situation, since several alterations were made in the teaching and testing methodologies, these benchmarks were disregarded, and newer and more realistic benchmarks were set and LOA(Direct) was calculated.

2. Assessment of Indirect LOA of COs: Computation of Indirect LOA of COs is done through students' online Course Feedback Survey wherein a structured questionnaire was administered to students and their response is solicited on a 5point scale with respect to all the Courses pursued by them in that semester. Questions were designed to elicit information on 1. Course's contribution to increase in knowledge 2. Depth of the Course 3. Relevance of reading material 4. Effort required for learning the Course and 5. Usefulness of teaching methodologies. Responses are consolidated and the median value of respondents' overall satisfaction level (against a maximum of 5) wrt the Course is computed as a % and taken as Indirect LOA of COs for that Course.

The average of the two scores (Direct LOA & Indirect LOA) is taken as the Level of Attainment of COs for that Course.

LOA Computation Methodology for POs: Only 4 POs are considered as tangible Outcomes that could be calibrated immediately after graduation which includes:

1. Students' Progression to Higher Education
2. Placements
3. Internships
4. Overall Satisfaction level on the Institution with respect to the expected outcomes.

These are computed based on student responses from online SSS and

Exit Survey after the completion of UG/PG. Exit survey had questions pertaining to graduates' Future Plans - Higher Education/Job/self-employment / preparing for competitive exams/home maker etc.

The number of students who opted for job in the exit survey is taken as benchmark value for computing LOA for Placements Outcome. The number of students who actually got placement is expressed as a percentage of this benchmark value and shown as LOA for Placements (Programme Outcome).

- The number of students who opted for Higher Education in the exit survey is taken as benchmark value for computing LOA for Progression to Higher Education Outcome.
- The number of students who progressed to higher education is expressed as a percentage of this benchmark value and shown as LOA for Progression to Higher Education (Programme Outcome).
- Number of students who could participate in virtual/real internship/field project studies in 20-21 is calculated as percentage against the total number of final year students and is projected as LOA for Internship (Programme Outcome).
- SSS has a question on satisfaction level of fulfilment of expectations from college (Q No 20). Percentage of students with greater than 60% satisfaction against total number of respondents is shown as Overall LOA (wrt expected POs).

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://stjosephsvizag.com/examination/semester-results/ |

2.6.3 - Pass Percentage of students

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

498

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students appear for and passed in the final year examinations | View File |
| Upload any additional information | View File |
| Paste link for the annual report | https://stjosephsvizag.com/examination/examination-cell-report/ |

2.7 - Student Satisfaction Survey

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

<https://stjosephsvizag.com/student-satisfaction-survey-analytics/>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

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The research committee of the college encourages and promotes research by allocating seed money, which can be utilized by the faculty.

- Motivation of staff and students for conducting research.
- Enhance the quality of research publications by faculty and students and publications in indexed journals.
- Support to attend workshops/ conferences, seminars, and present papers. Orients and provides guidance in arranging seminars and workshops.
- Conducts workshops on Research methodology for the UG/ P.G students and the faculty.

The college facilitates Research and development by providing

necessary facilities such as – computer with internet, Xerox, printer, and library facilities. The Management has always encouraged the faculty to pursue Ph. D through certain privileges like permissions within the college scheduled hours to visit University library or attend to research work.

The Management also exempts those involved in PhD or research work from routine college responsibilities like examination invigilation; supervisory duties etc so that they can concentrate on their research work and produce quality output.

Two Faculty members have completed their PhD's during this academic year.

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| File Description | Documents |
|--|---|
| Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | View File |
| Provide URL of policy document on promotion of research uploaded on the website | https://stjosephsvizag.com/research-consultancy/ |
| Any additional information | No File Uploaded |

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

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

0

| File Description | Documents |
|---|------------------|
| Minutes of the relevant bodies of the institution regarding seed money | No File Uploaded |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | No File Uploaded |
| List of teachers receiving grant and details of grant received | No File Uploaded |
| Any additional information | No File Uploaded |

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

0

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

3.2 - Resource Mobilization for Research

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

0

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

3.2.2 - Number of teachers having research projects during the year

0

| File Description | Documents |
|---|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional Information | Nil |
| List of research projects during the year | No File Uploaded |

3.2.3 - Number of teachers recognised as research guides

0

| File Description | Documents |
|---|------------------|
| Upload copies of the letter of the university recognizing teachers as research guides | No File Uploaded |
| Institutional data in Prescribed format | No File Uploaded |

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

0

| File Description | Documents |
|---|------------------|
| Supporting document from Funding Agencies | No File Uploaded |
| Paste link to funding agencies' website | Nil |
| Any additional information | No File Uploaded |

3.3 - Innovation Ecosystem

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

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The Institution provides an appropriate environment for promotion

of Innovation, Incubation Technology transfer and Entrepreneurship Development through SCIENCES (SJC Centre for Incubation & Entrepreneurship in iNnovative, Challenging Endeavours & Start-ups) - an Entrepreneurship, Innovation and Start-Up Centre in collaboration with APSCHE. The College started this Centre in August 2021.

The SCIENCES@SJCW with its Motto of 'Tapping latent potential to cross boundaries' is a Stepping stone for nurturing the original ideas of a young woman and make her a successful woman entrepreneur.

Vision:

The Vision of SCIENCES (SJC Centre for Incubation & Entrepreneurship in iNnovative Challenging Endeavours & Start-ups) is to kindle the entrepreneurial spirit within the students in alignment with our motto - 'Kindle the light within' and reach out in myriad ways

Mission:

1. To illuminate the spark of creativity among young women to begin with a small step
2. To build core values and strengths of entrepreneurship development in the students through skills enhancement initiatives
3. To emphasize and focus on creating student start ups resulting in successful entrepreneurs

The Centre is expected to perform the following functions.

- Awareness Campaign: Organize awareness programs for the students and employees on the campus and in the neighborhood localities to promote entrepreneurship and intrapreneurship in organized lines.
- Identification of potential candidates: The awareness campaign shall be used to locate and identify the potential candidates.
- Grooming: Organize Programs to groom potential candidates. Create entrepreneurship awareness and motivate students and faculty to think of promoting an enterprise independently or jointly.
- Incubation: Generate business ideas and convert them to develop viable business/incubation plans to create new

technology ventures.

- **Project development:** Facilitate the preparation of feasibility report, DPR as per the requirement of funding agencies and development of a comprehensive plan for starting a new Venture.
- **Mentoring:** Provide mentors to guide and share the efforts of creating new ventures with the potential entrepreneurs.
- **Networking:** Facilitate networking with related persons and organizations for adding value to each phase of the venture creation process (Start-Up) right from idea generation to venture creation.
- **Angel funding:** Facilitate early stage and seed funding to gain better valuation for the start-ups before a venture capitalist enterprise.
- **Organizing of Annual Entrepreneurs' Day:** Organize annual Entrepreneurs' Day in which students exhibit their innovations and business plans.

Organization system

The SCIENCES@SJCW will be guided by an Advisory committee under the chairmanship of the Principal of our College.

Advisory Committee:

Chairman of the Committee: Dr. Sr. Shyji PD

Principal, SJCW

Director of the Centre Ms. D. A. Ramani

Former Head, Dept of Office Management

Members:

Dr. Veerabrahmam Head,

(Science) Dept of Biotechnology

Dr. Rajyalakshmi Head

(Social Sciences) Dept of Psychology

Dr. Hadassah Olive Asst Professor

(Commerce & Management) Dept of Commerce & Management

Mr. Pullela Sastry Managing Director

(Computer Technology Expert) Xinte Technologies

Prof. Padmavati Machikanti Professor,

(Alumna CBZ 1991) Rajiv Gandhi School of Intellectual

Property Law, IIT Kharagpur

(Included in WIPF - Powerful Indian

Women in IP)

- The Centre Chairperson, Director and Members attended an APSCHE Webinar on 21st August to initiate the beginnings of all the College Centres
- The Centre in collaboration with the Dept of Commerce and Management organised Virtual Sessions on Entrepreneurship while celebrating Entrepreneurs Day
- The Centre in collaboration with Trailblazers Club organised 'Start Up Mela' on the occasion of National Entrepreneurship Day on 16th November 2021 where 13 Teams from various groups like BBA, BCom, BSc set up innovative Start Up Stalls with a concept and attracted the other students through their business ideas. There was an Investors Corner too where students could invest with coins.
- Many other Departments also celebrated the spirit of Entrepreneurship through their initiatives
- Due to the diligent functioning and encouragement provided by theSCIENCES @SJC two budding startups namely, SJC Mushrooms, & vermicompost. were initiated in the campus.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://stjosephsvizag.com/hats-off/ |

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

| File Description | Documents |
|--|---------------------------|
| Report of the events | View File |
| List of workshops/seminars conducted during the year | View File |
| Any additional information | No File Uploaded |

3.4 - Research Publications and Awards

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

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check | View File |
| Any additional information | No File Uploaded |

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

3.4.2.1 - Number of PhD students registered during the year

0

| File Description | Documents |
|--|------------------|
| URL to the research page on HEI website | Nil |
| List of PhD scholars and details like name of the guide, title of thesis, and year of registration | No File Uploaded |
| Any additional information | No File Uploaded |

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

32

| File Description | Documents |
|---|---------------------------|
| List of research papers by title, author, department, and year of publication | View File |
| Any additional information | No File Uploaded |

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

16

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://stjosephsvizag.com/research-consultancy/ |

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

3.4.5.1 - Total number of Citations in Scopus during the year

0

| File Description | Documents |
|---|------------------|
| Any additional information | No File Uploaded |
| Bibliometrics of the publications during the year | No File Uploaded |

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University**3.4.6.1 - h-index of Scopus during the year**

0

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

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

0

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

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

0

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

3.6 - Extension Activities

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

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

All the student volunteers are engaged in social service with a common objective of personality development through community service bearing a motto of 'Concern for others'. Though the pandemic dampened the spirit of the students, however it was the very same pandemic which made the Faculty, Non teaching staff and students reach out to the neighbourhood, distributing cooked food, rations, clothes, medicines in a phased manner.

1. The Extension activities in the neighbourhood under the aegis of UNICEF, SWATCH BHARAT, SWATCHATA ABHIYAAN, COASTAL CLEAN UP, VANAM MANAM, PINKATHON, RED RIBBON CLUB, ODF and others are highly appreciated by the public. The two slums adopted by the college for conducting the above initiatives have been declared as Open Defecation Free. A liquor shop existing in the neighbourhood has also been closed as a result of the number of protests undertaken by the college fraternity. All these activities are extensively covered in all the local and few national newspapers and equally applauded by the public for the commitment and passion of the students in community outreach. These social outreach and extension initiatives are in tune with the Vision, Mission and Core Values of the College.

2. All the Extension programs mentioned above have not only sensitized the students and made them catalysts of social change, but also the neighborhood communities, where they worked intensively, were positively impacted.

3. The percentage focus of student extension activities, envisaged and implemented towards community development, with reference to the total number of outreach initiatives:

Outreach social activities like cooked food, rations and pulses, medicines, clothes etc - 70%

Creating awareness on welfare schemes or Government programs - 30%
- 40%

Clean and Green initiatives - 40%

Personality Development Activities for Student volunteers - 20%

Drives to eradicate social evils like Dowry, Closure of liquor shops, prevention of Child abuse and concept of safe touch, nutrition and menstrual hygiene etc - as per the need

These reports are uploaded in the website frequently which enhance visibility, publicity and reputation of the College (enclosed Document of sample Photographs, Press clippings along with a Table of Awards to the Institution, video clippings)

The NSS Program Officers of the College has been awarded 'Best Program Officer' Award at the University and State Level in recognition of her outstanding spirit of service through her assigned college Unit.

The student volunteers too received many Awards and commendations in the District, State and National level

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://stjosephsvizag.com/institutional-social-responsibility/ |

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

the year

15

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

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

31

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

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

737

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

3.7 - Collaboration

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

53

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

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

functional MoUs with ongoing activities to be considered)

13

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

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

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

The college has adequate physical and infrastructure facilities for effective teaching-learning. It has an airy campus stretched over an area of 7 acres. The infrastructure features contributing to effective teaching-learning at the institution are given here under.

- 47 classrooms
- 1 Virtual classroom
- 6 classrooms with smart boards
- 19 ICT enabled classrooms
- 28 well equipped laboratories (25,605s.ft.)
- 3 Seminar halls
- Student computer ratio is less than 1 : 10
- Spacious Airconditioned two floor library (5872sq.ft.) with cybercafé and reprographic facility
- 4 Air-conditioned computer labs are well furnished with desktops, internet facility and LAN.
- The language lab is well-equipped with 40 desktops, speakers and headphones.
- Media lab is equipped with Lecture Capturing System and has

the provision to shoot short films.

- The well-equipped Science labs (chemistry, physics, zoology, home science, Biotechnology, and Botany) are optimally utilised for practical training and skill upgradation.
- The Textiles lab has 20 conventional sewing machines and two Jacome advanced machines and can accommodate 24 students at a time. It is upgraded with block printing equipment in 20-21
- The Nutrition lab was refurbished with vitrified tiles flooring and granite topped work centres.
- All labs are fire safety enabled with smoke detectors. During Lab sessions safety measures are strictly followed and lab assistants provide necessary support.
- A well-established Zoology Museum with a large collection of well-preserved specimens.
- NPTEL subscription that provide access to e books e-journals, e-magazines and research papers are available for remote access also.
- The institution has MANA TV LMS subscription through which programmes by the Commissionerate of Collegiate Education are telecast on topics related to the syllabus.

APSSDC (Andhra Pradesh State Skill Development Corporation) conducts skill training classes for Students

English Access Micro Scholarship program with US Consulate, General Hyderabad, is organised in the campus for students who lag in English speaking skills.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://stjosephsvizag.com/facilities-in-college/infrastructure-class-rooms/ |

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

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. However not many sports or Yoga activities could be conducted in 2020-21 because of the pandemic.

SPORTS & GAMES:The department of Physical Education is well established with facilities for training and organizing

- University level Inter collegiate Throw ball, Net Ball and Basketball 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 41,430sft. 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 Sports Federations of India.

Indoor sports facilities area measures 603 s ft. Two table tennis tables, Handball, Volleyball, movable poles, hurdles, basketball, fibre boards, victory stand, high jump poles are available in the sports room. 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.

GYMNASIUM:Gym facility is also available in the college which is open from 6:00am - 8:00am and 3:00pm-5:30 pm for students and staff. The gym is equipped with two treadmills, an air bike, 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. A usage register is also available with the Physical Education Department.

YOGA:Yoga is a 2 credit Personality Development Course offered by the college. Yoga classes are regularly conducted for the interested students in the College ground and in front of the Yoga hall. 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. A student of the college, Ms Yamini participated in International yoga competition and secured international ranking during 2020-2021. The college also has an

MOU with Sri Kamakshi Patanjali Ashtanga Yoga Centre for imparting professional yoga training to students.

CULTURAL ACTIVITIES:Facilities to conduct cultural activities include an indoor auditorium (450 capacity) and open air stage (36 ft x 33 ft - with 2500 viewer capacity), a sheltered Multipurpose Hall (400 capacity) and a sheltered stage facility (33ft x 29ft). Several intercollegiate and district level fests are conducted in the college optimizing these facilities (EXCELSIOR, Young Economist, Handloom expo etc.). 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 classrooms. 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.

Very few cultural events have been organised in 2020 - 2021 because of the pandemic.

| File Description | Documents |
|---------------------------------------|---|
| Geotagged pictures | View File |
| Upload any additional information | No File Uploaded |
| Paste link for additional information | https://stjosephsvizag.com/ |

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

19

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

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

85.71

| File Description | Documents |
|--|---------------------------|
| Upload audited utilization statements | View File |
| Details of Expenditure, excluding salary, during the years | View File |
| Any additional information | View File |

4.2 - Library as a Learning Resource

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

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

St. Joseph's College Library is as old as the college. It is spread over an area of 3806 sq. ft. The library has separate block with two storied building with centralised air conditioning. Library collection includes more than 29656 textbooks, 2152 reference books, 459 journals, 437CD's and 5211 back volumes of the periodicals. During last year 345 new textbooks, 16 reference books 31 journals were purchased.

In 2020 - 2021 college has taken NDLI membership and launched the NDL Club in the college. Access to innumerable digital resources is facilitated through this initiative. College is a subscriber for NLIST resources and is also NLIST local chapter. Library creates unique user ID to all the faculty and students, thus facilitating remote access 24/7 to NLIST and NDL resources. User awareness and training sessions are conducted by the librarian separately for newly recruited faculty and fresh learners. The collection of books includes hard and soft copies of books

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 partially automated with integrated librarymanagement software SOUL 3.0 (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 forthe collection of books by title, author, publisher etc. All the books are fully 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 Cyber Cafe 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 installed. 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 helps in tracking the attendance of the members. The Library is provided with high-speed internet and Wi-fi facility.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://stjosephsvizag.com/facilities-in-college/library/ |

| 4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources | B. Any 3 of the above | | | | | | | | |
|---|------------------------------|-----------|---|---------------------------|-----------------------------------|---------------------------|--|---------------------------|--|
| <table border="1"> <thead> <tr> <th data-bbox="86 358 529 421">File Description</th> <th data-bbox="529 358 1436 421">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 421 529 600">Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership</td> <td data-bbox="529 421 1436 600" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 600 529 698">Upload any additional information</td> <td data-bbox="529 600 1436 698" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table> | File Description | Documents | Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership | View File | Upload any additional information | No File Uploaded | | | |
| File Description | Documents | | | | | | | | |
| Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership | View File | | | | | | | | |
| Upload any additional information | No File Uploaded | | | | | | | | |
| 4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs) | | | | | | | | | |
| 1.41 | | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="86 913 529 976">File Description</th> <th data-bbox="529 913 1436 976">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 976 529 1039">Audited statements of accounts</td> <td data-bbox="529 976 1436 1039" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 1039 529 1102">Any additional information</td> <td data-bbox="529 1039 1436 1102" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 1102 529 1276">Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)</td> <td data-bbox="529 1102 1436 1276" style="text-align: center;">View File</td> </tr> </tbody> </table> | File Description | Documents | Audited statements of accounts | View File | Any additional information | View File | Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File | |
| File Description | Documents | | | | | | | | |
| Audited statements of accounts | View File | | | | | | | | |
| Any additional information | View File | | | | | | | | |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File | | | | | | | | |
| 4.2.4 - Usage of library by teachers and students (footfalls and login data for online access) | | | | | | | | | |
| 4.2.4.1 - Number of teachers and students using the library per day during the year | | | | | | | | | |
| 98 | | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="86 1527 529 1590">File Description</th> <th data-bbox="529 1527 1436 1590">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1590 529 1680">Upload details of library usage by teachers and students</td> <td data-bbox="529 1590 1436 1680" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 1680 529 1742">Any additional information</td> <td data-bbox="529 1680 1436 1742" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table> | File Description | Documents | Upload details of library usage by teachers and students | View File | Any additional information | No File Uploaded | | | |
| File Description | Documents | | | | | | | | |
| Upload details of library usage by teachers and students | View File | | | | | | | | |
| Any additional information | No File Uploaded | | | | | | | | |
| 4.3 - IT Infrastructure | | | | | | | | | |
| 4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities | | | | | | | | | |
| <p>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</p> | | | | | | | | | |

projectors, screens, smart boards help in better teaching and learning and virtual class rooms are also available with media recording and

Lecture Capturing System and 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 100MBPS 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 296computers that are accessible to the students and teachers for academic and cocurricular 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. 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 Nlist 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. Inflibnet 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 throughcorp.anvithasoft.com since 2013

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://stjosephsvizag.com/facilities-in-college/ict-it/ |

4.3.2 - Student - Computer ratio

| Number of Students | Number of Computers |
|--------------------|---------------------|
| 1856 | 296 |

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus

A. 750 Mbps

| File Description | Documents |
|---|---------------------------|
| Details of bandwidth available in the Institution | View File |
| Upload any additional information | View File |

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

A. All four of the above

| File Description | Documents |
|--|---|
| Upload any additional information | View File |
| Paste link for additional information | https://stjosephsvizag.com/facilities-in-college/ict-it/ |
| List of facilities for e-content development (Data Template) | View File |

4.4 - Maintenance of Campus Infrastructure

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

616.81

| File Description | Documents |
|-----------------------------------|---------------------------|
| Audited statements of accounts | View File |
| Upload any additional information | View File |

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

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

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

1. Standard Operating Procedures are displayed in the labs, for the usage of major and sensitive equipment and the benefit of the students
2. Log books are maintained to monitor the usage of desk tops, laptops and issue of sensitive equipment/tools in the Physics/ Chemistry/ Biochemistry/ Biotechnology/Computer labs
3. Usage tips are displayed prominently near the RO water outlets/ coolers / washrooms / wash areas and switches for

bulbs.

4. Library usage instructions are given by the librarian to all the new students in an orientation session, displayed prominently in the library and printed in the College handbook
5. Optimum usage of all the class rooms and labs

For effective maintenance of all the facilities in the College

- College has a trusted Team of technical personnel for maintaining its buildings, furniture , generator, electric, plumbing, computers, laboratories, gardens etc.
- The Maintenance Committee meets once a month to check on regular maintenance or special requirement and reports to the Office Superintendent
- The respective personnel undertake electrical/plumbing repairs and its maintenance.
- Separate 'Work done' registers are maintained for different services
- The buildings are regularly painted/ white washed. Dusting and sweeping are done daily and
- mopping is done regularly.
- The Computer Lab incharges look into minor repairs. Major equipment is under AMC for regular preventive and corrective maintenance. Major repairs are through request by the Head of the Department which is attended.
- Dust bins which are placed in all the class rooms, labs, wash rooms, corridors and ground are emptied daily.

- A sanitary napkin incinerator disposes the soiled napkins hygienically.
- The gardens in the College are continuously maintained - Green room, replanting and aesthetics
- All the lab equipment is maintained by the respective lab assistants besides dusting and cleaning
- The CFL electrical bulbs are replaced with LED bulbs.
- 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.
- The solar panels are cleaned and maintained three times a week for effective functioning
- 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.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://stjosephsvizag.com/facilities-in-college/ict-it/ |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

2139

| File Description | Documents |
|---|---------------------------|
| Upload self-attested letters with the list of students receiving scholarships | View File |
| Upload any additional information | View File |

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

187

| File Description | Documents |
|--|---|
| Upload any additional information | View File |
| Institutional data in prescribed format | View File |
| 5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology | A. All of the above |
| File Description | Documents |
| Link to Institutional website | https://stjosephsvizag.com/support-services/special-events/ |
| Details of capability development and schemes | View File |
| Any additional information | View File |
| 5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year | |
| 332 | |
| File Description | Documents |
| Any additional information | No File Uploaded |
| Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) | View File |
| 5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' | A. All of the above |

grievances Timely redressal of grievances through appropriate committees

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee | View File |
| Details of student grievances including sexual harassment and ragging cases | View File |
| Upload any additional information | View File |

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

74

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

5.2.2 - Number of outgoing students progressing to higher education

75

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

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

93

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

5.3 - Student Participation and Activities

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

7

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

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

5.3.2 Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution.

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 (as outlined out in the Mission Statement)

The Student Council is the most important Student body in the College which has representatives from all the Programs at all levels wherein the Representative Leaders are collectively nominated by the Principal and Faculty. 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".

They have a well-defined Student Council Charter which clearly delineates the roles and responsibilities of each of the Members

as well as their representation on all the Committees in the College.

Being an apex body of student representatives, the Student Council manages almost all the events like

- Acting as the interface between the Management & Faculty and the students
- Liaisoning with other College student Leaders for various events
- Managing Intra-collegiate and Intercollegiate events. Student Council identified and organized the participation of students in Talent Fests conducted by local colleges, public organizations and state government functionaries.
- Playing a proactive role in organizing events through Social media marketing and handling public relations
- Handle discipline, issues relating to indiscriminate unauthorized use of cell phone on campus, monitoring students during issue of bus passes, vaccination drives and medical campus among many others.
- Coordinating Association and Club activities and competitions
- Organising Knowledge and Skill forums and talks
- Sharing their knowledge through active student forums (both offline and virtual)
- Coordinating feedback on Class Representatives by their peers (offline and through social media and google forms)
- Counseling their younger peers in various aspects
- Ensuring ragging free campus

The Student Council Leaders are awarded 'Student of the Year' and other Leadership Awards in recognition of their outstanding Leadership prowess.

External Academic Audit Members have commended the Student Council for their performance.

Representation in various Committees

The Principal nominates Student Representatives on every Committee during Staff Council Meetings, Board of Studies, Academic Council like the Student Welfare Committee (Student Council is an integral part), IQAC Committee, Grievance Redressal Committee, Anti Ragging Committee, Internal Complaints Committee, Library Committee, Extracurricular Committee (NSS, NCC& SPORTS) Training & Placement Committee and on all Departmental Associations and Clubs,

The student representatives attend the various Functional Committee meetings and give their valuable feedback for the better functioning of the Committees.

The year 2020-21 being a Year of COVID 19 Pandemic, it was a real challenge for the students amidst online classes to conduct activities for the students to tap the talent and optimise their skill development. The Student Council organised 19 activities including celebration of Special days in collaboration with Associations and Clubs in the College. It was a pleasure to watch how they managed such a humungous job and adapted to the challenge of organising these activities inspite of internet connectivity issues and interruptions. The Student Council coordinated with all the Associations and Clubs and had numerous activities both Online and Offline successfully. On the whole the Pandemic with the new norm of learning and growing apart from physical meeting made the young girls realise the value of many resources while exploiting latent creativity within them to explore new vistas of expression.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://stjosephsvizag.com/student-council/ |

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

105

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| List of sports and cultural events / competitions organised per year | View File |
| Upload any additional information | View File |

5.4 - Alumni Engagement

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

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

When we recall the past, we usually find that it is the simplest things not the great occasions that in retrospect give off the greatest glow of happiness. Bob Hope

The year that was especially during the pandemic was challenging for the whole world and so was it in St. Joseph's College. We dreamt of having many events especially a massive Reunion of the Alumnae across all batches. We could not have a physical Reunion of the Alumnae but a silver lining was the registration of the Alumnae Association in June 2021

The first Virtual meeting of the registered body was held on 26th June 2021.

<https://drive.google.com/file/d/1cPfmEbwLlhApNRyRkbh9P5g5i2j1tFW2/view?usp=sharing>

In consequence to the registration, the Foundation Day of the College was virtually celebrated on 2nd July 2021 where a number of Alumnae and former Faculty participated in a two hour event which was nostalgic as well as emotional.

The SJCW Foundation Day Meet was a very beautiful experience for the Former Faculty, Alumnae, Teachers and present Josephines.

Each one in their own way especially the young student Leaders expressed their thoughts concisely yet full of gratitude and emotion for their Alma Mater! The President of the Student Council 2020-2021 Sravya Dadi represented her individual and collective feelings as a Josephine. All the others - Saakshi Chauhan, Sri Soumya, Sahitya, Raghav Gayatri from BA, Swathi from MPC, Megha Varshini, Esther Margaret from Sciences and Vaishnavi from BCom completed the students circle!

The Senior Alumnae cum Faculty - Dr Suguna Kannan, Dr P S Annapurna, Mrs Sita Devi, Dr Lakshmi Prabha, Dr Mangaveni, Mrs Gayatri Devi touched an emotional chord in the students' hearts. All in all it was an impromptu yet meaningful virtual meet with everyone becoming so nostalgic.

Prof P Mangaveni with all her hard work and supported by others

got the registration done. She is the President of the Association, Dr Y Lakshmi Prabha is the Vice President, Ms Ramani Dhanaraj is General Secretary and Dr Bhaskara Sudha is Treasurer. Dr Usha Gajapathiraju is the Joint Secretary and Dr A Mythili is Member of EC along with Ms Mary Vijaya Ratna, Ms Anitha and Sr Nirmala (Lata)

Dr Sr Vincy Shyji Principal is the Honorary Secretary and she is the big pillar of support for all events along with Sr Mary, Secretary of the College

<https://youtu.be/vtW3qWLcOYc> - Link to the video of the Foundation Day celebrations.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://stjosephsvizag.com/support-services/regular-events/alumni/ |

5.4.2 - Alumni's financial contribution during the year

D. 2 Lakhs - 5 Lakhs

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

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

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

The vision and mission of the College is well defined and reflects the congregational charism and ethos of empowering women. The Governing Body provides the necessary direction for realizing the Vision and Mission through proactive plans and recommendations. The Internal Leadership ensures the implementation of the recommendations through strategic deployment.

The Vision, Mission Statement and the Quality Policy of the College resonate true to its motto 'Kindle the light within' 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 decentralisation of authority and inspires and enhances participative leadership by involving various stakeholders at many levels of decision-making.

The Governing Body 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 and accountability

The various Statutory and Functional Committees consist of Faculty and student representatives. 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 | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://stjosephsvizag.com/about-st-josephs/administration/ |

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

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

SJCW (A) practices decentralization and participative management to achieve excellence and quality in its functioning by involving Faculty, Administrative and Ministerial Staff and students in all its activities at various levels. It has a well-designed organizational structure with different bodies and committees and well-defined sustainable processes to muster leadership and manage different functions while initiating timely action, in alignment with its vision, mission, core values and quality policy

A Case Study on Process of Curriculum Programme Review and Redesign

The process of curriculum/programme review has been established in consultation with experienced subject matter experts in developing or implementing similar educational processes.

Steps in Curriculum Programme Review Process

1. **Feedback:** The Institute has a many pronged strategy to review and receive feedback on each programme (Curriculum, Co - curricular and extra curricular. The various channels that are employed are the following:

- Individual class feedback by faculty
- External Examiners in End-Semester Examinations
- Departmental Board of Studies
- Academic Council
- Peer Experts feedback
- Alumni and Parents
- Employers rating and feedback
- Internal Quality Assurance Cell
- Academic and Administrative Audit Committee
- Planning and Evaluation Committee and Governing Body

2. **Departmental Review :** The Department analyses various reports, identifies areas of improvement annually and prepares need-based proposals for the following:

- Improvements in the existing syllabus: addition, deletion and modification
- Introduction of new courses : core or elective
- Introduction of new programmes
- Major review and revision through Workshops

3. **Approvals :** The proposals are placed before the following annually in chronological order:

- Departmental Board of Studies with external experts as members
- Academic Council
- Governing Body
- Approval of relevant Statutory Regulatory Authority for new programmes

The Department Board of Studies is chaired by the Head of the Department. It constitutes faculty members and external experts. The Academic Council also comprises of all Heads of Departments, distinguished external experts from academia and industry, senior faculty by rotation and is chaired by the Principal and Correspondent. The Governing Body comprises representatives from UGC, State Government, Management Representatives from the Congregation, Senior Faculty, and is chaired by the Principal.

| File Description | Documents |
|---|---|
| Upload strategic plan and deployment documents on the website | View File |
| Upload any additional information | View File |
| Paste link for additional Information | https://stjosephsvizag.com/about-st-josephs/administration/ |

6.2 - Strategy Development and Deployment

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

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

Strategy deployment for success in various parameters is as given below:

Curriculum Development

- The Boards of Studies in each Department scrutinizes the Core Curriculum annually as per expected standards (UGC, NAAC, APSCHE). It is ratified in the Academic Council to be implemented from the next academic year.
- Feedback from stakeholders (Student Satisfaction Survey on Curriculum), Feedback from Industry, Placement recruiters, Peers and Alumnae are considered as important benchmarks in making the curriculum relevant to the present local and global needs and standards.
- The Faculty counsel the students on Specializations and Electives chosen in the Final Semester for career progression which are translated into Field Projects, Internships vis-à-vis Presentations for assessment.

Teaching and Learning

- Teaching-Learning is the fulcrum around which all quality initiatives, strategies and outcomes are centered.
- As part of quality efforts to streamline TL process, Department Faculty meet once a fortnight to share and deliberate on learner-centric techniques of teaching based on relevance to their curriculum and incorporate them in their Teaching Plan.

- Technology-enabled demonstration of pedagogical learning through video lectures, LMS and slide presentations enhance students' learning experiences.
- Since the curriculum is mailed to each student, Teachers conduct innovative evaluations varying from department to department.
- Students evaluate the techniques and give positive suggestions for feedback.

Examination and Evaluation

- Implementing Outcome Based Education in a technological age translates to quality and orientation for the faculty.
- As the Course Outcomes for each respective course are planned in advance, the Teachers design a rubric for the assessment components with corresponding marks, incorporated in the Course outline for prior preparation for the students.
- The core mission of teaching is to build the learning competencies guided by LOTS (Lower Order Thinking Skills) or HOTS (Higher Order Thinking Skills). Different forms of assessment include assignments, project work, problem sets, quizzes, class tests, presentations, and other unique methods.

Research and Development

- The Research policy was strategized to encourage faculty to indulge in Active research. Faculty development Programmes with experienced Mentors were conducted to enhance writing skills for research and how to get papers published.
- Faculty was encouraged to take up collaborative research with students, industry and other academicians, besides cash incentives for papers published in peer reviewed journals.
- Paper presentation in Conferences and publication has been rewarding due to multiple initiatives and encouragement to faculty (100% increase)
- The Seniors became role models for the Juniors and co-authored Papers for publication in Journals

Library, ICT and Physical Infrastructure / Instrumentation

- Library has been aesthetically redesigned and updated technologically.
- New journals, magazines, books and online database were procured to establish an academic rigour, in addition to

Seminars for Faculty and Students on usage of Library services (Physical and Online).

- Infrastructural requirements were reviewed in the beginning of academic session with the Committees checking for additional requirements.
- New classrooms, hostel facilities (more rooms), Seminar Halls, Computer Labs and Chemistry Lab were redesigned and refurbished.
- Faculty cabins were prepared added.

Human Resource Management

- Proactive Human Resource planning is undertaken to assess requirements of Staff and Vacancies for advertisement in local newspapers
- The Selection process of Panel Interview vis-à-vis Teaching Demonstration by the candidate followed by a personal Interview with the Principal
- The HR Policies are clearly laid out and communicated to the Faculty at the time of recruitment with an Appointment Order comprising the conditions in the workplace.
- Morale of the Faculty to undertake academic and social research work is reasonably commendable.
- Faculty motivated the students to co-author Papers in National and International Conferences

Industry Interaction / Collaboration

- The Training and Placement Committee (TPC) with APSSDC College Coordinator meets at the beginning of the academic year to discuss the modus operandi of handling placements.
- The Company Recruitment Teams get in touch with the TPC to look into the schedule of recruitments for the year
- The College adopts a data oriented approach towards meeting the growing placement needs through structured Databases and updating them continuously.
- The TPC organizes Career Preparatory Sessions with the Faculty within and Input Motivational Sessions through Industry Experts
- The Placement Letters are received by the students which are recorded.

Admission of Students

- The Admission Committee finalizes the updated brochure which is uploaded on the website along with the selection

procedure and eligibility criteria.

- The selection is based on Government reservations for SC/ST/BC and Minority candidates since the College is a Catholic Minority Institution
- Students who meet the merit and other criteria are sent call letters for Interview with the Selection Committee.
- All Government norms are followed and parents have an Awareness Seminar on campus life and quality standards adopted.
- Once parents and students clear the formalities, they fill the undertaking and pay the fees to join.

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://stjosephsvizag.com/about-st-josephs/milestones/ |
| Upload any additional information | View File |

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

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:

SJCW(A) is a 2f and 12B Catholic Minority Institution founded and maintained by the congregation of Sisters of St. Joseph of Annecy, France. The college is managed by St. Joseph's College Society which is a part of the Society of Sisters of St. Joseph of Annecy. It has a well-represented organisational structure made up of the top echelons of the Congregation, higher level Management of the College, senior members of various academic and administrative bodies and the Departmental Heads.

The Board of Management and the Governing Body are the highest authority statutory bodies comprised of the Members from the

Congregation namely the Provincial Superior as the President of the College and the Chairperson of the Board of Management, the Superior of the Convent as the Vice President of the College, External Members, and Internal College Members. The Principal is the administrative Head of the College responsible for the smooth functioning of the institution. Inputs from AC, Academic Advisors, Autonomy and NAAC Peer Team members are considered by her while introducing academic and administrative reforms in the institution. She also consults and coordinates with the Correspondent, IQAC, Examination Cell and the Office Superintendent for key decisions, and communicates them to the President of the Society for final approval and implementation. The Sisters of St. Joseph's College hold all the key administrative positions in the institute such as the Correspondent, Principal, Vice Principal, Office Superintendent, Hostel Warden, as Members of the College society and Board of Management and Governing Body.

Being an autonomous college, functioning of SJCW(A) is guided by regulatory bodies such as Governing body (UGC regulatory), Academic Council (University regulatory) and Boards of Studies (Academic 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. Conduct of BOS and implementation of its resolutions is monitored by Examinations Cell and IQAC respectively.

The onus of smooth departmental functioning lies on the Head of the Department who not only monitors curriculum transaction but also ensures effective teaching, learning and evaluation within the department along with co-curricular activities. The HOD holds the additional responsibility of liaising between the department and other administrative functionaries of the institution. The Examinations Cell is an independent body headed by the Controller of Examinations (CoE) and supported by a team of able and reliable staff. The CoE coordinates with the Principal, Office, HODs and Examination section of Andhra University for the smooth conduct of exams and timely declaration of results.

The Office Superintendent along with the Principal and Vice Principal manages the administrative aspects of the college while coordinating with the Controller of Examinations, Heads of Departments, and the ministerial staff. The Technical Staff report to the Heads of the Departments and the Office Superintendent, while all the Supporting staff report to the Office Superintendent and are monitored by a Supervisor.

Duties and functions of all academic and administrative bodies are clearly defined, and compliance is totally ensured. Recruitment policy is framed in tune with 'Catholic Minority' status of the college and strictly implemented. Recruitment Policy and Procedure Document is available on the college website. Service rules and promotion policy for all categories of personnel in the college are well defined and implemented.

A structured grievance redressal mechanism is in place both for staff and students. Record of grievances and their redressal is available with the college. Internal Complaints Cell investigates all forms of harassment within the campus and ensures a ragging free, safe and secure campus.

| File Description | Documents |
|---|---|
| Paste link to Organogram on the institution webpage | https://stjosephsvizag.com/wp-content/uploads/2022/01/ORGANOGRAM-OF-SJC-converted_page-0001.jpg |
| Upload any additional information | View File |
| Paste link for additional Information | https://stjosephsvizag.com/about-st-josephs/administration/ |

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

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

6.3 - Faculty Empowerment Strategies

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

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

St. Joseph's College for Women (A), Visakhapatnam, despite being affected by the Pandemic, recognized the needs of its most important stakeholders namely staff and the students. The college with the help of Waltair Community Sisters distributed daily the food packets for two months. It identified the economically poor staff and the students and provided financial support. The College also extended emotional and mental support to the staff and students affected by the Pandemic by arranging professional online Counselling.

COVID-19 ACTIVITIES DURING 2020-21

Relief Programs Undertaken

COVID-19 Contribution from staff & others : 96,020.00

Expenditure :

- 1) Food on Wheels (Provisions bought) : 98,490.00
- 2) Medical Kits help to staff : 19,024.00
- 3) Financial Assistance to Students (72 nos.) : 1,32,000.00
- 4) Financial Assistance to NT Staff : 1,33,000.00

Total : Rs .3,82,514.00

Student Fee 30% concession for II and III Degree students:
Rs.72,26,661.00

The College implements all statutory welfare measures to both teaching and non-teaching staff. Various monetary, non-monetary measures towards personal and professional growth are being implemented to the satisfaction of the employees, given the fact

that it is a not-for-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
- Need based Medical and Maternity leave and benefits are sanctioned for Staff (Teaching & Non teaching)
- Aided Faculty and Staff avail 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
 - Fitness centre
 - Staff Rest rooms
 - On Call Ambulance Facility
- Monetary or Non-monetary welfare/ support 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 to the needy staff wherever necessary like hospital expenditure, wedding expenses or for construction of 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 loanees.
 - Christmas Bonus extended to all Management Faculty and Staff along with Christmas gifts.
 - Reservations in seats for admission to children of Faculty and Staff.
 - Fee concession to children of economically weak staff
 - 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

Measures for Career Development/Progression

- Conducting ability enhancement and training workshops to faculty and staff
- Providing seed money for small time research
- Cash incentive for paper publication
- Research support (MPhil or PhD) through time allowances and usage of library and laboratory 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
- Advance amounts extended by the College in case of delayed salaries for Faculty and Staff.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://stjosephsvizag.com/covid-19/ |

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

9

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

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

40

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres) | View File |
| Upload any additional information | No File Uploaded |

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

27

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

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

6.4.1 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

The 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 for implementation in the next financial year.

Customised 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 as per the norms.

The Utilisation certificate of the various schemes of UGC is also audited by the Chartered Accountant of the college which has been accepted officially by UGC. Overall an effective financial management system is in place and is helping the institution in overall growth.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://stjosephsvizag.com/about-st-josephs/administration/finance-committee/ |

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

13.53

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | View File |
| Details of funds / grants received from non-government bodies, individuals, philanthropists during the year | View File |
| Any additional information | View File |

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

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

SJCW(A) is a not-for-profit organization and therefore, mobilization of funds is carried out in a non-commercial manner. The mobilized funds are utilized for academic, administrative, developmental, maintenance and outreach 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 framed by the College administrative bodies like the Governing Body and Finance Committee (in compliance with State Government guidelines for tuition and other fees).

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

1. Introduction of self-financing courses like BBA, B.Com. MA, MSc etc.
2. Admitting International students.
3. Leasing the college infrastructure for competitive exams on holidays
4. Organizing fund raising programmes like EXCELSIOR fest etc.
5. Receiving donations from philanthropists and well wishers
6. Converting Philanthropic contributions into fixed deposits and raising interest
7. Requesting for Corporate Social Responsibility (CSR) from industries.
8. Alumnae financial support in times of need
9. Collection of funds from students and staff in emergency situations.
10. Increasing the fee of every new admitted batch by 10%.
11. Consultancy initiatives by Faculty.
12. Financial resources are also mobilised through international collaborative initiative with U.S. Consulate General Hyderabad, as part of the initiative the funds generated are

utilised for upgrading the English language skills of underprivileged women students.

Optimal Utilization: During the annual budget preparation in the institution highest priority is attached to staff salary and compulsory recurrent expenses component. Compulsory budgetary allocation is also made to all remunerative services in accordance with the prevailing policy.

All the academic and administrative heads of the college are instructed to list the requirements with reference to their concerns, under any one or more of the following categories -

- For conducting of seminars/conferences/training workshops etc,
- For developing and upgrading of laboratory infrastructure
- For Computing facilities, software, information resources
- ICT for teaching-learning-evaluation
- For extension activities, etc.

These lists are screened for 'needs' and 'wants'. 'Needs' are always prioritized over 'wants'. Needs pertaining to 'teaching-learning' are prioritised over other needs. Item wise budget estimations are later prepared. The same is placed before the Finance committee for its perusal. The committee in turn will deliberate and make necessary changes for a proper balance of income and expenditure and forwards the resolutions to the Governing Body for approval. Allocations are then made in the budget based on the importance & urgency of the requirement. This leads to optimum utilization of financial resources.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://stjosephsvizag.com/facilities-in-college/infrastructure-class-rooms/ |

6.5 - Internal Quality Assurance System

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

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

NAAC peer team has visited SJCW(A) in July 2019 and conducted on sight evaluation of the college. All the suggestions put forward by the team orally and in the Peer Team Report have almost been implemented in the year 2019-2020 itself. The Academic and Administrative Audits, intended to be conducted by APCCE in April 2020 and 2021, were cancelled owing to the pandemic situation. However, all the COVID time instructions and guidelines communicated to the college by various regulatory bodies throughout 2020-2021 have been scrupulously implemented. They include providing separate entry and exit points and arrangements for the availability of the following at all entry and exit points, including the reception area.

- Thermal Scanners
- Oxymeters
- Alcohol based Sanitizers
- Face Masks
- Face Shields
- Gloves
- Hand Wash Stations

IQAC of the college collaborated with AU CDC and IQAC of Dr. V.S. Krishna Govt. Degree College and got the Academic and Administrative Audit of the college (for academic year 2020-2021) done on its own. All suggestions from the Academic Advisors were also implemented.

Incremental improvements made during 2020 - 2021 include

- Upgradation of Google Subscription & Internet Bandwidth for effective online teaching learning
- Launching of new College Website
- NDLI Membership to college and students and subscription for more online learning resources.
- Conduct of several online resource talks, training programmes and virtual internships for knowledge and skill

upgradation

- Launching and conduct of online/offline certificate courses in collaboration with US Consulate. Launching of NSQF Certificate Courses for Skill Development of students.
- Recording online lectures of faculty members and making them available for students' use in the domain drive space 24/7
- Awarding extra credits to students for completing MOOCS.
- Registration of Alumnae Association SAATH
- Several reforms in FA and SA evaluation mode and methods. Preparation and/or upgradation of Question Banks and Question Paper Blueprints to suit online Teaching-learning and evaluation
- Installation and/or up gradation of Plagiarism Check, SPSS and Antivirus software
- 21 Computers, 1 laptop, microprocessor, barcode scanner, Projector with screen, 10 printers, 6 AC, Conductivity Cell, library infrastructure, 32 Block printing sets for Home Sc Dept etc are some of the purchases made in 2020 -2021 to augment teaching-learning and evaluation effectiveness.
- Construction of a separate floor for examinations and renovation of existing infrastructure is in progress.

All these efforts have contributed to institutionalising quality

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://stjosephsvizag.com/about-st-josephs/milestones/ |

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

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

IQAC of SJCW(A) has been functional since 2005. It is set up as per the latest NAAC guidelines. It reviews the teaching learning process and learning outcomes regularly through a structured monitoring and feedback mechanism.

2020-2021 academic year is the year of pandemic. IQAC of SJCW(A) strived hard to institutionalise quality assurance in the teaching

- learning process of the college through its strategic Plan of Action drafted before the commencement of the delayed academic year. This POA included not only the methodologies to be adopted to upgrade and sustain teaching learning quality but also means and modes of review of the process throughout the year, even during the pandemic situation and the extended lockdown. Since 'failing to plan is equal to planning to fail', IQAC in association with the Calendar Committee prepared the tentative semester wise academic plan for the delayed academic year 20-21. At the behest of IQAC, teachers were instructed to prepare semester wise Curricular Plans for all their respective courses for both online and offline classes. Teachers detailed the course wise Curricular Plans in the chapter wise Teaching Plans. These plans were communicated to IQAC online during the lockdown period. They were also communicated to students. However, originally prepared plans had to be modified later because of the second wave of pandemic. Implementation of the plans was monitored by IQAC and also reviewed at regular intervals. Conduct of online classes was monitored by the Principal, Vice Principal and senior faculty members of the department via surprise visits to virtual classes and interaction with students on the virtual platform.

Day to day information on the online classes was gathered by IQAC through Google forms. Details of conduct of online classes during the lockdown period are available under the BharathPadheOnline tab available on the college website. Video recordings of the lessons are also available on APCCE portal under OTLP tab. Video recordings of lessons were also made accessible to students by sharing drive links to the videos at the behest of IQAC. Word files, PPTs and videos of lessons were also shared with students through Google Classroom. Student feedback on teaching - learning process was regularly sought by IQAC through google forms. Issues related to teaching methodology and digital lesson content were promptly addressed. Virtual internships and project studies on secondary data were also allowed. However, nothing could be done wrt connectivity issues.

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Two practices through which teaching learning process and learning outcomes are regularly reviewed IQAC are mentioned here under.

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 junior teacher's classes of their respective subject with an intention to 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 on Faculty/Course: IQAC uses a standard questionnaire to evaluate the Courses, Teachers and the Teaching - Learning Process. All students participate in the process and give online feedback regularly. Students give feedback on the various aspects based on the learning outcomes. Feedback is analysed by IQAC and necessary action is initiated through Principal and HODs later on. The Principal also meets each teacher individually, appreciates the good and positive aspects while the concerns etc. are discussed to improve the teaching learning.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://stjosephsvizag.com/student-satisfaction-survey-analytics/ |

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

A. Any 4 or all of the above

| File Description | Documents |
|--|---|
| Paste the web link of annual reports of the Institution | https://stjosephsvizag.com/naac/igac/ |
| Upload e-copies of accreditations and certification | View File |
| Upload details of quality assurance initiatives of the institution | View File |
| Upload any additional information | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

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

The women students have an Orientation Induction Program on the First day of their College which includes a One Day Awareness cum Sensitization program on all aspects of their learning experiences in the campus including the access to general infrastructural facilities and special facilities like rest rooms, sick rooms, disability friendly wash rooms, lifts and ramps, wheel chair facilities etc. Students are apprised of the gender support during the Program

The College has taken several measures to enhance safety & security on campuses by constituting Grievance Redressal Cell (with suggestion/redressal boxes across the campus) Internal Complaints Committee (ICC), installing CCTV cameras & by providing round the clock security and a Campus Clinic with a doctor on call.

The ICC ensures that posters promoting gender equity & sensitization are placed on the Notice Boards and in all prominent places in the campus. Telephone / Mobile numbers of the ICC Chairperson and members are made available on the Notice Board of the office, Main Notice Boards, Entrance Space, Hostel Building, College Directory & Website. Strict confidentiality is maintained by the respective Committees to encourage the students to lodge complaints without fear.

Counselling is provided to the complainants and the respondents independently by the ICC. The Counsellor of the College through SAHAY and the Psychology Department provides counselling to students of all departments. Training & Placement cell also conducted special lectures, mock interviews etc. for career counselling of students.

The College organises Special Lectures in collaboration with the Police Department on DISHA Act and the App on 'POSH Act and Sexual Harrassment at Workplace' to create awareness among the girls on their safety. Specialised Sessions are organised through well known Women Advocates and Experts in Women's Issues to promote gender equity. Medical camps are organised periodically for the physical and mental upkeep of the young women with very well known Gynecologists and Women Professionals.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://iqacsjcw.blogspot.com/p/agar-2020.html |

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

A. Any 4 or All of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geotagged Photographs | View File |
| Any other relevant information | View File |

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

The Student run Waste Management Club is successful in creating awareness amongst school & college students, their families, faculty & sanitary hygienists even during the pandemic, though the

momentum was less. 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.

The Waste Management Club was one of the most successful clubs in the past, but the Pandemic changed everything and how waste became a challenge to collect or handle as everyone had their own reservations about not handling such stuff. The College however did not stop thinking futuristically. They began to collaborate with Suraj Krishna Greeneries.

The College in collaboration with Suraj Krishna Greeneries motivate the students to bring dry recyclables like paper and other degradable and non degradable waste from their homes and donate to WOW Initiative. The initiative is just picking up though slowly because of the pandemic and students are cautious about picking up waste. But in the months to come, given the way the COVID 19 pandemic would speeden or slow down, the initiative has a lot of promise. After a couple of months, the possibility of students being trained is currently under progress which would depend on the Pandemic status. Suraj Greeneries aims at a revenue building model of waste being converted into other reusable material. The students are very active and have come up with vibrant Action Plans to make Waste Management Club relive its past glory.

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | View File |
| Geotagged photographs of the facilities | View File |
| Any other relevant information | View File |

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

A. Any 4 or All of the above

| File Description | Documents |
|--|---------------------------|
| Geotagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | View File |
| Any other relevant documents | View File |

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

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions/awards
5. Beyond the campus environmental promotional activities

A. Any 4 or all of the above

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

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

B. Any 3 of the above

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

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

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The College always encourages the students to organise and

participate in different programmes organised by college, inter-college, university and other Government or nongovernment organization to make them sensitized towards cultural, regional, linguistic, communal and socio economic diversities.

To ensure religious harmony among students, the college organizes an Inter religious Faith part of the Independence Day celebrations through readings from the Bible, Quran, and Bhagavat Gita..The students respect the different religions, languages and culture and greet and wish each other at different festivals and invite them to have a feast to get introduced with ones culture to have amicable relations and to maintain the religious, social and communal harmony.

The diversity of India being unique, the students also celebrate the different festivals with joy and enthusiasm which help them to implant the social and religious harmony. The students organised a Youth Icon Competition where students wore the different attires representing the different states, religions and cultures. Through this activity students get acquainted with the different culture of our nation and help to develop the tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. This also creates the inclusive environment in the college and society.

The Student Council in collaboration with Associations and Clubs too organised Pookolam competitions for Onam and Sankranthi Rangoli competitions to celebrate the festive spirit of the harvest festival.

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

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

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

In consonance with the Mission of the college "St. Joseph's College for Women...seeks to impart Holistic education to Young Women while developing global competencies of leadership and make them socially responsive members...." the College believes in giving holistic all round education to the students. Sensitizing students on their constitutional rights, values, duties and responsibilities becomes imminent at the College through a plethora of activities at various instances through various means. The College being run by a Catholic congregation gives utmost importance to values since its inception. The Human Values and Professional Ethics along with a Personal Transformation Program create the right ethos among the young girls for their successful personal and professional careers.

Sensitization of students and employees of the Institution to the constitutional obligations is done through curriculum as well as through extra-curricular activities. Some of the subjects offered have topics which sensitize the students about the constitutional obligations like Constitutional rights, human rights, cyber security besides Majors in Political Science. Also, all students take a course on Environment studies in their first year which gives them insight into environment acts, wildlife protection act, forest act, global environmental concerns etc.

In addition to this many regular programs are conducted by Women's Empowerment Cell through the Anti Ragging Cell and the ICC cell of the College to educate women about their rights. As mentioned under Criterion 7 elsewhere, seminars and workshops are conducted on days of national importance on various rights, duties and responsibilities of citizens especially by the Dept of Political Science Dept as well as the Student Council. Great illuminaries also share their experience and inspire and motivate young minds to contribute in building the nation. Seminars on topics like Right to Information, sexual harassment are conducted periodically. Workshops on Gandhian Values are organised for all the students.

The NSS units of the College are very vibrant in organising cleanliness drives to mark the occasion of Swachh Bharat Abhiyan in the college campus as well as in the nearby communities. An oath is taken by all students and faculties to keep their surroundings clean. Also many skits and dance performances are presented in various events related to sensitization. Many socially relevant topics covered include corruption, Social media misuse, Favoritism, Social discrimination, Positive roles of youth etc.

The Political Science Dept celebrates various days like UN Day, Independence Day, Constitution Day, Social Justice Day and conducts various events to heighten the awareness of the students on these burning social issues and challenges especially for the modern-day youth. The Commerce and Management Department along with the Office Management Dept and Economics Departments with their respective Associations and Clubs organise Consumer Awareness Days and National Entrepreneurship Days and Events to build entrepreneurial talent, skills and aptitude in the young women to become 'creators of jobs rather than job seekers'.

| File Description | Documents |
|---|---------------------------|
| Details of activities that inculcate values necessary to transform students into responsible citizens | View File |
| Any other relevant information | View File |

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

A. All of the above

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

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

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

St. Joseph's College for Women(A) encourages the celebration of National and International Days and festivals, spreading love and harmony through observing Independence Day, Republic Day, Teacher's Day, International Women'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, to mention a few while celebrating national days in their own special manner.

Every year Independence Day and Republic day are celebrated in SJC with utmost patriotism. The parade by NCC/NSS/Sports students is inspected by a Chief Guest and an interfaith prayer service is conducted to mark the secular spirit besides 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. Gandhi Jayanthi is observed by the History and Politics departments, by organizing guest lectures and competitions.

The English Dept celebrates International Mother Language Day and English Week with special lectures and activities. Department of Hindi celebrates International Hindi day, Hindi Week with a week long activities while the Sanskrit Dept celebrates Sanskrit Week Celebrations, Valmiki Jayanti and others and the Telugu Dept celebrates International Mother Tongue Day, Telugu Bhasha Dinotsavam among others. Home Science Department celebrates Breastfeeding Week with Awareness programs and activities

Being secular in outlook, the College celebrates Indian Festivals like Onam, Sankranthi and Christmas and New Year through various events like Flower carpets, Rangoli (Muggu) Dances, Carol singing competitions to display the festive spirit.

| File Description | Documents |
|--|---------------------------|
| Annual report of the celebrations and commemorative events for during the year | View File |
| Geotagged photographs of some of the events | View File |
| Any other relevant information | View File |

7.2 - Best Practices

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

BEST PRACTICE I

STREAMING (Structured TRaining in English for Access & Mastery through INclusive Grouping)

The Objectives of the Practice:

- The underlying principle behind this practice is using differentiated teaching- learning approaches for learners at varied levels to learn English effectively.
- To kindle interest in English by homogenizing groups through streaming, customize teaching learning techniques to match their needs and enable the learners to be confident.
- 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 skills

The Context: English as a foreign language is a challenge for most students especially for those from vernacular medium schools. Among other classes it is in the English language class that they feel uneasy grouped with students with English language proficiency. Streaming aims at handling the issues faced by English learners in traditional classrooms.

Within a streamed General English or Communication & Soft Skills class setting, the teacher is able to set a suitable pace for the class and be more effective in reaching out to the students. The entire class is challenged at a level appropriate for the whole group and the teacher can use diverse challenging techniques.

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

Process: When the First Year students join the College for their Undergraduate Program, they join a Two Week long Bridge Course in English and at the end of the two weeks, they are administered an Entry level Placement Test which tests their English language abilities (Grammar and Comprehension). All the students are then categorized into three Streams - Advanced, Higher and Basic English commonly referred to as Stream 1, Stream 2 and Stream 3.

Streaming has many benefits for the students. Though the content is similar for all groups, since the Teaching method matches their learning abilities, students are able to assist and motivate each other.

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 students are given a handbook with specific material and learning exercises. The Extensive Reader exposes the students to texts outside their prescribed syllabus, thus inculcating reading and assimilating knowledge on their own and assessing through a short written test.

The Communication & Soft Skills component aims at imparting both verbal and written skills in language. The Language Lab exercises benefit students 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 to participate in many multifarious competitions.

Constraints or problems

- 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 39

Evidence of Success: Our experience through feedback from students over the years has been encouraging as surveys conducted in the College has proved that there is no better alternative to

Streaming in English. Practically every learner finds someone at her level in the Class and is motivated to learn better. Some evidences which have been observed are:

- Increase in confidence due to LSRW skill matching exercises and facilitating strategies.
- By the end of Semester III 80% of students score 80 % marks
- There is 99% pass in English and students demonstrate better performance in career interviews and tests
- Advanced English language students being high achievers in National and International Events
- Increase in students being selected for International student exchanges like the US Exchange Program, securing good scores in TOEFL and studying in prestigious universities abroad
- International Collaborative Program with US Consulate for Micro Access Scholarship for a second time in a row
- English Language Fellow, Ms. Vicki A Hale from the US Department of State in the campus to handle multiple Courses like Critical Thinking, Employability Skills, Career Portfolio among others
- Starting SJC Language Center with the US Department of State

Problems Encountered:

- Low level motivation of students from the vernacular medium requires additional efforts
- Preparation of papers to identify the students and stream them is challenging

Constant monitoring of Basic learners with additional inputs like dictation of notes and repeated explanations

BEST PRACTICE II

1. Title of the Practice: Know - INquire - Deduce - Learn to Experiment (KINDLE)

Objectives of this Best Practice: This academic outreach initiative aims at creating awareness based on the VAK (Visual, Auditory & Kinesthetic) Model of learning among the High School children through 'Hands on' Learning experiences.

Learning outcomes: It

- kindles interest in beyond classroom activities among school children studying in vernacular/ English medium and make them realize their potential
- promotes analytical thinking among students.
- enhances research aptitude

The Context:

This Practice initiated by the Chemistry Department was called CASE (Creating Awareness in Science Education) a decade ago for High School students of vernacular medium, with the aim of developing scientific zeal among them. With the passage of time, It then became relevant to reach out to students from all socio-economic backgrounds, challenge their 'out-of-the-box-thinking' and sow the seed of research in their vibrant minds. Since it diversified and included many other departments, as per changing needs, it was rechristened KINDLE in keeping with the Motto of the College 'Kindle the light within'.

The Practice: The preparative work for implementation involved detailed stage wise planning. Permission of the School authorities and rescheduling their regular classes according to the students' classes also were proactive challenges handled well. This academic outreach initiative is unique because of its impact of students from not only a vernacular medium but from a low socio-economic background.

Departments like Zoology, Botany and others started demonstrating section cuttings, museum specimens and live demos and Mathematics Dept used Mathematrix & Vedic Maths to dispel fear of Maths.

Gradually the Psychology UG & PG students briefed young school children on hygienic habits, suicide prevention, adverse effects of early marriages as part of their Extension Work in Counseling. The UG students of English took One hour classes for Teaching Practice

1. Selection of Topics: The faculty from the various departments identified topics to be included, both for the Audio-visual presentation as also the Demonstration, after studying the Text books. High School students visited the college on the specified days in groups and each group was shown one set of experiments & were allowed to practice the same, with other compounds.
(Chemistry Dept)

2. Identification of Schools: The schools from, which the students

were involved, were identified based on the medium of instruction, the distance from the college, enthusiasm of the children and teachers besides the willingness of school administration. Sacred Heart Girl's High School (campus) and St. Peter's High School and other neighborhood schools (Chemistry, Zoology, Botany, Mathematics, Psychology, English) were chosen.

3. Implementation of the Programme: This initiative has been rekindling interest in the subject through observing, doing and recapping by the students as they could take up research later with the seed sown. Even the PG Students in MSc Chemistry, Maths and Psychology found it excellent training ground.

4. Mathematrix / Vedic Maths training for the students: Vedic Maths classes made the students realize the importance of Mathematics while eliminating fear and enhancing their confidence and performance in Maths.

5. Developing better habits of positive thinking: Sessions by Psychology students on personal and psychological hygiene, power of positive thinking and preventing suicide tendencies made the young school children optimistic clarify doubts and confident of doing well in life.

Problems encountered:

1. Neighbourhood schools were chosen to avoid bringing the children from a distance

2. Resource mobilization was another constraint as considerable amount was required especially for chemicals and other subject practicals besides expensive equipment.

3. Due to the tight schedules in the Semester Pattern for Practicals, the Faculty had to adjust laboratory schedules for College students. (395 words)

Evidence of Success:

After the programme, the feedback was collected from the students which were the indicators of the success of the programme.

1. A very good initiative and more of these programmes should be conducted.

2. The experiments/classes were quite exciting and the subject

easy leading to better learning experiences.

3. The whole exercise was a very good experience which developed interest in the subject especially Chemistry and Botany for further research.

4. Students who took the Mathematrix classes felt their fear of Maths had decreased by 80% and would recommend that others learn it.

5. The English classes were appreciated by the students as it made them want to learn good English including Grammar

6. This Best Practice led to increased external funding for Waste Management from a US University by Renu Yadav, Alumna of US Exchange Program in 2018

7. This initiative led to exponential growth in admissions from local schools

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://stjosephsvizag.com/best-practices/ |
| Any other relevant information | https://iqacsjcw.blogspot.com/p/best-practices.html |

7.3 - Institutional Distinctiveness

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

The mission of St. Joseph's College for Women spells out clearly '... affirming its faith in God and love for humanity...' which is its unique distinctiveness since 1958. The key values of 'love, compassion and concern for others' of the Founders have percolated down to all the levels of the institution. The core values of making a difference with social responsiveness influenced the stakeholders of the campus - the Faculty, the Administrative or Ministerial Staff and the young girl students to reach out to the people in the community around in times of distress especially during COVID 19 pandemic.

During the last two years, the College has been proactively engaged through myriad ways in supporting the underprivileged

people affected by the pandemic through a planned approach of providing food rations (rice, pulses and vegetables) cooked food, medicines, masks and sanitizers. Even students through the college and on their own small groups have mobilised resources to ease people's living and make them feel wanted and cared for. Distribution of food was through the Ministerial staff who reached out to the marginalised that was jobless. It brought a smile to their faces while thanking the College for their compassion and generosity.

| File Description | Documents |
|---|---|
| Appropriate link in the institutional website | https://stjosephsvizag.com/best-practices/ |
| Any other relevant information | View File |

7.3.2 - Plan of action for the next academic year

1. To have more collaborations with industries for students' internships
2. To collaborate with other colleges for academic and research purposes
3. To expand the examination block
4. To start the NSQF courses
5. To make MOOCs mandatory for students and faculty
6. To start an undergraduate program in Agriculture
7. To continue the collaboration with National and International organizations for students and faculty exchange programs.

8. To apply for ISO certification