



SELF STUDY REPORT

FOR

5th CYCLE OF ACCREDITATION

ST. JOSEPH'S COLLEGE FOR WOMEN(AUTONOMOUS)

D.NO 34-3-42, GNANAPURAM, VISAKHAPATNAM, ANDHRA PRADESH
530004

www.stjosephscollegevisakhapatnam.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Joseph's College for Women (Autonomous), Visakhapatnam founded in 1958 and affiliated with Andhra University, offers holistic education in Arts, Science, Home Science, Commerce, and Management, for the empowerment of women by promoting academic excellence, global employability, and leadership with social conscience. The college manifests an environment for meaningful deep academic experience by blending internships, networking, and mentorships creating gateways to opportunities for integrated learning and other collaborative pursuits. The College implemented CBCS, and NEP as per UGC and APSCHE guidelines. SJCWA is the only HEI offering Home Science as a comprehensive course at the Bachelor' and Master's level in the north coastal districts of AP. The College was awarded the 87th rank in NIRF (2017) in the College's category and figures in the list of top ten users of N-LIST resources in the country (2024). The College is conferred with ISO 9001:2015 for Quality Management System, & ISO 14001:2015 for Environment Management System. SJCW secured 81st Rank under the Private Autonomous Colleges category by EW India Autonomous Colleges Ranking in 2023-2024. The innovative participatory experiential teaching-learning techniques supplementing the conventional lectures are multipronged and skill-based kindling scientific inquiry and research. ICT-enabled learning, Personal Transformation Programs & Value Development Programs make campus learning meaningful. The Examination Management System is automated and examination results are declared within 15 to 20 days from the date of conduct of the last exam. The prestigious collaboration with the U.S. Department of State resulted in the introduction two programs -- the English Access Micro Scholarship Programme and the English Language Fellow Programme. MoUs with industries and Higher Education Institutions are beneficial in giving exposure and hands-on experience to students. Govt of Andhra Pradesh has awarded nine faculty as Best Teacher, and many students have won accolades for themselves and their alma mater in academics, co-curricular, and extra-curricular activities. The College braces itself for new challenges and opportunities in continuing to play its role in the educational arena of Visakhapatnam!

Vision

Nurture and inspire young women, to instill in them dynamic leadership, unwavering courage, boundless optimism, and a steadfast faith to transform the world.

Mission

St. Joseph's College for Women is dedicated to providing a transformative and inclusive learning environment that arouses intellectual curiosity, fosters personal development, and instills values, preparing women to excel in diverse fields and contribute meaningfully to society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Favourably located in the heart of the city behind the Visakhapatnam Railway Station enabling local

and non-local students easy access to the college.

- Student-centred institution which fosters and encourages active participation and critical thinking in the teaching-learning process
- Provides an environment for a deepened academic experience by blending internships, networking, and mentorships creating gateways to opportunities for integrated learning and other collaborative pursuits
- Courses that expose students to a wide range of perspectives and enhance their skills of critical inquiry and thinking
- Imparts holistic education grounded on ethical principles, academic integrity, respecting honesty, compassion, and cooperation.
- A strong award-winning faculty doubling as guides (recognized by the University), mentors, and innovators with a drive for self-improvement and a focus on teaching rather than instructing.
- A large Alumni network with a diverse student body
- Autonomy status since 1987 which gives enough scope for innovative curriculum and instruction design
- On-site creche - child-care facility to promote a family-friendly work environment that values the needs of working parents. It contributes to increasing employee engagement and a sense of loyalty to the organization. It also contributes to higher employee retention rates.
- On-site church which is an iconic monument catering to the spiritual needs of the locality.
- The NCC/NSS units empower students to develop leadership qualities and instil discipline with a national perspective. Additionally, they provide students with opportunities to utilize admission quotas in universities and create pathways for employment in defense and civil defense services.
- Collaboration with the U.S. Consulate which provides opportunities for student and faculty exchange programs.

Institutional Weakness

- The college building being a heritage structure vertical expansion poses a structural challenge.
- Regulatory constraints for offering need-based and disciplinary courses due to restrictions imposed by statutory bodies
- The discontinuation of government-related scholarship funding for students, combined with elevated pollution levels in the vicinity, has a direct impact on admissions.
- Limited research grant.

Institutional Opportunity

- Rising demand for women leaders in various industries.
- Collaboration opportunities with local businesses and NGOs.
- Potential for increased enrollment through targeted marketing.
- Growing interest in online and distance education.
- Emerging trends in research and innovation.
- Growing demand for short-term courses.

Institutional Challenge

- Intense competition in the education sector.
- Regulatory changes impacting autonomy.

- Adapting to rapid technological advancements.
- Ensuring affordability and accessibility for diverse students.
- Adjusting to the changing demands and expectations of a diverse and dynamic demographic environment.
- Retention of qualified faculty
- Being governed /monitored by multiple authorities and agencies poses a challenge in compliance.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our curriculum is developed as per Andhra University, APSCHE, and NEP guidelines. CBCS is implemented at the UG level. Six PG and Fourteen UG programs have been conducted in the current assessment period. All programs have stated outcomes that are communicated to the stakeholders. The curriculum is designed and implemented to foster the highest level of attainment of the expected outcomes. Course content is developed/revised/restructured in the subject-wise BOS, whose recommendations are ratified by the Academic Council. Industry and job market requirements are prioritized while framing syllabi. Out of the 1261 different courses offered in this period, 791 are new courses.

Value addition to the curriculum is done through life skills courses, personality development courses, and capacity building certificate courses in addition to MOOCs which are pursued at SWAYAM, NPTEL, COURSERA, and UDEMY platforms. 51 VACs and 43 MOOCs have been conducted in this period. Aspects related to gender, environment and HVPE are suitably integrated into course content.

Skill development is ensured through NSDC courses, Skill Development Courses, experimentation in the science laboratories, and training initiatives involving APSSDC, JSS, SDI, Talentease, NAANDI foundation, etc. Internship/on-the-job training along with community engagement also contributed to the same goal. Entrepreneurship is nurtured through the St. Joseph's Employability and Entrepreneurship Development Centre Initiatives. Field projects/research projects/internships are integrated into the curriculum of all the programs. The percentage of programs that have components of field projects/research projects/internships during the last five years is 95, and the number of programs that have components of field projects/research projects/internships (without repeat count) during the last five years is 19, and the total number of programs offered (without repeat count) during the last five years is 20.

At St. Joseph's College for Women (Autonomous), feedback from various stakeholders is carefully analyzed, leading to continuous improvements. As a result, the college offers a knowledge-intensive and skill-oriented curriculum.

Teaching-learning and Evaluation

Admissions

- The admission process adheres to government regulations aligning with the privileges of minority institutions.
- The college prioritizes the admission of students with diverse abilities based on merit through the offline selection process.

Academics

- The wide range of undergraduate and postgraduate programs reflects the focus of the college on teaching, learning, and evaluation.
- College emphasizes participatory and experiential learning through projects, internships, and industry/research lab exposure.
- External Academic Audit by CCE and internal audit by IQAC monitor the compliance of academic matters and suggests corrective measures to ensure quality.

Faculty

- College boasts of qualified and experienced faculty and maintains a favourable student-teacher ratio to ensure effective learning.
- Most of the faculty hold doctoral degrees, demonstrating a commitment to ongoing research and actively participate in seminars, workshops, and FDPs to maintain their expertise.

Teaching and Learning

- Ensures that students achieve to the best of their abilities as per their academic levels.
- Mentor-Mentee system with 1:20 ratio and Remedial teaching supports students of all abilities.
- Feedback from employers and alumni for updation of curriculum.

Technology Integration

- ICT tools used for engaging teaching and learning, including smart boards, projectors, video conferencing, and online resources.
- Open Web-based e Learning Platform (SOW e LEARN) launched.
- Online learning using platforms like Zoom, Google Meet, and Microsoft Teams.

- A digital library to enhance student access to learning materials.
- CCTV Surveillance System to ensure strict vigilance.

Evaluation and Results

- Continuous assessment to track progress throughout the semester.
- A computerized EMS ensures efficient exam administration.
- End-semester results published within 10-15 days.
- Reevaluation of end semester answer scripts and verification of mid semester answer scripts ensures transparency.
- Extra credits for MOOCs/NPTEL/Certificate/LMS Courses.
- Access to Digi Locker facilities.
- Instant exams for students with one or two backlogs to save academic year.

Overall, in the last 5 years, St. Joseph's College provides a comprehensive and supportive academic environment that fosters student success.

- Enrolment percentage: 73.91
- Percentage of seats filled against reserved categories: 100

- Student - Full-time teacher ratio: 17.13
- Percentage of full-time teachers appointed against the number of sanctioned posts: 100
- Percentage of full-time teachers with PhD: 36.31
- Number of full-time teachers with PhD: 61
- Average teaching experience of full-time teachers: 8.63
- Total teaching experience of full-time teachers as of the latest completed academic year: 768
- The number of full-time teachers worked in the institution throughout 42
- Average number of days from the date of last semester-end/ yearend examination till the last date of declaration of results: 10.2
- Percentage of student complaints/grievances against total appeared: 0.71
- Previous year pass percentage of students (excluding backlog students): 90.09

Research, Innovations and Extension

The institution is dedicated to fostering a robust research culture and innovation ecosystem, supported by well-defined policies and initiatives. Central to its strategy is the promotion of research and development among faculty and students. Faculty members receive seed funding to conduct research and are incentivized with financial support for publishing in esteemed journals. The college faculty has actively contributed to patent publications.

With 22 recognized research guides and extensive facilities including internet-equipped computers, well-equipped laboratories, and a comprehensive library, the institution provides a conducive environment for research. The college offers short-term courses such as Intellectual Property Rights. These are complemented by workshops and lectures on research methodology and academic writing, organized by the Internal Quality Assurance Cell (IQAC)

Beyond academic pursuits, the institution promotes innovation and entrepreneurship through its SEED centre, which was established in collaboration with APSSDC, JSS, and SDIs. Community engagement is a cornerstone of the institution's ethos, reflected in various extension activities of NSS, NCC, and other clubs. These initiatives include health camps, blood donation drives, educational outreach to tribal communities, visiting orphan homes, and homes for the aged, emphasizing social responsibility and holistic student development.

In a nutshell, St. Joseph's College fosters an enriching environment—embracing research, ethics, and community engagement. Here, academic excellence meets social responsibility, equipping students for impactful contributions.

In the last five years,

- The institution provided seed money to its teachers for research of 6.66 Lakhs.
- Percentage of teachers receiving national/ international fellowship/financial support 10.12.
- Teachers received national/international fellowship /financial support from various agencies, for advanced studies/research; year-wise 17.
- Grants research funding received by the institution (INR in Lakhs) 141.92/-.
- Number of research projects per teacher 0.04.
- Number of funded research projects 7.
- Number of research papers published per teacher in the Journals as notified on UGC CARE list 1.05
- A number of research papers in the Journals notified on the UGC CARE list year-wise 177.

- Number of books and chapters in edited volumes published per teacher 1.23, Total Books/ Chapters edited 206.
- Revenue generated from consultancy and corporate training 35.43 Lakhs.
- Number of extension and outreach programs 115.
- Number of functional MoUs/linkages with institutions/ industries in India: 58.

Infrastructure and Learning Resources

St. Joseph's College for Women (Autonomous) is committed to providing an exceptional learning atmosphere. Here's what sets it apart:

Classrooms and Interactive Teaching:

- St. Joseph's College features 44 modern classrooms, each furnished with LCD projectors and smartboards.
- These modern facilities enhance interactive teaching and student engagement.

Cutting-Edge Laboratories and Library:

- State-of-the-art laboratories support practical learning across disciplines.
- The library houses recent books and digital resources, ensuring students have access to up-to-date material.

Recreational Facilities and Sports Grounds:

- Beyond academics, students enjoy a large playground and gymnasium.
- Indoor and outdoor sports facilities cater to diverse interests, from basketball to table tennis.

Additional Amenities:

- A canteen and three seminar halls further enrich the college experience.

In this vibrant educational ecosystem, St. Joseph's College empowers students to succeed

Knowledge Hub and Cutting-Edge Labs at St. Joseph's College

Library: A Treasure Trove of Learning:

- St. Joseph's library is a dynamic hub, continuously updated with the latest academic material.
- With 32,465 textbooks and references, students access a wealth of knowledge.
- The digital library complements physical resources, providing access to research papers and e-books.

Advanced Labs for Hands-On Learning:

- Equipped with state-of-the-art technology, the labs facilitate seamless experimentation.
- Air-conditioned computer labs house 276 desktop systems, maintaining an excellent student-to-computer ratio.

- LAN and internet facilities ensure connectivity for academic pursuits.

In this vibrant educational ecosystem, St. Joseph's College empowers students with both information and practical skills

Overall Summary Report:

- Percentage of expenditure excluding salary, for infrastructure development and augmentation year-wise: 35.77
- Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year-wise during the last five years: 2.08
- Student - Computer ratio (Data for the latest completed academic year): 3.81
- Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component: 41.94

Student Support and Progression

At our institution, students play a pivotal role, and we are dedicated to offering them comprehensive assistance and guidance. Our student support services include academic advising, career counselling, and emotional support through the SAHAY Centre, and other progressive programs. The list of support cells, such as the Grievance and Redressal Cell, Anti-ragging Cell, Internal Complaints Committee Cell, and various Clubs & Associations are functional and updated on the college website. Additionally, we have a Women Empowerment Cell and a Placement Cell. Both students and staff have the opportunity to engage in capacity-building and upskilling activities

Given that many of our college students face economic challenges, our institution takes it upon itself to offer financial aid and scholarships. By prominently featuring our transparent scholarship policy on our website, we streamline the process of awarding scholarships to deserving candidate

The college encourages the students to participate and organize co-curricular, extracurricular, and sports activities, to help for holistic development. The placements and progression of the students are monitored by the Placement Cell

We nurture leadership skills in our students, encouraging them to actively participate in the Student Council and other academic and administrative groups. Every December, St. Joseph's College for Women hosts its cherished Alumni Reunion on the third Saturday. During these heartwarming gatherings, alumnae from various graduating batches come together to relive their college memories. These reunions serve as powerful platforms where illustrious alumnae connect with current students, sharing their remarkable journeys, insights, and wisdom.

Summary Report:

1. Percentage of students benefited from scholarships and freeships provided by the institution, government & non-government, individuals, and philanthropists during the last five years: 61.05
2. Percentage of placement of outgoing students and students progressing to higher education during the last five years: 30.1
3. Percentage of students qualifying in state/ national/ international level examinations out of the graduated

students during the last five years: 10.04

4. Number of awards/medals for outstanding performance in sports/cultural activities during the last five years: 54
5. Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association: 36.71

Governance, Leadership and Management

St. Joseph's College for Women (SJCW) boasts a robust well-defined organizational structure that aligns seamlessly with our institution's Vision and Mission. Regularly reviewed and updated, our Strategic Plan, developed every five years, integrates the principles of the National Education Policy and best practices to drive the college's holistic growth. Our diverse and committed management team convenes regularly to deliberate on critical functions and strategic decisions.

Stakeholder Involvement: At SJCW, all stakeholders play an active role in governance. Administrative staff, teaching faculty, students, and community members collaborate to create an effective management system. Their collective efforts contribute to the efficient functioning of the college.

E-Governance Integration: We embrace e-governance across all operational aspects, from library management and accounting to admissions, examinations, administration, and teaching. This digital transformation enhances transparency, efficiency, and accessibility.

Empowering Faculty and Staff:

Welfare Measures: Our institution prioritizes the welfare of both teaching and non-teaching personnel. We provide effective support systems and opportunities for professional growth.

Internal Quality Assurance Cell (IQAC): The IQAC fosters academic excellence among faculty members. It encourages continuous learning, skill development, and administrative competence.

Professional Development: Regular workshops, training sessions, and seminars ensure that our faculty remains at the forefront of their fields, enriching the teaching and learning experience.

Resource Mobilization: SJCW follows a well-structured strategy to mobilize finances and resources. This includes student tuition fees, alumni contributions, individual and corporate sponsorships, and optimal resource utilization.

Financial Audits: Rigorous internal and external audits are conducted annually to maintain accurate and authentic financial records, ensuring transparency and accountability.

Summary Report:

1. Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fees of professional bodies during the last five years: 52.29
2. Percentage of teachers undergoing online/ face-to-face Faculty Development Programs (FDPs)/ Management Development Programs (MDPs) during the last five years: 96.88

Institutional Values and Best Practices

St. Joseph's College for Women (SJCWA) in Visakhapatnam is a pioneering institution that embodies the values of holistic education, sustainability, inclusivity, and academic excellence. With a strong focus on empowering women and fostering future leaders, the college creates a nurturing environment that supports students' overall development.

The college's commitment to student safety and well-being is evident in its:

- Stringent measures: Comprehensive surveillance, manned entry gates, and monitored access points
- Women Empowerment Cell: Organizes impactful events, workshops, and seminars promoting gender equality and women's rights
- Dedicated counselling centre: Provides secure hostel accommodations with strict visitation policies
- Health and wellness programs: Regular health check-ups, fitness classes, and mental health support

SJCWA's dedication to environmental stewardship is reflected in its:

- Adoption of advanced sustainable practices: Solar panels, sensor-based systems, and LED lighting optimize energy efficiency
- Robust rainwater harvesting and water management systems: Demonstrate commitment to environmental conservation
- Green initiatives: Recycling programs, waste management, and eco-friendly practices.

Inclusivity is a core value at SJCWA, with:

- Accessible facilities: Ramps, lifts, and tailored support services ensure equal opportunities for all students
- Cultural diversity celebrations: Vibrant festivals and events promote cross-cultural understanding and unity among students
- Support services: Exam assistance, psychological counselling, and mentorship programs.

New faculty members undergo orientation and training that emphasize the college's values and mission, creating a respectful and supportive environment. SJCWA's academic innovation is renowned, with:

- Unique programs: Home Science and French
- Initiatives: General English streaming and skill enhancement through the SJC-SEED Centre
- Research opportunities: Collaborations with industry partners and research institutions.

The "KINDLE" initiative stimulates scientific curiosity among high school students, fostering a passion for research and innovation. By empowering women through skill-centric initiatives, SJCWA enhances employability, entrepreneurship, and self-employment opportunities.

Despite challenges, the college can achieve success in:

- Campus placements: Strong industry connections and placement records
- Partnerships: Collaborations with national and international organizations
- Entrepreneurial ventures: Incubation centre and startup support

Demonstrating its commitment to holistic education, SJCWA prepares empowered leaders equipped to address global challenges with integrity and innovation.

2. PROFILE

2.1 BASIC INFORMATION

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

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sr. Shyji P. D.	0891-2558346	9491789574	-	sjcwvizag@gmail.com
IQAC / CIQA coordinator	T. Bhaskara Sudha	-	9948899482	-	bhaskarasudha@stjosephsvizag.com

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

Type of Institution	
By Gender	For Women
By Shift	Regular

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

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

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

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	02-01-1960	View Document
12B of UGC	02-01-1960	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	D.No 34-3-42, Gnanapuram, Visakhapatnam, Andhra Pradesh	Urban	7	7998.14

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Agriculture And Rural Development,Honours Agriculture and Rural Development	48	Intermediate	English	60	33
UG	BA,English, Honours Special English	48	Intermediate	English	60	26
UG	BA,Journalism,Honours Journalism and Mass Communication	48	Intermediate	English	30	0
UG	BA,Economics,Honours	48	Intermediate	English	30	0

	Economics					
UG	BA,Political Science,Honours Political Science	48	Intermediate	English	30	10
UG	BSc,Biochemistry,Honours Biochemistry	48	Intermediate	English	25	0
UG	BSc,Biotechnology,Honours Biotechnology	48	Intermediate	English	25	25
UG	BSc,Computer Science,Honours Computer Science	48	Intermediate	English	105	52
UG	BSc,Mathematics,Honours Mathematics	48	Intermediate	English	85	25
UG	BSc,Chemistry,Honours Chemistry	48	Intermediate	English	55	37
UG	BSc,Physics,Honours Physics	48	Intermediate	English	25	0
UG	BSc,Statistics,Honours Statistics	48	Intermediate	English	50	0
UG	BA,Psychology,Honours Psychology	48	Intermediate	English	30	16
UG	BSc,Botany,Honours Botany	48	Intermediate	English	30	11
UG	BSc,Home Science,Honours Home Science	48	Intermediate	English	60	23

UG	BSc,Zoology ,Honours Zoology	48	Intermediate	English	30	17
UG	BBA,Comme rce And Man agement,Hon ours Bachelor of Business Ad ministration	48	Intermediate	English	50	22
UG	BCom,Com merce And Management, Honours Computer Applications	48	Intermediate	English	60	47
PG	MSc,Pg Mat hematics,Mat hematics	24	Degree with Mathematics	English	40	6
PG	MA,Pg Engli sh,English	24	Any Degree	English	40	9
PG	MSc,Pg Che mistry,Organ ic Chemistry	24	Degree with Chemistry	English	30	7
PG	MSc,Pg Psyc hology,Psyc hology	24	Any Degree	English	30	9
PG	MSc,Pg Home Science,Home Science	24	Degree with Life Science	English	40	12

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	8				0				73			
Recruited	1	7	0	8	0	0	0	0	11	62	0	73
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				17
Recruited	2	15	0	17
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				27
Recruited	13	14	0	27
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	7	0	0	0	0	8	26	0	42
M.Phil.	0	0	0	0	0	0	1	3	0	4
PG	0	0	0	0	0	0	2	26	0	28
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	6	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	321	23	0	0	344
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	41	2	0	0	43
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Category		Year 1	Year 2	Year 3	Year 4	
SC	Male	0	0	0	0	
	Female	70	61	73	75	
	Others	0	0	0	0	
ST	Male	0	0	0	0	
	Female	35	17	20	31	
	Others	0	0	0	0	
OBC	Male	0	0	0	0	
	Female	235	316	353	380	
	Others	0	0	0	0	
General	Male	0	0	0	0	
	Female	96	160	128	181	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	34	50	61	63	
	Others	0	0	0	0	
Total		470	604	635	730	

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Agriculture And Rural Development	View Document
Biochemistry	View Document
Biotechnology	View Document
Botany	View Document
Chemistry	View Document
Commerce And Management	View Document
Computer Science	View Document
Economics	View Document
English	View Document
Home Science	View Document
Journalism	View Document
Mathematics	View Document
Pg Chemistry	View Document
Pg English	View Document
Pg Home Science	View Document
Pg Mathematics	View Document
Pg Psychology	View Document
Physics	View Document
Political Science	View Document
Psychology	View Document
Statistics	View Document
Zoology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	St. Joseph's College for Women (Autonomous) has seamlessly incorporated the New Education Policy (NEP) since the academic year 2020-21, aligning with APSCHE guidelines. Various interdisciplinary and multidisciplinary courses spanning science, humanities, commerce, and management disciplines
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	<p>are initiated encompassing Life Skills Courses (LSC) and Skill Development Courses (SDC). Some of the courses offered in the category are Human Values and Professional Ethics, Tourism Guidance, Insurance Promotion, Information and Communication Technology, Indian Culture and Science, Elementary Statistics, Food Adulteration, Dairy Techniques, Analytical Skills, Online Business. The college also conducts 17 value-added courses, comprising 8 Capacity Building Courses, 5 Personality Development Courses, 1 Micro Access English Course, and 1 Certificate Programme in Banking Finance and Insurance, spanning diverse disciplines and academic levels. All first-year and second-year UG students undertake a community-oriented project (community internship) and a short-term skill development project (skill internship) during the summer vacation. Additionally, all final-year UG students have completed either a semester-long internship or a 'Level 5 NSDC course' in the academic year 2022-23. The learners gain a multi-disciplinary/ inter-disciplinary perspective and benefit considerably.</p>
2. Academic bank of credits (ABC):	<p>The college is actively implementing and participating in UGC's Academic Bank of Credits initiative by registering in September 2021 and receiving the necessary user credentials. The college has successfully uploaded the results of the two most recent student batches onto the portal. Students access their results through their DIGILOCKER accounts, set up for all final-year and the latest 'passed out' batches. This allows them to download their certificates directly from their respective DIGILOCKER accounts. Currently, the college is in the process of uploading the performance details of previous batches of students as well.</p>
3. Skill development:	<p>The motto of 'Women Empowerment through Holistic Education.' is realized through a curriculum rich in knowledge and skills, learner-centric teaching methods, and supportive student initiatives. Notably, establishing a SEED Centre on the college campus stands out as a significant initiative. The St. Joseph's Employability and Entrepreneurship Development Centre collaborates with APSSDC, JSS, NAANDI, and SDIs to conduct skill-oriented courses and workshops. In the academic year 2022-23, the SEED centre conducted 25 Value Added Courses, a 30-hour</p>

	<p>Employability Skill Development Training Program, and a 30-hour Banking Financial Services and Insurance course. The 180-hour (2 months) community internship after the II Semester, 180-hour (2 months) skill internship training for all II-year students after the IV Semester, and the semester-long industrial internship for VI-semester final year students further strengthen the skill package of students in domain-specific areas.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The Indian Knowledge System is integrated into the curriculum through various initiatives such as a mandatory General Education Course titled 'Indian Culture and Science' where students explore topics such as Unity in Diversity. As part of the Sanskrit Course in the first three semesters at the undergraduate level, students are exposed to chapters on epics (ithihaasas), dramas based on anecdotes in the epics, poems in Shatakas, values from Panchatantra and Hitopadesha stories, and excerpts from the Ashtadasha Puranas. In the Hindi course curriculum, literary contributions of Tulsidas, Kabir Das, and Mira Bai are also studied. Vedic Mathematics is taught to students associated with the Analytical Science Association, who, in turn, extend this knowledge to school students as part of an outreach program. Students create charts depicting applications of Vedic mathematics, which are then donated to schools to popularize and facilitate easy access to Vedic mathematics. Traditional textiles is a component of the Textile Design course of Home Science and traditional floor decorations such as pookolam, rangoli, muggu and alpana are done Handloom Day is observed by the Home Science department to celebrate the rich heritage and culture of Indian handlooms. A workshop on the preparation of traditional sweets is organized to bring home the relevance and importance of traditional Indian cuisine. A medicinal garden is grown by Botany students to understand their importance in Ayurveda.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Since the academic year 2017-18, St. Joseph's College for Women (Autonomous) has diligently implemented Outcome-Based Education within the Choice-Based Credit System (CBCS) framework. The institution's undergraduate (UG) and postgraduate (PG) programs and courses articulate clear 'Objectives' and 'Outcomes'. This applies not only to regular coursework but also extends to</p>

	<p>student projects, internships, on-the-job training, and skill development courses, all of which are equipped with their respective stated objectives and outcomes. The envisioned outcomes are structured based on Bloom's Taxonomy. Both summative and formative assessments are conducted to gauge students' attainment of the expected outcomes.</p>
<p>6. Distance education/online education:</p>	<p>St. Joseph's College for Women (Autonomous) has introduced its proprietary Learning Management System (LMS) portal called SOWeLEARN. The college is offering complimentary St. Joseph's Massive Open Online Courses (SMOOCs) through this portal. Lesson content is presented to learners in a four-quadrant style on the platform, attracting significant enrollment and successful course completion. St. Joseph's Language Center (SJCLC) plays a pivotal role in conducting several online courses and initiatives for the broader student community. 'Online Grammar Brushups' is a monthly educational initiative held on the fourth Wednesday of every month, while 'Professional Perspectives' offers an interactive online session every Monday for aspiring professionals. The 'Tutorial' initiative provides online support for students.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes. The Club was created in 2022 as per directions of UGC.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The NSS Programme Officer is the coordinating faculty member and all the NSS volunteers are members of the Electoral Literacy Club.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior</p>	<ul style="list-style-type: none"> • The awareness program was conducted for All NSS (Unit 1&2) students. A guest lecture on the Right to vote and the importance of Voting was conducted. Students took a pledge to cast their votes on 25/01/2024. • An awareness program was conducted for all Students in collaboration with Eenadu and ETV, Andhra Pradesh, and ETV Bharath about Voter Registration of all citizens who completed 18 years as on 03/01/2024. Students also gave speeches about right to vote expressing their opinions on the issue.

<p>citizens, etc.</p>	<p>Department of Political Science conducted a 2-day Programme on 6th & 7th October 2023 consisting of an Expo on Polito Crat. Students performed 'Nukkad Natak' on voting awareness and participated in mock parliament. Students from neighbouring colleges participated actively and won prizes. • The training program was conducted for first-time voters and awareness was created regarding the procedures to be followed to cast a vote. During regular mentoring classes, the mentors appraised the students about the importance of casting their vote. The awareness program was conducted for all college students in the library highlighting the importance of Voters' Day of India on 25.01.2022.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<ul style="list-style-type: none"> • An awareness program was organized for all NSS students (Unit 1 & 2). A guest lecture on the significance of the right to vote was conducted, emphasizing the importance of voting. Students pledged to cast their votes on 25/01/2024. • In collaboration with Eenadu and ETV Andhra Pradesh, ETV Bharath, an awareness program was conducted for all students regarding voter registration. This initiative targeted citizens who turned 18 years old by 03/01/2024. Students also delivered speeches expressing their views on the right to vote. • The Department of Political Science organized a two-day program on the 6th and 7th of October 2023. The event included an Expo on Polito Crat, where students actively participated in "Nukkad Natak" performances related to voting awareness. Additionally, students engaged in a mock parliament, and participants from neighbouring colleges received prizes. • An awareness program highlighting the significance of India's Voters' Day (25.01.2022) was conducted for all college students in the library. • A training program was conducted specifically for first-time voters. Participants were educated about the voting procedures they needed to follow. Regular mentoring classes also emphasized the importance of exercising the right to vote.
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Students were motivated to enroll as voters from their mobile phones by logging into the website of the Election Commission of India.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1525	1727	1856	1942	1880
File Description		Document		
Institutional data in the prescribed format (data		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
555	592	660	634	553
File Description		Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
85	98	93	100	100
File Description		Document		
Institutional data in the prescribed format		View Document		

2.2

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

Response: 165

File Description	Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
287.28	194.32	280.96	388.34	418.19

File Description	Document
Provide Links for any other relevant document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

St. Joseph's College for Women (Autonomous), Visakhapatnam, strives to empower young women through holistic education. The institution is responsive toward developing and implementing program-specific curricula that are relevant to local, regional, national, and global developmental needs. Currently, the College offers 13 UG Programmes and 5 PG Programmes across Arts, Science and Commerce and Management disciplines. Need-based value addition to the curriculum is done in the form of UGC Add On Courses, Personality Development Courses and Capacity Building Courses.

NEP 2020 was implemented by the College from the year 2020-21. The College adopted the regulations with immediate effect and thus the focus of the curriculum now is on developing 21st century skills like Critical Thinking, Problem-Solving, and Creativity.

The College adopts a strategic approach to developing a need-based and outcome-oriented curriculum and implements it through a diverse course structure. Relevance to stakeholder needs and compliance with the regulatory statutes is ensured at all stages.

The Institutional **Vision & Mission** guide it in developing **Programme Educational Objectives** for every Programme. **Program outcomes** are envisaged in tune with the PEOs. The curriculum for each Programme is designed to ensure the realisation of the Programme Outcomes by the learners. UGC model curriculum and APSCHE suggested syllabi are used as the reference standard for developing course content. Autonomy advantage is leveraged for improving relevance of the course content and to offer a wider choice to the learner.

BOS is constituted in compliance with UGC norms. Departments carry out local, regional, national, and global needs analysis & stakeholder feedback analysis before every BOS meeting. Findings from the analyses, inputs from the alumni members, and academic and industrial experts on the board are used to frame the syllabi for Courses. All Courses have stated **Course Outcomes**. Teaching, learning, and evaluation strategies are also finalized in the BOS fostering the optimal realization of the COs by the end of the course. BOS recommendations are later approved by the Academic Council.

The knowledge-intensive and skill-oriented UG curriculum includes Life Skill Courses, Skill Development Courses, Language Courses, and Discipline Specific Core Courses. Community Service Projects and Internship/On-the-job training are an integral part of the UG Curriculum contributing to the skill development and employability of students. Local and regional development needs, identified and highlighted by students through the Community Service Project, have contributed significantly to the

development of local communities. Courses on Cloud Computing, Distributed Systems, e-commerce, Data Structures, Green Chemistry, Online Business, Environment Education, etc are relevant to national and global development needs. Courses like Indian Culture and Science, Indian Polity, and Indian Writing in English have national relevance, and Courses on the History of AP, Telugu, Telugu DTP, Baking & Confectionery, Nursery Management, and Dairy Science have regional and local relevance. Thus, the strategically developed and implemented curriculum at SJCW(A) is relevant at all levels and contributes to the optimal attainment of COs, POs, and PEOs.

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

1.1.2

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

Response:

St. Joseph's College for Women is dedicated to providing a transformative and inclusive learning environment that arouses intellectual curiosity, fosters personal development, and instills values, preparing women to excel in diverse fields and contribute meaningfully to society.

This noble mission of the institution is implemented through its employability and/or entrepreneurship-oriented 13 UG and 5 PG Programmes, which also mandate learner skill development. The curricula for all the programmes are developed in compliance with NEP 2020 guidelines, APSCHE statutes and AU regulations. They are designed to ensure the holistic development of learners and generate skilful young women who can transform into socially responsible employees and employers.

The language courses, life skills courses, skill development courses, and core courses in the UG curriculum, integrated with the mandatory on-the-job training, ensure in-depth domain knowledge and effective skill orientation. The syllabi of all categories of courses are adequately revised in BOS, at regular intervals, to ensure relevance to societal needs, meet stakeholder expectations, and cater to the ever-changing job market demands. The knowledge-intensive and skill-oriented PG Curriculum, embedded with the mandatory survey/case study/laboratory-based project study, contributes to the employability/skill development of postgraduates of the college.

Courses on Web Designing, Cloud Computing, Java, Python, e-commerce, Online Business, Accounting Software, Auditing, Income Tax, GST, Textile Design, Interior Design, Post Harvest Technologies, Multimedia Applications in Journalism, Medical Lab Technology, R Programming, Synthetic Organic Chemistry etc contribute to employability

Courses on Tourism Guidance, Baking & Confectionery, Fashion Designing, Nursery Management,

Insurance Promotion, Food & Vegetable Preservation, Counselling & Guidance, Qualitative Analysis, Event Management etc help in self-employment.

The **Student Employability and Entrepreneurship Development Centre (SEED Centre)** established by the College and the **Employability Skills Centre**, established in association with APSSDC, nurture the employability and entrepreneurial tendencies in young learners through various value-added courses and skill training initiatives.

All practical courses are experiment-based and contribute to experiential learning. The college has adequate laboratory space and equipment to conduct all practical courses. Skill development of all science students is fostered through optimal utilization of the laboratory time, space, and equipment.

The college has entered into MOUs with Skill Development Institute, Placement Park, Talentease, and IT organizations for effective skill training of its students. Event Management Students organize events in the college. Journalism students prepare and release college newsletters and also make short films on the events organized at the college. Political Science students organize Mock Parliament. Psychology students assist the psychologist during counselling sessions leading to experiential learning and skill development.

Entrepreneurship Development is a 2-credit course pursued by all the UG students of the college. This apart, the college has an Entrepreneurship Development Cell managed by the alumni association. Income-generating products prepared by the students like phenyl, detergent powder, sanitiser, candles, surface cleaner, soft toys, upcycled textiles, etc are gainfully sold. Food fests are organized in the campus wherein students prepare food items at home and sell them in the college for a profit. All these measures nurture and propagate the employability/entrepreneurship/skill development of learners.

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

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 48.53

1.2.1.1 Number of new courses introduced during the last five years:

Response: 612

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 1261

File Description	Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

St. Joseph's College for Women (Autonomous) has reframed its UG curriculum in 2020-21 and PG Curriculum in 2021-2022, per NEP 2020. The diverse value framework enshrined in the UNSDG and NEP 2020 has been integrated into the curriculum along with cross-cutting issues relevant to Professional Ethics, Human Values, Gender Equality, Environment & Sustainability. The new framework has many courses that focus on human values & professional ethics, environmental sustainability, and gender equality.

'Values Education' has been an integral part of the SJCW(A) curriculum since its inception in 1958. The college conducts the 'Personal Transformation Programme' in the second semester and the 'Value Development Programme' in the fourth semester for all the UG students fostering value development. These courses are offered outside the curriculum and are transacted through non-conventional, learner-centric, activity-based teaching techniques. The students are engaged in reflective dialogue for values like patriotism, compassion, personal integrity, concern for the elderly, and social responsibility. A curricular course on 'Human Values and Professional Ethics' is also mandatory for all UG students. The mandatory Community Service Project teaches the students the importance of community engagement and responsible civic behaviour. On-the-job training at industrial houses contributes to the inculcation of professional ethics among young learners. Students are also involved in the conduct of various Awareness campaigns on issues plaguing society like AIDS, Child Labour, Drug Abuse, etc. which instill the value of social responsibility among them. They learn the importance of service to humanity by volunteering in health and blood donation camps.

The college practices and implements sustainable environmental practices, inside the campus, in its efforts to contribute to the UNSDG. Vermicompost and Biogas are generated inside the campus. The college harnesses solar energy also. Environmental Education, Environment Audit, Solar Energy, Food Adulteration, and Green Chemistry are some of the courses offered to UG students as part of the curriculum. These courses focus on the importance of practicing Sustainable environmental initiatives towards reducing pollution and carbon footprint. Green Chemistry course teaches ecofriendly practices in

chemical analysis and synthesis. Renewable Energy and solar energy courses involve topics on the importance of energy conservation. Students are involved in implementing Clean and Green initiatives inside and outside the campus. The Reduce Reuse Recycle Club and Green Globe Nature Club of the college actively participate in Initiatives like Vanam Manam, Swatch Bharath, Beach Clean, ODF, etc.

SJCW(A) being a Women's College, strives for Women's Empowerment. Femininity is celebrated and gender equality is propagated and practiced here. Self Defence and Karate are taught as personality development courses. World Breast Feeding Week, International Women's Day, and National Girl Child Day are celebrated. The curriculum includes topics like gender roles and conflicts at the workplace, Contributions of Women Writers, gender and food security, and the role of women in mitigating challenges.

Several co and extracurricular activities conducted by the institution nurture and propagate humane and ethical behaviour, gender sensitivity, and responsible social and environmental behaviour, among the learners.

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

1.3.2

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

Response: 91

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional data in the prescribed format (data template)	View Document

1.3.3

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

Response: 95

1.3.3.1 Total Number of programmes that have components of field projects / research projects /

internships (without repeat count) during the last five years

Response: 19

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

Response: 20

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Institutional data in the prescribed format (data template)	View Document

1.4 Feedback System**1.4.1**

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 73.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
470	604	635	730	740

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
870	860	850	866	855

File Description

Document

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 84.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
246	283	307	346	343

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

2022-23	2021-22	2020-21	2019-20	2018-19
271	346	360	414	424

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document

2.2 Catering to Student Diversity**2.2.1**

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

Response:

St. Joseph's College for Women (Autonomous), Visakhapatnam recognizes that education is a transformative journey to empower students with essential knowledge and skills to face the world's challenges. College realizes that students admitted every year with different backgrounds would have different learning abilities which need to be addressed differently.

Each department identifies slow and advanced learners based on their performance in their previous examination, the result of the internal assessment of the first semester, and class observation by the subject teacher. The Head of the Department maintains the list of candidates under the two categories. This categorization aims to build confidence in slow learners and nurture advanced learners as excellent achievers.

SJCWA encourages faculty to modify their teaching methods to meet the needs of both groups effectively. Each department designs and executes specialized programs based on the learner's diversity to meet each student's requirements effectively. This personalized approach ensures that slow learners receive the necessary support and attention, while advanced students remain engaged and encouraged.

Activities designed for Slow learners.

- A bridge course addressing diverse needs of the students for 7-10 days at the beginning of the academic year.
- Personalized Remedial classes to clarify their doubts to improve performance in exams.

- Bilingual explanations and discussions by concerned faculty wherever required.
- Individual and Group Assignments on a regular basis.
- Mentor- Mentee sessions scheduled and conducted systematically.
- Peer Teaching-Learning strategies to motivate Advanced Learners to explain difficult concepts or problems or experiments to slow learners.
- English Access Micro Scholarship program which provides a foundation of English language skills essential for better jobs and educational prospects.
- Providing reading material and previous year's question papers to enhance their understanding of the subject.

Activities designed for Advanced Learners

- Experiment-based field projects.
- Internships in reputed industries.
- Encouraged to present Papers at National and International Conferences and to participate in inter-college competitions.
- Provide training for GATE, GRE, Placement, and competitive exams.
- Encouraged to enroll and complete MOOCs, Swayam, LMS Courses, and NPTEL courses by giving extra credits.
- English Language Fellow Program to improve quality of teaching with multi-modal teaching methodologies.
- Meritorious students are guided to apply for Student Exchange Programs (US Consulate, Hyderabad).
- Advanced learners are nominated as members of BOS and IQAC.
- Gold medals and the St. Andre Best outgoing student prize are awarded to meritorious students besides awards, prizes & merit scholarships.

Outcome:

- An overall improvement in university results was observed.
- The English Access Micro Scholarship program and English Language Fellow Program have benefited a sizeable number of slow learners and advanced learners respectively.
- Number of students present and publish papers, and earn extra credits through MOOCs, Certificate courses, and NPTEL courses.
- Students have been selected for the US exchange program and Sr. St. Andre Best outgoing student prize is awarded annually.
- Increase in % of students who plan their careers effectively (Placement and higher education enrolment)

File Description	Document
Provide link for additional information	View Document

2.2.2

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

Response: 17.94

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

At St. Joseph's College for Women(A) entire teaching-learning process is focused on the needs of the students. Lectures, interactive workshops, case-based learning with an emphasis on problem-solving, lab exercises, field trips, project-based learning, and presentations that draw on evidence and clinical expertise are some of the teaching strategies.

Experiential Learning: The faculties of sciences predominantly involve students in lab practicals, as experiential learning. Almost all departments of Sciences, Arts and Commerce & Management utilize field visits, field surveys, study tours, etc to have exposure to realistic domains and internships and project works to endure hands-on learning.

Participatory learning: The students take initiative in the departments' varied activities, gaining organizational experience which strengthens their leadership abilities. They actively participate in planning a range of events, including conferences, mock parliament, exhibits, and cultural events.

Problem-solving methodologies: The Departments use these approaches by regularly assigning homework to students in order to gauge their level of comprehension. Skill-based Internships are made mandatory for one full semester in all courses in final semester, and it provides a great learning experience.

ICT-Enabled Tools and Online Resources:

Students are given access to online materials. The Skill development programs and the use of ICT in teaching-learning further strengthened the concept of participative learning. Students are provided with ample opportunities to ventilate their ideas and to carry out experiments of their own. The focus of the teaching-learning process is to develop skills and competencies among the students and to make them self-independent.

Symposia, workshops, seminars, and invited talks by professionals from industry and academia on topics of current interest are often organized to broaden students' horizons and keep them updated on developments in global academia and research.

The individual departments of the College have ICT-enabled classrooms. The majority of them have smart classrooms. The ICT-enabled teaching employs LCD/LED projectors, interactive digital projection board, e-learning resources with Wi-Fi access to the institutional intranet, and the vast Library and INFLIBNET resources that come with them.

The College has taken the Google Work Space License for Education, Teaching, and Learning which is made available for all the classes and teachers of the College. St. Joseph's College

Domain IDs are created for both **Students and Teachers**. Several faculties of SJC have conducted National and International Conferences online as part of blended learning (Integrating online and Offline Teaching) implemented for all programs. The library is enabled with e-resources such as subscriptions to e-journals and eBooks (NDLI & N-LIST). The library has a separate CYBER ROOM with 20 computers for exclusive e-Learning. The library is fully automated using Soul 3.05 software for issue and return of books. The library is computerized ensuring student access to E-Learning resources with WIFI facility.

During the pandemic, the College conducted all classes virtually and also organized number of national and international webinars in the campus. Post covid19 they are being conducted in blended mode in the campus.

File Description	Document
Provide Link for Additional Information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

St. Joseph's College for Women(A)-SJCW, The Departments adopt the Mentor-Mentee system to cater to the implicit needs of the students, to provide individualized attention and to assist students on all fronts. Value-added courses and Certificate courses are made mandatory for all students. All the departments have student clubs for organizing numerous curricular, co-curricular and extracurricular activities in addition to the extension activities. Various forums like Career Counselling Cell, Placement Cell and Science Associations, Arts Associations, and Literary associations would help the students to gain critical thinking and practical experience.

The Role of Mentors: In assisting students in their academic path, mentors are essential. Mentors at SJCW are seasoned academics who offer emotional support, career advice, and academic help to their mentees. A group of 20(approximately) students are paired with practically every member of the faculty as mentors, who offer academic support, career counsel, and moral support. As a trustworthy source of guidance, these mentors assist students in overcoming any obstacles they may encounter while attending college. Students are motivated to build a feeling of community and belonging by cultivating a strong mentor-mentee relationship, which augments their self-esteem and general welfare.

Academic Assistance: Academic excellence is given priority in the Mentor-Mentee system at SJCW. Mentors and mentees have regular meetings to talk about the mentees' academic achievement, areas for growth, and offer advice on efficient study methods. Mentors provide students with individualised attention, facilitating their overcoming hurdles in the classroom. In addition, they help mentees improve their problem-solving abilities, set reasonable goals, and use their time wisely. The Institution ensures that students achieve to the best of their abilities by addressing their academic difficulties.

Personal Well-being: The Mentor-Mentee system at SJCW places a strong emphasis on students' mental health acknowledging the significance of psychological well-being. Mentors provide a secure, accepting environment in which mentees can voice their worries and seek advice on psychological or emotional issues. The mentors help students seek appropriate support services as needed, recognising symptoms of stress, anxiety, and other psychological issues.

Career Guidance and Skill Development: Providing students with thorough career coaching is one of the main goals of SJCW's mentor-mentee programmes. Mentors support mentees in preparing their future ambitions, comprehending industry needs, and exploring different career alternatives. Students receive important insights into professional development, including networking, interview techniques, and CV writing, through regular interactions and mentorship sessions. This advice improves their employability and career opportunities.

Monitoring and Evaluation: SJCW has a monitoring and evaluation mechanism to make sure the mentor-mentee arrangement is working effectively with mentors recording their interactions and monitoring their mentees' academic development. In addition to helping to pinpoint areas in need of improvement, this guarantees that the mentor-mentee system continues to adapt to the changing needs of the students.

File Description	Document
Provide Link for Additional Information	View Document

2.3.3

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

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

Response:

At SJCW, the academic process is systematically organized, promptly executed, and closely aligned with our educational goals. The college follows meticulous planning and strict adherence to the Academic Calendar, along with the design and implementation of Teaching Plans for every academic year.

Academic Calendar: The academic calendar Planning, Monitoring, and Execution are crucial to provide a structured learning environment for students.

- 1.Planning is a judicious joint exercise by the Principal, Vice Principal, IQAC Coordinator and the Controller of Examinations to reflect the needs and expectations of the entire academic community.
- 2.The College aligns the calendar with the academic schedules of APSICHE and AU.
- 3.The feedback inputs from the Action Taken Report (ATR) of all the departments form the basis of designing the new academic calendar for all academic events for each semester.
- 4.The academic calendar strikes a favourable balance between academic and non-academic activities, teaching, and examination schedules.
- 5.The Academic calendar is a part of the Handbook (for Faculty & students) highlighting the following details:
 - Name and dates of instruction days scheduled for each semester
 - Non-instruction days (holidays) and significant days
 - Details and dates of the examinations
 - Nonacademic activities
- 6.The Academic Calendar is available on the website and a copy of same is given to students and faculty members at the beginning of the academic year.
- 7.The academic and non-academic activities are held as planned except under unforeseen circumstances.
- 8.At the end of the Semester, the head of the department must submit the ATR for activities conducted with evidence and explanations for those not conducted
- 9.IQAC closely monitors the compliance of the ATR of each department and request department heads to submit Plans of Action for the coming academic year.

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 faculty.
- 2.Course-wise curricular plans and Chapter/ Unit/ Module teaching plans are prepared in alignment with the objectives.
- 3.The Teaching Plan comprises the Course Objectives and outcomes, Learning Resources, Teaching Methods, Evaluation techniques, and Remedial measures.
- 4.The Teaching Plans are uploaded on the website, and maintained in the department and the examination cell. The internal Academic audit committee oversees and monitors the progress of adherence to the Academic Calendar and the Teaching Plans.
- 5.The faculty Curricular and Teaching Plans are monitored by the HOD/In charge of the department and the principal periodically.
- 6.At the end of every week, the faculty in charge must indicate the corrective measures adopted in case of non-completion of the planned topics. Each teacher maintains his/her hour-based Teaching Diary showing the progress in her teaching schedule.
- 7.External Academic Audit by CCE monitors the compliance of academic matters and suggests corrective measures to ensure quality.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 99

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

2022-23	2021-22	2020-21	2019-20	2018-19
89	98	93	100	100

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

2.4.2

Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 27.88

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

Response: 46

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	View Document

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 9

2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year

Response: 765

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

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 42

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

Response: 42

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms**2.5.1**

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 10.2

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

of results year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
9	10	10	10	12

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

2.5.2**Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years****Response:** 1.31**2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
27	30	29	11	20

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

2022-23	2021-22	2020-21	2019-20	2018-19
1525	1727	1856	1942	1880

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.3

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

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

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

Response:

Examination Procedures:

The examination procedures are reviewed and reformed from time to time by the Academic Council. The college adopted a semester-based examination system with continuous evaluation. The Examination pattern consists of two components, namely, Continuous Assessment (CA) and Summative Assessment (ESE) with 40:60 weightage respectively.

CA consists of two mid-semester examinations each for 15 marks one accessory assessment for 5 marks and 5 marks for full attendance in the semester. ESE is conducted for 60 marks towards the end of the semester.

The aggregate minimum for a pass in each course is 40% with a separate minimum of 40% for ESE. The college follows credits and a grading system on a 10-point scale. Students have the option to apply for revaluation. ESE results are published within 15 days of the final examination day.

College issues mark lists with requisite security features. Andhra University issues the final degree certificate. The Grievance Redressal Committee (GRC) addresses examination-related grievances. The college is also a member of the Academic Bank of Credits, encouraging students to maintain lockers for storing their course credits.

Processes integrating IT

The college has been integrating IT across all functions of the Examination Cell (EC).

A Computerized Examination Management System (EMS) is employed to improve efficiency, security, transparency and confidentiality while speeding up the process aiding to declare the results within the stipulated time. It performs all the activities associated with evaluation like fee payment, hall ticket generation, conduct of examinations, results and statistics.

EMS generates personalized barcoded OMR answer scripts. Post-evaluation marked OMRs can be scanned for result processing and reports are generated. After the approval of the Examination Committee, results are published on the college website. Students can download web marks statements online and obtain QR-coded mark memos from the examination section. CCTV Surveillance System in the vicinity of the examination cell and examination rooms curbs untoward incidents of malpractice and ensures strict vigilance. College registered in NAD Digi locker and uploaded students' data to maintain ABC accounts to facilitate credit transfer. EC generates cumulative certificates with 10 security features to prevent tampering and forgery of data. Direct verification portal on the website facilitates student data verification online. During the pandemic, virtual mode was adopted for all meetings. WhatsApp portals and websites are employed for the dissemination of examination information to stakeholders. Paper setters are advised to email the papers, saving time, and money and minimizing typographical errors.

Continuous Internal Assessment system

CA consists of two mid-semester examinations each for 15 marks (one offline and one online). Jayme's software used to conduct online mid-exams provides results immediately for student verification. Question paper setting and valuation is completely internal for all CA and external for all ESE.

Variety and ingenuity are ensured in the 5-mark accessory assessment where faculty employ varied methodologies like online quizzes, PPT, Mini projects, and roleplay to encourage student performance. 5 marks are awarded for full attendance in the semester. EZ School software is used to record the regular attendance of students.

File Description	Document
Provide links as Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Program Outcomes (POs) and Graduate attributes are meticulously developed and identified through the collaboration of the Principal, Vice Principal, and Heads of all the departments by aligning with the vision and mission statements. POs are a set of Knowledge, skills, values or attributes that a student should acquire upon completion of his/her program. Set of Program Specific Outcomes/Course

Outcomes (PSOs/Cos) were prepared by the course coordinators by the revised Bloom Taxonomy for each Course. PSOs are specifically defined outcomes of the programme which the graduates have to acquire by the end of the programme. COs are direct statements that describe the essential and enduring domain knowledge and abilities that students should possess upon completion of a Course.

The college conducts Faculty Development Programs on Outcome Based Education to equip faculty with skills for designing, mapping and attaining learning outcomes. IQAC conducts orientation sessions for the new faculty members on CO-PO mapping and assessment approach.

Communication to stakeholders: The POs/PSOs/COs and Graduate attributes of the programme are clearly stated and communicated to all the stakeholders.

- Published on the college website
- Through social media platforms
- Available in departmental course files
- Displayed in the departmental notice boards/labs/classrooms
- Printed in the syllabus books and are made available in the Examination cell and library.
- Communicated to the students and parents during the orientation programme conducted for the newly admitted batch of students and their parents.

Alignment of POs/PSOs/COs with assessment process:

COs of each course are mapped to the POs with three levels of correlation value highly correlated, medium correlated, and low correlated by course coordinators.

Each faculty prepares a lecture-wise Course Lesson Plan and uses different pedagogical tools for the delivery of course outcomes. Heads of departments closely monitor student performance through various assessments, including assignments, projects, quizzes, practicals, presentations and formative and summative exams.

Attainment evaluation:

Attainment of COs is assessed through direct and indirect methods. In the direct assessment method all the assignments, quizzes, and mid-semester exam questions are framed by mapping with course outcomes to test the student's level of understanding of those COs. Marks obtained by each student for each question in Internal Exams are recorded for outcome analysis. Course end survey at the end of the semester is considered for indirect assessment. CO Attainment of the course is computed by giving 80% weightage to direct assessment and 20% to indirect assessment.

The PO/PSO attainment of a course is computed by taking the weighted average of CO Attainment with PO/PSO mapping. Attainment targets for POs/PSOs are established based on the achievement of the previously graduated batch. However, flexibility is given to the Departments to set the target for POs/PSOs attainment. Departments calculate the outcomes attainment gap by comparing the actual attainment with established targets. Based on this follow-up programs are implemented to bridge the gap and ensure students achieve the desired learning outcomes. Feedback from employers and alumni was collected to find whether the knowledge and skills learned from the institution were adequate and satisfying their expectations or not.

File Description	Document
Provide links as Additional Information	View Document

2.6.2

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

Response: 90.09

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

Response: 500

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

2.7 Student Satisfaction Survey**2.7.1**

Online student satisfaction survey regarding teaching learning process

Response: 3.71

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The institution has a well-defined policy for research promotion which creates an environment to facilitate research and development.

The institution encourages research among faculty by providing seed money to carry out research work and provides financial support to faculty members who are engaged in research publications. Guidance is provided for organizing seminars and workshops.

The Research Committee of the college motivates the staff and students to engage in research. Faculty members are also encouraged to publish research articles in UGC CARE-listed/Web of Science and Scopus-indexed journals. To enhance the quality of publications, cash incentives are provided. Financial Support is given for attending workshops, conferences, seminars, and presenting technical papers.

Annual increments are given to all faculty members to encourage and upgrade their professional careers.

The 2 research guides of the college are guiding research scholars currently, from AUTDR Hub of Andhra University. The college also facilitates research by providing facilities like computers with internet access, equipment, and well-equipped departmental and main library. The science laboratories are well-equipped for research.

A short-term course on Intellectual property Rights is organised by the Department of Commerce and Management for second-year PG Students. The IQAC has organized lectures/ short courses on research methodology, IPR, and academic writing as research initiatives. Workshops, seminars, and guest lectures conducted on research methodology to guide the students.

The Research and Ethics Committee monitors the progress of the research carried out with seed money. It also ensures that all the papers being published are checked and verified for plagiarism. The institution has a Code of Ethics Policy which monitors the ethical aspects as well as plagiarism.

The college established a research lab with funds received from the UGC for two minor research projects of the Chemistry faculty. Faculty members of the college take active role guiding students in student research projects. Two faculty members have published patents from the Australian and Indian governments.

The Research Promotion Policy of the college encourages collaboration with industries, HEI, and research organizations for the promotion of research and knowledge exchange of faculty and students. Students are motivated to take up research projects as a part of their skill-based internship.

The faculty actively involved in the preparation of video lessons and LMS (4-Quadrants) in various subjects. Besides, they also take part in textbook writing for the Andhra Pradesh State Council of Higher Education. The college LMS portal SOW-E-LEARN also serves as a learning portal for students across the globe!!!

To promote research, the college also subscribes to several periodicals like AIMS-Agriculture and Food, Indonesian Journal of Biotechnology, Journal of Applied Biology and Biotechnology, and Journal of Food Quality and Hazards Control which are indexed in the Web of Science or Scopus.

File Description	Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 6.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.43328	1.23	0	0	0

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

3.1.3

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

Response: 2.42

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

Response: 4

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document

3.2 Resource Mobilization for Research**3.2.1**

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

Response: .47

File Description	Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.2

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

Response: 0.04

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

Response: 7

File Description	Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response: 24.71

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

Response: 21

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

3.3 Innovation Ecosystem**3.3.1**

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

Response:

The institution fosters an environment conducive to innovation, knowledge transfer, and entrepreneurship development through its SEED centre, established in collaboration with APSSDC, JSS, and SDIs. Launched in August 2021, this centre is dedicated to igniting creativity and entrepreneurial spirit among students, embodying the motto "Kindle the light within." The SEED centre orchestrates Awareness Campaigns, identifies potential innovators and entrepreneurs, organizes programs, and provides facilities to nurture their skills.

During the academic year 2022-2023, a 30-hour SEED course named 'Learn-Make-Earn' was conducted

in collaboration with JSS/Jana Shikshan Samsthan. Students, operating under the brand name DOCTOR, prepared and sold sanitisers, candles, phenyl, floor cleaning liquid, and washing powder through C-MART, established within the college.

Recognizing the fundamental significance of IPR in protecting and promoting innovation a work environment is created for intensifying novel ideas and their successive fortification. Awareness meets, workshops, seminars and guest lectures on IPR have been organized to educate the academic community. The faculty of the college has played an active part and published patents.

To impart entrepreneurial skills among the students' workshops, guest lectures, and webinars are organized periodically. Students have demonstrated their talent and skill in textile designing, making soft toys, millet recipes, preparation of sanitizers, cleaning supplies, and candles.

Sustainable projects namely vermicompost preparation, mushroom cultivation, and an ornamental plant nursery are incubated on the campus. Fabrication and sale of customized jewellery, cakes, and confectionery are taken up by some students. Budding student entrepreneurs sell food and decorative items, dolls, home utilities, and paper products within the college premises to mark some events/occasions.

Indian Knowledge System and its important components Yoga, Sanskrit Ayurveda, Indian culture, and science are promoted at SJC. Sanskrit, a general education paper offered to all the UG students emphasises the chapters on epics (ithihaasaas), dramas on anectodes in the epics, and ASHTADASHA PURANAS. Yoga, an extra-curricular activity for first-year students enhances their physical well-being and helps manage stress and anxiety, International Yoga Day is observed on the campus every year. The importance of Vedic mathematics is inculcated through extension activities to school students. The medicinal plant garden relates to the natural system of medicine, Ayurveda which originated in India.

One of the faculty members of the college, Mrs. B. Anitha has recorded several YouTube videos in the media lab of the college on varied aspects of Indian Heritage and Culture, Tourism, and Freedom Movement in India and uploaded them on the web. Links to the videos are available on the college website. Several students of the college watch the videos and understand the greatness of Indian Heritage and Culture.

File Description	Document
Link for Any other additional information	View Document

3.4 Research Publications and Awards

3.4.1

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

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

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

Response: A. All of the above

File Description	Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI	View Document

3.4.2

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

Response: 0.14

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

Response: 3

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.3

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

Response: 0.68

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

Response: 113

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

3.4.4**Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 0.38**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 62

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

3.4.5**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response:** 4.39

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

3.4.6***Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution*****Response:** 2.5

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

3.5 Consultancy

3.5.1

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

Response: 4.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.05	2.46	.66	0.08	.36

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	View Document
Institutional data in the prescribed format (data template)	View Document

3.6 Extension Activities

3.6.1

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

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

Response:

St. Joseph's College for Women is committed to fostering holistic development among its students and actively engages them in extension activities within the neighbourhood community. The college has NCC, NSS, and Rangers units which collaborate with organizations like UNICEF, APSACS, GVMC, APCCE, etc in conducting extension activities with the objective of personality development through community service with a motto 'not me but you'. The extension activities include Swatch Bharat Abhiyan, Coastal Clean-up, Plantation, Blood Donation, health camps, Awareness /sensitization drives on various issues like prevention of open defecation, Ban on plastic, Helping Hands, Yuva Chetana.

Yuva Chetana, credit-based community service projects are a part of the curriculum, ensuring that all

students actively participate in these projects. These projects integrate meaningful community service with instruction, participation, learning and community development. The projects cover a wide range of important topics such as awareness of the conservation of water, water quality parameters, health and hygiene, Tree Plantation, Anti-tobacco, renewable energy and other socially relevant themes. Students enhance their personality development and social responsibility.

Over the past five years, our neighbourhood has been buzzing with various extension activities aimed at sensitizing students to social issues for their holistic development. From visiting orphan homes, and homes for the aged, to coastal cleanups, from extension programs for tribals to promoting cleanliness through Swachhata Seva, and from empowering women through events like Women's Power Walk to advocating against liquor, and medical camps, each initiative has left indelible impacts on the community and the students involved. These activities have not only made a positive impact on the community but also sensitized the students to various social issues.

The college organizes various health camps and blood donation camps addressing health issues and distribution of medicines, winning appreciation certificates from Blood Banks.

Outreach activities on tribals provided students with valuable insights into the lives and cultures of tribal communities. Students gained a deeper understanding and appreciation for diversity. These programs also highlighted the challenges faced by tribal communities, sparking discussions on social justice and the need for inclusive development.

The Reduce Reuse and Recycle Club and Green Globe Nature Club of the college contribute to better waste management practices and contribute to a clean, green, and sustainable environment. Students also learned the importance of civic responsibility and the impact of their actions on the world around them.

In recognition of the commitment to community service and the positive impact created through the extension activities Dr. K. Manikya Kumari, NSS Programme officer, won the **State Best NSS Officer Award 2019-20 from the Government of Andhra Pradesh.**

Miss K. Divya Swaroopa of 3rd BSc was conferred with the university-level **Best NSS Volunteer award in April 2019.**

Miss B. Angeline received the **NSS State Best Volunteer Award for 2021-22**

Miss B. Angeline received the **APSCHE Excellence award for 2022, under community service.**

File Description	Document
Provide the link for additional information	View Document

3.6.2

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

Response: 93

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	30	5	17	4

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.7 Collaboration

3.7.1

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

Response: 28

File Description	Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

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

Response:

(a). teaching – learning, viz., classrooms, laboratories, computing equipment etc.

St. Joseph's College for Women (A) features a spacious 7-acre high-tech campus, with four blocks equipped with contemporary amenities and educational resources to fulfil its academic aspirations and strategic goals.

In addition to mandatory classrooms, laboratories, seminar halls, etc., the college hosts an array of outstanding facilities namely

- SJC Language Center
- SAHAY- Counseling Centre
- Multimedia Lab
- SOW eLEARN –LMS platform
- Cyber Café
- Classrooms interfaced with the public address system
- Entrepreneurship Development Centre
- Zoology Museum
- Shade House
- Herbarium presser
- Hydroponics system
- Employability Skills Centre (APSSDC)

At St. Joseph's College for Women (A), classes are carefully scheduled to make the best use of the available physical infrastructure.

Classrooms: The college has 44 well-ventilated and equipped classrooms and three seminar halls, most of them digitalized and furnished with audio-visual aids, including projectors and screens/smart boards/interactive panel boards, making the teaching-learning process at SJC highly interactive and effective.

Laboratories: The institution prioritizes practical learning and hands-on experience via its 30 well-equipped laboratories fitted with state-of-the-art equipment to conduct experiments and research

activities with quality and precision.

Computing Equipment:

In tune with the contemporary digital era, the college provides students access to an array of computing equipment, which is furnished with up-to-date software, including Windows 10, Oracle, Jupyter Notebook, Tally, R Software, Wamp Server, Adobe Photoshop and PageMaker, Dreamweaver, Turbo C, and others.

(b). ICT – Enabled facilities such as smart class, LMS, etc.,

The Institute has a policy to continuously upgrade its IT infrastructure, including a Learning Management System (LMS), multimedia labs, and ICT-enabled classrooms, to foster an optimal educational environment on par with the times.

They are maintaining a student-computer ratio below 1:5, with four air-conditioned computer labs housing 276 desktop systems, with LAN and internet facilities. Additionally, the language lab is furnished with 90 desktops, speakers, and headphones, and the media lab is armed with a lecture-capturing system and facilities for shooting short films.

SJC recently launched the Learning Management System (LMS) SOW e LEARN, where lesson containing 4 quadrants of the content of different courses is hosted digitally for the benefit of students.

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

The college boasts ample facilities for sports, yoga, and cultural activities.

The indoor and outdoor sports facilities include a spacious outdoor ground that supports sports activities like throwing balls, basketball, netball tournaments, exhibition camps, and tournaments, as well as an indoor facility with TT tables, handball, caroms equipment, etc.

The gym has a variety of equipment including treadmills, air bikes, exercise cycles, leg, bench, butterfly, bust and hand press, twisters, pull-up bar, etc for a complete fitness workout. The College ensures periodic upgradation of equipment, necessary purchases, and maintenance.

The college also has a well-structured Yoga Hall.

For cultural activities, the college has an indoor auditorium, an open-air stage, a sheltered Multipurpose Hall, and a sheltered stage supported by 17 microphones and six amplifiers. These facilities are utilized for the bi-weekly assembly, annual college functions, Intercollegiate fests, and other events.

File Description	Document
Provide the link for additional information	View Document

4.1.2

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

Response: 35.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
169.10	79.24	52.65	107.55	152.66

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

4.2 Library as a Learning Resource**4.2.1**

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

Response:

St. Joseph's College for Women (A) has an impressive and well-stocked library housed in an independent two-storeyed building spread out over an area of 5401 sq. ft, with a collection of modern resources and services to meet the demands of the user community. It is fully air-conditioned and is easily accessible to the users.

The highlights of the library facility are:

1. The library is provided with all modern amenities, such as CCTV, a property counter, fire alarms, smoke detectors, and two emergency exits.
2. The library is automated with the Integrated Library Management System (ILMS) through SOUL 3.0 of Inflibnet, providing users easy access to technology.

3. A tripod turnstile installed at the library entrance serves to enhance security, regulate user flow, and collect data on library usage using eSSL Access 3.5 software.
4. The ground floor features a circulation counter, a librarian's desk, a well-appointed reading area with ample seating, a dedicated reference section, a space for periodicals, a designated area for newspapers, a discussion room, a stack area specifically for science books, and restroom facilities. Additionally, group collaboration spaces are available
5. The second floor houses back volumes of periodicals, and a stack area for arts, language, and PG books.
6. The library is provided with 2 Xerox machines, one in the library and the other at the cybercafe.
7. The cyber cafe has systems offering fast and free Internet.

Automation Details:

1. An OPAC with 4 terminals facilitates access to all the library resources. User orientation is provided at the start of each academic year.
2. The library is partially automated through the integrated ILMS SOUL 3.0, facilitating various housekeeping activities such as Data entry, book issues, renewals and member logins. Utilizing Dewey decimal classification, the library employs bar coding system for books and assigns unique barcode IDs to users.

Special Services provided by the library:

1. AN NDLI CLUB that facilitates access to innumerable digital resources to faculty and students.
2. The college has a Subscription to N – List E- resources which are a part of an e-Shodhsindhu consortium of Inflibnet. The college ranked seventh among the top 10 college users in April 2024.
3. The library coordinates the entire process of students' MOOC Courses under NPTEL Local Chapter and SWAYAM, like registration, communication record of results, and grading.
4. The Library Committee organizes awareness programs like National Library Week celebrations, featuring competitions in Debate, Essay writing, Quizzes, etc., and the committee presents awards to 'the best user of the library' every month.
5. In 2018, the library initiated a book club that hosts a range of activities aimed at promoting reading, fostering book discussions, and facilitating social interactions among its members

Number of Books and Reference Books

- | | |
|---------------------------------|------------|
| 1. Text Books & Reference Books | = 32465 |
| 2. Journals | = 301 |
| 3. Digital Databases | = NDLI |
| 4. E-Books & E-Journals | = N – List |
| 5. CD's | = 501 |
| 6. Back Volumes | = 6085 |

File Description	Document
Provide the link for additional information	View Document

4.2.2**Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years****Response:** 2.08**4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
6.19	5.50	7.04	6.50	7.36

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

4.3 IT Infrastructure**4.3.1****Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection****Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words****Response:**

The institution emphasizes a strong IT infrastructure, evident through its dedicated IT policy available on the website. Wi-Fi connectivity is widespread, and digital classrooms feature Smart Boards, LCD TVs, and projectors. Internet access is robust, with 2 ACT Fibernet-ACT Diamond Plans at 150Mbps, 1 Excel Broadband at 100Mbps, 7 Airtel Net Modems, and 3 BSNL-Wi-Fi Connections, each providing 100Mbps. This supports seamless online learning and enhances educational experiences.

In the digital age, the institution acknowledges technology's pivotal role in education. Hence, it provides

students with diverse computing devices equipped with the latest software such as Windows 10, Oracle, Jupyter Notebook, R Software, Adobe Photoshop, Dreamweaver, Turbo C, WEKA3.8, and Tally. Additionally, plagiarism-checking software aids faculty and researchers in maintaining academic integrity by detecting plagiarism in research papers and reports.

The college has 4 computer labs, 1 language lab, and 1 media lab, enriching students' learning experiences. The language and media labs specialize in audio-visual aspects, fostering skills in short-film making and journalism. Printers are conveniently placed in key areas, including the office, staffrooms, library, examination cell, and laboratories. Furthermore, seven servers, backed by UPS support, ensure seamless operations for academic and administrative functions. The institution has been conducting online mid-examinations from the 2018-2019 academic year. The examination cell has been using **Jaymas Software** which is now been upgraded to **ERP Software**.

The number of computers, configuration of systems, and bandwidth has been consistently updated to align with regulatory requirements and the latest technology as below:

IT Facilities	2018-2019	2022-2023
No. of Systems	264	457
Operating System	Windows7, 32-bit Processor: Dual Core RAM: 4GB 1TBHDD MonitorSize:18.5inches	Windows 10, 32-bit Processor: Intel Pentium Dual Core RAM: 4GB 1TBHDD MonitorSize:18.5 inches
Wifi Bandwidth	100Mbps	150Mbps
Total No. of Computers in office	21	57
Total No. of computers in computer labs	243	400

During 2020-21, 2021-22, and 2022-23, the institution hosted 5 blended mode international and national webinars, accessing resource persons online. Amid the COVID-19 pandemic, it seamlessly transitioned to online classes via Google Meet, ensuring uninterrupted academic activity. Online mid-examinations for PG students were conducted for 2019-2021 and 2020-2022, including practical exams and viva-voce sessions online. Additionally, 31 national and international webinars were organized during the pandemic period.

Using the college domain, all the faculty members and students are given official college mail IDs. The college employs online servers for database storage and digitizes book borrowing in the library. Its website provides up-to-date event information, examination schedules, and holiday notices. Bulk messaging via corp.anvithasoft.com has been active since 2013. EZ School has managed student attendance via LAN since 2017-18. Campus-wide CCTV surveillance, Wi-Fi, and LAN connectivity are standard. The institution's **YouTube channel** launched on May 13, 2020, features extracurricular activities. Wi-Fi biometric devices track staff attendance and also student attendance. Dedicated

WhatsApp groups streamline communication for each class. The availability of cutting-edge IT facilities, along with abundant internet bandwidth, ensures that both students and staff have the necessary tools for achieving success.

File Description	Document
Provide the link for additional information	View Document

4.3.2

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

Response: 3.81

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

Response: 400

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document

4.3.3

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

Response:

The dedicated Audio Visual Centre at St. Joseph's College for Women (A) is a pioneering facility that caters to various aspects of multimedia content creation and e-content development.

This centre is equipped with advanced hardware and software, enabling students, faculty, and researchers to produce high-quality audio-visual materials. Multimedia presentations are created for class assignments, projects, and seminars in which visuals, audio, and interactive elements are integrated to enhance the presentations. Students explore digital storytelling techniques by creating narratives through various media forms, including videos, animations, and interactive websites. The lab provides resources for scripting, storyboarding, and production and is equipped with professional software and equipment for editing, recording, and production.

The Audio-Visual Center supports the institution's programs and activities. It aims to provide a wide range of communication-learning opportunities to students through the use of Audio-Visual instructional and educational materials and equipment. The Media Lab was established in the academic year 2012-2013. Media lab supports journalism and broadcasting programs, allowing students to produce

news articles, reports, and broadcasts utilizing equipment such as cameras, microphones, and editing software.

Media Lab is equipped with a professional camera, camcorder, Soft Lights, and a decent internet speed of 100 Mbps access is provided to produce visually captivating media content, such as instructional videos, promotional materials, lecture videos, etc. The lab is used for recording content, critical reviewing of content, and news segments. There are also sound mixers, mics, and tripod stands for camera, amply speaker, and capture cards for recording and editing. The Media Lab, equipped with air conditioning and soundproofing, is designed to facilitate high-quality audio and video recording and enhancement

The multimedia lab also houses editing facilities with multimedia software tools such as Adobe Photoshop, CorelDraw, Adobe Illustrator, and Adobe InDesign that aid in image editing, graphic design, and layout creation. Students use the lab to create various forms of digital media, including videos, podcasts, animations, and graphics.

File Description	Document
Provide the link for additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 41.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
52.49	57.09	140.41	183.49	224.62

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

4.4.2

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

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

Response:

The College has well-established systems and procedures to maintain and utilize physical, academic and support facilities to provide a conducive healthy environment for learning.

The Office Superintendent of the college is in charge of the maintenance and takes care of all the assets of the college, coordinating through maintenance supervisors, heads of departments, mentoring faculty, student council, supporting staff, librarian, physical director etc. Repair complaints are recorded promptly, and a dedicated trained supporting staff of the college addresses minor repairs, while the college engages local experts through maintenance contracts for specialized repairs and upkeep. Major Equipment is covered under Annual Maintenance Contracts (AMCs) for regular maintenance. Annual stock verification of Laboratories and Library is done during semester break in summer.

Physical Facilities:

- Round-the-clock security personnel ensure the safety and security of all college infrastructure. They diligently monitor the entry and exit of individuals, vehicles, and parking areas. Additionally, the entire campus is equipped with CCTV surveillance
- The maintenance of buildings (repairs, white-wash, and paintings), rainwater harvesting pits, parking lot, indoor and outdoor stadiums, periodic cleaning of water tanks and solar panels, scale removal and filter changes of water purifying tanks, regular maintenance of generators, lifts, cleaning of restrooms are properly done as per schedule.
- Prominent usage instructions are placed near all facilities to guide users effectively.
- Sanitary napkin incinerator ensures proper disposal of soiled napkins hygienically.
- The working condition of the Fire Safety system is periodically checked.
- The College gardens are well maintained through all seasons.

Academic Facilities

Classrooms: Dailey cleaning and maintenance of classrooms and laboratories are done. Teaching aids like projectors, smart and blackboards are properly maintained. Classroom furniture and physical infrastructure repairs are conducted during summer vacations.

Laboratories and Computers: The laboratory equipment and instruments are under diligent maintenance by qualified laboratory technicians. Calibration of instruments in chemistry and physics laboratories, software updates and hardware issues in computer labs, preservation of specimens in the biology laboratories and museums, the gas pipelines in labs, washing norms of distilled water plants in chemistry labs, storage of chemicals and glassware, waste disposal as per guidelines, are regularly monitored. Dos and Don'ts, Standard Operating Procedures (SOPs) are visibly displayed near equipment, accompanied by logbooks to track usage.

Library: Library databases are secured using antivirus and cyber security systems. Back volumes, important books, and journals are preserved in the form of bound volumes. Books are maintained in separate Page locations for each department. Accession numbers are assigned for the books purchased. Entry & exit of students & faculty and their activities are monitored through the Tripod system and CCTVs.

Sports Facility: The running tracks of the Physical Education department are regularly cleaned and the surface is evenly maintained. The courts are marked regularly as per the standard guidelines stipulated by the Sports Authority of India. Functional and safety standards of equipment are checked before issue. Basic appliances in the gymnasium are cleaned daily Treadmills and other weight training equipment are maintained with proper lubrication from time to time.

File Description	Document
Provide the link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 61.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
354	255	1734	1792	1317

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

5.1.2

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

Response:

Navigating Student Career Paths: A Holistic Approach: At our institution, we streamline and structure career counselling sessions conducted by various departments. These sessions feature resource speakers with expertise in diverse fields, aiming to guide students toward the right professional path for a successful and fulfilling future. With our commitment extending beyond individual guidance; we foster a collaborative environment by inviting industry experts, successful alumni, and seasoned professionals to share insights during career orientation programs. We empower students to confidently navigate diverse career trajectories by connecting them with real-world perspectives.

Career Counselling: The Department of Commerce and Management, in collaboration with the Training and Placement Cell (TPC), has proactively organized a course titled “Banking Financial Services & Insurance” (BFSI) for BCOM and BBA students. This course imparts fundamental knowledge in three critical aspects of the sector: banking, securities markets, and insurance.

Additionally, TPC has facilitated several career orientation programs, including BPO Orientation: A program aimed at building a path to success in outsourcing, and Placement Drive Orientation: An initiative by AOES to prepare students for placement drives. Skill Drive: A collaboration with APSSDC for industrial customized skill training and placement. Campus Drive Orientation: Organized with The Placement Park, PATRA India Pvt Ltd., Tech Mahindra, etc. Nurturing 21st Century Employability Skills: Focused on enhancing students' abilities to thrive in dynamic business environments. Career as Company Secretary with ICSI: Providing insights into the role of a company secretary. These sessions equip students with essential knowledge and foster entrepreneurship skills, preparing them for success in the ever-evolving business landscape.

The Placement and Guidance Cell, in collaboration with organizations such as APSSDC, Naandi Foundation, and DISC IAS Study Circle, offers comprehensive training programs. These comprehensive programs address critical areas such as soft skills, communication, capacity building, employability skills, and writing curriculum vitae. Students with these practical skills are empowered to confidently navigate the competitive job market. Furthermore, the skills enhancement courses offered to students, like English for Employability Skills, Critical Thinking & Problem Solving, Effective Business Communication Skills, Communication & Presentation Skills, Public Relations, and Tally, enhance their soft skills and increase employability.

E-counselling: Amidst and in the aftermath of the COVID-19 pandemic, our institution has taken proactive steps to support students' career development through virtual career counselling sessions conducted via webinars and online platforms. Specifically, the Department of English organized comprehensive three-day webinar series covering various essential aspects: Professional & Career Development for Aspiring Graduates: Reflections on Career Development for MA Students: Tailored for Master's students, your 5 Steps to Graduate Studies in the U.S. A Four-Day Training Program by Bajaj Finserv for BCOM & BBA Graduates: These initiatives ensure that our students are well groomed for the transition from the classroom to the corporate world, equipped with both knowledge and practical skills

The guidance and career counseling sessions are designed to help students focus on their careers and higher education. Through placement drives and common entrance tests conducted at various levels, students achieve success.

File Description	Document
Provide the link for additional information	View Document

5.1.3

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

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

Response: A. All of the above

File Description	Document
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format (data template)	View Document

5.1.4

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

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

Response: B. Any 3 of the above

File Description	Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document

5.2 Student Progression

5.2.1

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

Response: 27.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
308	227	87	110	80

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

5.2.2

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

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

Response: 1.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	10	11	11	16

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years

Response: 28

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	3	6	7	6

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document

5.3.2

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

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

Response:

The Student Council at St. Joseph's College for Women (Autonomous) plays a pivotal role. Comprising representatives from all programs and levels, the Student Council is nominated by the Heads of Departments based on their academic proficiency and punctuality. Its motto is to promote student interests and welfare, providing social, cultural, and educational opportunities. This influential body is well-represented across various academic and administrative committees

Internal Quality Assurance Cell: The student representatives contribute ideas and feedback to improve academic programs and services.

Internal Complaints Committee: As a liaison between the committee and the student community, the role involves addressing harassment-related issues, representing student concerns, and ensuring their complaints are heard and addressed.

Anti-Ragging Committee: Student representatives on the Anti-Ragging Committee work diligently to create a secure campus environment

Library Committee: Student representatives on the Library Committee actively contribute to enhancing library services.

Training & Placement Cell: Student representatives in the Training & Placement Cell actively coordinate placement activities including campus drives and career orientation sessions.

Women Empowerment Cell: Student representatives actively advocate for gender equality within the college community. They raise awareness about the importance of equal opportunities, rights, and respect

for all genders. These representatives organize awareness campaigns, workshops, and discussions. Topics include gender stereotypes, women’s empowerment, and breaking down barriers.

Student Executive Body: Contributing to overall college governance.

As the apex student body, the Student Council actively manages a wide range of responsibilities:

Event Management:

- 1.Planning, organizing, and overseeing extramural events on campus.
- 2.Serving as the bridge between management and students.
- 3.Collaborating with student leaders from other colleges for various events.
- 4.Coordinating placement drives.
- 5.Facilitating student participation in intercollegiate talent fests.
- 6.Organizing the annual cultural fest, EXCELSIOR, through flash mobs, social media, and public relations.
- 7.Engaging sponsors for funding during EXCELSIOR.
- 8.Coordinating association and club activities.
- 9.Hosting knowledge-sharing forums and talks.
- 10.Student Support and Campus Welfare:
- 11.Providing counseling to younger peers.
- 12.Ensuring a ragging-free campus.
- 13.Managing discipline and crowd control during college events.
- 14.Assisting in implementing the student code of conduct.
- 15.Coordinating cleanliness drives (Swachhata).

NCC Committee: Student representatives collaborate to plan and execute NCC-related events. These events include parades, camps, drills, and community service initiatives.

NSS Advisory Committee: Student representatives actively collaborate with the National Service Scheme (NSS) to organize community service projects. They contribute to activities such as blood donation drives, cleanliness campaigns, and awareness programs, and observe significant national days

Sports Club: These representatives take charge of organizing sports events within the college, ensuring that students have ample opportunities to participate in various sports and games. Additionally, they coordinate events beyond the college campus

Student Council leaders receive accolades, including the prestigious ‘Student of the Year’ award, in recognition of their exceptional leadership. Their well-defined roles and responsibilities, outlined in the Student Council Charter, significantly contribute to the holistic development of students within the college.

File Description	Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

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

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	View Document
Institutional data in the prescribed format (data template)	View Document

5.4 Alumni Engagement**5.4.1**

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

Response: 36.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.85	20.72	2.83	5.81	1.50

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document

5.4.2

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

and other support system

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

Response:

The Alumni Association of St. Joseph's College for Women (Autonomous) is an active and registered entity. The college has a rich legacy spanning sixty-six years, with thousands of accomplished alumni spread globally. The association was formally registered in 2021 and had around two thousand life members since its official establishment. In 2022, the association was granted 80G status, which applies to contributions made to the association.

Annual Alumni Reunion: A Celebration of Gratitude and Inspiration: Every December, SJCW hosts its cherished Alumni Reunion on the third Saturday. During these heartwarming gatherings, alumnae from various batches come together to relive their college memories, express deep gratitude, and swell with pride for their beloved Alma Mater. They are powerful platforms where illustrious alumnae connect with current students, sharing their remarkable journeys, insights, and wisdom.

The alumnae wholeheartedly support SJCW(A) and actively contribute to students' overall personality development by facilitating in various ways:

Resource Talks & Workshops: To enrich students' academic experiences with practical insights, the college frequently invites distinguished alumni from diverse industries, educational institutions, universities, and corporate sectors. These esteemed guests share their expertise through interactive sessions, workshops, internships, and soft skills training. They also deliver subject-specific resource lectures, providing invaluable knowledge and inspiration.

Engaged Alumni Offering Valuable Feedback: Annually, the college collects feedback from its alumni—a valuable process that helps identify areas for improvement. This feedback informs changes aimed at enhancing education quality and overall student experiences.

Alumni Contributions to Cultural Enrichment: Distinguished alumni who have forged successful careers in music and dance actively contribute by participating in campus cultural festivals. Their involvement enriches the college's cultural fabric, offering students inspiring experiences and opportunities for artistic expression

Alumni Engagement in Enhancing Campus Quality: The esteemed alumni of St. Joseph's College for Women (SJCW) serve as nominated members within the internal quality assurance cell. Their active participation in meetings contributes valuable insights and innovative ideas to elevate the overall educational experience on campus.

Alumni as Faculty: Nurturing Excellence and Giving Back to Alma Mater: At St. Joseph's College for Women (SJCW), our esteemed alumni don't merely reminisce about their college days; they actively contribute to the institution's growth. By serving as faculty members, they infuse their expertise, passion, and commitment into shaping the next generation of students. Their dual role—both as educators and proud alumnae—enhances the quality of education and perpetuates the spirit of giving back to their beloved alma mater

As a policy, illustrious alumni are invited to the Student Council Inaugural and Valedictory functions to motivate students. Many alumni also deliver resource talks and inspirational sessions, showcasing specific skills during departmental association and club activities.

Alumni Association Initiatives: Demonstrating a commitment to student welfare, the Alumni Association has installed LED poles, cement benches, a 500-liter solar water heater in the hostel, and awnings near the canteen. Additionally, the association established an Entrepreneurship Development Cell, contributing to the holistic development of the institution.

File Description	Document
Provide the link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

St. Joseph's College for Women (Autonomous) stands as a pillar of women's empowerment, a legacy built on the visionary act of the Sisters of St. Joseph of Annecy. Recognizing the profound need for higher education for women in Visakhapatnam, they established the college in 1958. Since then, St. Joseph's has become synonymous with excellence, not just in academics but also in fostering leadership qualities, social responsibility, and a vibrant extracurricular activity. This remarkable achievement stems from the college's exceptional institutional governance and leadership practices, all meticulously aligned with its core vision and mission.

The college leadership, under the Principal's guidance, fosters a collaborative environment. Policy statements and action plans are the product of thoughtful discussions within the College Academic Committee. This committee, comprising the Vice Principal, Controller of Examinations, Heads of Departments, and senior faculty, ensures a diverse range of perspectives which are present and future oriented. The formulated plans are then translated into action by dedicated functional committees. The Principal, through regular meetings, closely monitors progress and review outcomes. This commitment to continuous improvement is further strengthened by the Academic Council and Governing Body, the college's apex decision-making body. Feedback and suggestions provided by these esteemed members are actively incorporated, ensuring St. Joseph's College for Women (Autonomous) remains at the forefront of women's education, consistently evolving to empower future generations.

VISION STATEMENT: Nurture and inspire young women, to instill in them dynamic leadership, unwavering courage, boundless optimism, and a steadfast faith to transform the world.

MISSION STATEMENT: St. Joseph's College for Women is dedicated to providing a transformative and inclusive learning environment that arouses intellectual curiosity, fosters personal development, and instills values, preparing women to excel in diverse fields and contribute meaningfully to society.

St. Joseph's College for Women (Autonomous) has seamlessly incorporated the New Education Policy (NEP) since the academic year 2020-2021, aligning with APSCHE guidelines. As a direct outcome of NEP integration, the institution has introduced various interdisciplinary and multidisciplinary courses spanning science, humanities, commerce, and management disciplines. These offerings encompass Life Skills Courses (LSC) and Skill Development Courses (SDC).

The college embraces a collaborative approach, departing from traditional hierarchies. This fosters a sense of ownership among faculty, staff, and students, who actively participate in shaping the college's future. A well-defined organizational structure with empowered committees guides the institution, while

suggestion boxes and forums ensure all voices are heard. This commitment to shared decision-making creates a dynamic learning environment, propelling St. Joseph's towards continued excellence. This consultative approach creates transparency in governance and encourages individual involvement. All stakeholders actively participate in statutory committees, ensuring that their perspectives are valued and contribute to enhancing quality standards in governance

The IQAC crafts **Institutional Perspective Plans (IPPs)**. These IPPs are like roadmaps, outlining both short and long-term goals, strategic objectives, and actionable steps to achieve the college's aspirations.

File Description	Document
Provide the link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

At St. Joseph's College for Women (Autonomous), our comprehensive perspective plan harmoniously integrates short and long-term goals. The College Administration conducts meticulous reviews, while the Governing Body sets the direction for management systems. This collaborative approach fosters excellence across all college operations.

- **Academic Council:** Guides academics with insightful suggestions.
- **Finance Committee:** Crafts the annual budget.
- **Principal:** Oversees administration, academics, and activities, delegating tasks.
- **IQAC:** Drives improvement in academics and administration.
- **Department Heads:** Responsible for BoS meetings and departmental activities.
- **Faculty:** Guide student development and serve on committees.
- **Students:** Actively contribute to committees.

Policies:

1. IQAC Quality Policy
2. Policy on College Code of Conduct
3. E-Governance Policy Document
4. IT Policy
5. Maintenance Policy
6. Admission Procedure & Policy
7. Consultancy Policy
8. Research & Ethics Policy

9. Seed Money Project Policy
10. Student's Support & Funds-Freeships Policy
11. Student Academic Mastery Mandate Policy
12. Anti-Ragging Committee Policy
13. National Cadets Corps (NCC) Policy
14. National Service Scheme (NSS) Policy
15. Internal Complaints Committee Policy
16. Policy Document on Publication of Results
17. Policy on Education & Support for Students with Disabilities
18. Environment & Energy Audit Policy
19. Green Initiatives Committee Policy
20. St. Joseph's College Hostel Policy
21. Financial Assistance Provided by the Administration to Support Faculty Policy

SJCW has an **efficient administrative engine**. A **clear chain of command**, with **distinct roles and responsibilities**, ensures each department operates in perfect harmony. This **synergy** empowers institutional bodies to function seamlessly, maximizing overall effectiveness. **Highly skilled administrative staff**, equipped with the necessary tools, keep the engine purring, ensuring efficient execution of all administrative tasks.

The college takes pride in a rigorous recruitment process, ensuring only the most talented individuals join their team. They follow all regulations to guarantee a fair selection process, championing transparency and meritocracy. Recognizing the importance of qualified personnel, SJCW prioritizes hiring top-quality staff, and other personnel. This commitment to excellence forms the basis for delivering quality education and student services. The College has also implemented clear service rules and procedures that govern employee conduct and responsibilities. These guidelines keep employees informed, accountable, and responsible for their actions.

The Service Rules include the following policies

1. Appointment Policy
2. Promotion Policy
3. Leave Policy
4. Faculty Development Policy

SJCW keeps its institutional bodies sharp with a **continuous improvement engine**. Regular evaluations assess performance and pinpoint areas for growth. Feedback flows freely from faculty, students, and all corners, shaping policies, procedures, and administrative practices. This dynamic monitoring system empowers the college to adapt and thrive in a changing educational landscape.

File Description	Document
Provide the link for additional information	View Document

6.2.2

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

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

St. Joseph's College for Women (Autonomous) ensures a well-structured and equitable performance appraisal system for both teaching and non-teaching staff. Regular interactions with the Principal, Vice-Principal, Heads of Departments (HoDs), and Office Superintendent provide valuable feedback. Teaching staff's classroom practices are observed, while non-teaching staff undergo role-specific assessments. This ongoing process supports individual growth and departmental success.

Faculty evaluations at SJCW encompass pedagogical proficiency, research contributions, and commitment to the college community. At the end of each academic year, a thorough performance assessment integrates feedback from student surveys. Simultaneously, non-teaching staff undergo evaluations based on their designated responsibilities and contributions to the college's seamless operation. Recognizing and appreciating exceptional performance is a core value within our institution.

The college implements both monetary and non-monetary measures to support personal and professional growth, despite being a non-profit minority institution.

Statutory Welfare measures as per Government norms:

- The college contributes 12.5% of the basic salary to the Employees' Provident Fund (EPF) Organization, helping staff build financial security for their future.
- Staff members benefit from the Employee's State Insurance Corporation (ESIC) and a health insurance scheme, with 3.25% of their gross salary being allocated to ensure health coverage.
- Medical and Maternity leave and benefits are sanctioned for the required Staff (Teaching & Non-

teaching)

- Aided Faculty and Staff accrue all the statutory welfare measures extended by Central Government and AP State Government

Infrastructure-based welfare facilities

- **Canteen:** Offers healthy food at subsidized rates.
- **Crèche and First Aid:** Available for staff convenience.
- **Hygiene Facilities:** Sanitary vending machines and incinerators in ladies' washrooms.
- **Purified Water:** Provided through an RO system.
- **Fee Concessions:** Offered to children of teaching and non-teaching staff.
- **Fitness and Relaxation:** Gym, sports, and game facilities.
- **Staff Rooms:** Equipped for interactions with students and parents.
- **Emergency Services:** On-call ambulance facility.

Monetary or non-monetary welfare support measures/initiatives:

- **Marriage Leave** 15 days with salary for management faculty/staff.
- **Nursing Mothers:** Special allowances and adjustable timings for faculty/staff.
- **Financial Assistance:** For hospital expenses, weddings, or shelter.
- **Interest-Free Hand Loans:** Repayable basis for staff convenience.
- **Christmas Bonus:** Extended to all management faculty and staff.
- **Admission Reservations:** Seats for children of faculty/staff.
- **International Conferences:** Encouragement for teaching faculty (2 weeks).
- **Moral Support:** During personal or professional crises.
- **Pilgrimages:** For administrative staff.
- **Research Support:** MPhil or PhD through time allowances and library access.
- **Conference Funding:** Registration fees and travel expenses.
- **Qualification Improvement:** Allowances for time and responsibilities.
- **Reinstatement:** Staff returning from study leave.
- **Resource Person Invitations:** External agencies motivate faculty.
- **Salary Advances:** In case of delayed payments.
- **Cash Awards:** Recognize UGC-listed publications.
- **Paid Holidays:** For faculty and staff

Avenues for Career Development/Progression:

- **Faculty Excellence:** St. Joseph's College for Women (Autonomous) offers dynamic faculty development programs, training, and workshops each academic year.
- **Onboarding Experience:** Comprehensive orientation programs welcome newly recruited staff.
- **Intellectual Property Awareness:** Faculty receive dedicated sessions on intellectual property rights, patent filing, and publication processes
- **Research Support:** The college provides seed funding to teaching staff, encouraging research and publications.

File Description	Document
Provide the link for additional information	View Document

6.3.2

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

Response: 11.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	4	00	22	18

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

6.3.3

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

Response: 53.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	30	45	74	69

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

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

Response:

SJCW is renowned for its integrity and upholds a transparent and accountable financial management system. The Institute follows a well-structured process for mobilizing funds and resources to support quality enhancement in academics, research, extension, infrastructure, student welfare, and staff career advancement.

The College secures funds as per policies set by the Management, monitored by the finance committee under the Principal's chairmanship.

Funding is obtained through

- Grants from UGC, UGC(Autonomy), RUSA, Science Academies, and other external agencies.
- Contributions from management, stakeholders, NGOs, individuals, and philanthropists via donations, memorial prizes, and endowments.
- Alumni support.
- Income from renting college premises for external examinations.
- Sponsorships from individuals and corporations for technical meets, cultural events, and festivals.

Optimal Utilization of Funds and Resources

The institute has an effective system for the optimal use of financial resources. The Finance Committee, with the support of the Governing Body, makes decisions on financial matters. Both bodies monitor and promote the proper utilization of allocated funds as needed. Annual budgets are prepared based on departmental requirements and allocated accordingly at regular intervals. All financial matters are closely overseen by the accounts office. In summary, all funds are utilized with a focus on enhancing academic quality and strengthening the institute's infrastructure.

To achieve quality education, the institute effectively utilizes funds for:

- Innovative teaching-learning practices, including ICT tools and college automation software.
- Guest lectures, faculty development programs, workshops, seminars, invited talks, industrial visits, student technical symposiums, are conducted to impart technical knowledge to the staff and students.
- Strengthening infrastructure facilities.
- Promoting research and development activities.
- Conducting extension activities such as free medical camps, blood donation camps, and plantation programs.
- Enhancing library resources through the purchase of books, journal subscriptions, and library infrastructure development.
- Procuring sports equipment.
- Implementing welfare measures for teaching and non-teaching staff.
- The institution actively supports and motivates students to engage in cultural activities at national, state, university, and college levels
- The seed money is granted to the faculty who prepare research proposals to encourage research culture in the college.
- Providing provisions during challenging times, such as the COVID-19 pandemic.

The available infrastructure is optimally utilized beyond regular college hours for:

- College physical structure is used to conduct remedial classes, co-curricular, extra-curricular, and extension activities.
- Serving as an examination centre for government and university exams.
- Keeping the library open beyond college hours for students, faculty, and alumni.
- Using the playground as a host for the various competitions from the University and other colleges.

File Description	Document
Provide the link for additional information	View Document

6.4.2

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

Response: 76.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
24.48	15.6	13.53	14.33	8.99

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ non government bodies and philanthropists	View Document
Annual audited statements of accounts highlighting the grants received	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

The college maintains its standing and assures stakeholders of its financial integrity through regular internal and external financial audits.

Internal financial audits are conducted monthly to identify potential irregularities, uphold financial responsibility, and ensure alignment with strategic goals. These audits are managed by an internal audit department staffed with certified auditors. This independent team reports directly to college management, ensuring thorough and unbiased oversight of financial operations.

Internal audits at St. Joseph's College for Women cover various financial aspects, including:

- Reviewing the college's budget and financial statements.
- Examining tuition fee collections and allocations.
- Assessing budget allocation and utilization for curricular, co-curricular, and extra-curricular activities.
- Ensuring compliance with internal financial policies and procedures.
- Development of teaching-learning material for redesigned courses,

Presenting audit findings and recommendations to management for appropriate action.

Streamlined Version of External Audit Process at SJCW:

- **Annual Checkup:** Independent auditors conduct yearly financial audits to ensure the college's financial well-being aligns with accounting standards.
- **Sisterhood Synergy:** Audits encompass all institutions under Sisters of St. Joseph of Annecy Main Society.
- **Comprehensive Scope:** The review covers financial statements, tax deductions (TDS), compliance with GAAP, and adherence to central/state regulations (GST).

- Transparency & Accountability: Audit reports are shared with accreditation bodies, donors, and government for clear communication.

The external audit team verifies:

- If expenditures align with established guidelines and procedures.
- The effectiveness of internal systems for expenditure monitoring, approvals, and payments.
- Compliance with delegated financial powers set by the institution.
- Maintenance of proper records and secure document storage.
- Addressing objections raised by statutory departments promptly.

The audit report's key findings are presented to the Finance Committee. They review audited annual accounts statements and budget estimates of both consolidated and individual units, submitting recommendations to Management for approval. Any major objections noted in financial auditing prompt immediate correction, while minor errors or omissions are promptly rectified upon identification by the audit team. Precautionary measures are then implemented to prevent the recurrence of such errors in the future.

File Description	Document
Provide the link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

The IQAC at St. Joseph’s College for Women (Autonomous), functional since 2005, played a crucial role in institutionalizing quality assurance strategies.

Regularly, the institution reviews all academic activities, encompassing curriculum design and implementation, aiming to elevate the quality of education at the institutional level. The IQAC spearheads various practices to align with its Vision and Mission. Below are two of these initiatives.

1. Integration of ICT Tools in Teaching and Learning:

The IQAC promotes the integration of ICT tools in teaching and learning methodologies, offering faculty guidance and support in implementing various innovative approaches. These include flipped classrooms, online video lectures, collaborative learning activities like online quizzes, problem-based learning, student seminars, case studies, and the utilization of PowerPoint presentations. Each department maintains a record of these activities. Additionally, faculty members enhance traditional teaching methods by effectively incorporating LCD and Smartboards for lecture delivery.

SJCW integrated Learning Management Systems (LMS) named SOW e-learn, akin to Moodle, to create a centralized platform for course materials, announcements, and discussions. Faculty utilized video conferencing platforms such as Google Meet and Zoom to conduct synchronous online classes. Recordings of these sessions were provided for students unable to attend in real-time, ensuring the smooth continuation of syllabus delivery during the COVID-19 pandemic period.

The IQAC along with the library supervises the subscription and renewal of Digital Library resources, facilitating access to scholarly databases like INFLIBNET and plagiarism check software such as CheckerX. Additionally, it utilizes various online assessment tools like Google Forms, Classroom, Sheets, and Jam board to collect feedback from stakeholders at the end of each academic year, as well as for classes and assessments.

In science courses, the college integrates free Virtual Labs and Simulations to complement traditional laboratory experiences. The IQAC arranges workshops, training sessions, and professional development programs for faculty members to enhance their proficiency in utilizing ICT tools for effective teaching.

2. Empowering Students with Technical Skills:

The IQAC acknowledges the significance of providing students not only with academic knowledge but also practical skills pertinent to their chosen fields. It actively encourages departments to conduct rigorous skill enhancement programs for students.

SJCW takes a proactive approach in preparing students for the dynamic job market. Recognizing the importance of key technologies like Cloud Computing, Cyber Security, and Data Analytics, departments organize specialized workshops. These workshops go beyond theoretical knowledge, providing students with hands-on experience that complements their classroom learning. Furthermore, internships secured through MoUs with prestigious organizations offer students valuable real-world exposure. By integrating Entrepreneurship and Skill Development training, SJCW fosters innovation, and self-reliance, and equips students with the necessary skills to thrive in the ever-evolving job market.

At SJCW, we recognize that a holistic education extends beyond textbooks. Our departments offer certificate courses and add-on programs to equip students with technical skills. Additionally, we prioritize soft skills like communication, teamwork, and problem-solving. Through research projects and mentorship, we foster innovation and ensure graduates are well-prepared for their careers.

File Description	Document
Provide the link for additional information	View Document

6.5.2

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

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

Response:

The Internal Quality Assurance Cell (IQAC) at SJCW(A) systematically reviews the teaching-learning process and learning outcomes through a structured monitoring and feedback mechanism. The IQAC's Plan of Action (POA) outlines measures for continuous improvement throughout the year. Faculty, under the guidance of IQAC, develop semester-wise Curricular Plans and chapter-wise Teaching Plans for the courses, with IQAC overseeing the implementation. Overall, a well-functioning IQAC plays a crucial role in maintaining a high standard of education and delivering value to its students.

1. Innovative Pedagogical Methods: IQAC promotes effective teaching-learning practices by encouraging faculty to adopt innovative methods. Faculty receive orientation on implementing techniques. They utilize ICT tools such as LCDs and smart boards for online lectures and quizzes. These practices are documented by departments. Students engage in live projects and exhibitions to enhance teamwork and critical thinking. The institution follows an internship-embedded curriculum in line with the National Education Policy. It facilitates internships with reputed organizations, aided by established MoUs, a designated Intern Programme Coordinator, and mentorship for each intern. Guest lectures by eminent academics further enrich students' knowledge. IQAC plans and reviews the implementation of these methods each academic year.

Learning outcomes: Implementing innovative pedagogical methods enhances student engagement, retention of knowledge, and critical thinking skills. Regular reviews ensure alignment with educational goals.

Ensuring Excellence Through Peer Evaluation Process: SJCW fosters continuous improvement through its robust annual peer evaluation system coordinated by the IQAC. This program focuses on the development of junior faculty. The IQAC meticulously schedules classroom observations and assigns senior faculty to evaluate the teaching effectiveness of their junior colleagues. These evaluations assess various teaching parameters aligned with learning outcomes based on Bloom's Taxonomy, gauging not only knowledge transfer but also the ability to spark student interest in the subject matter. Furthermore, senior faculty delves into innovative teaching methodologies employed by the junior faculty, ensuring their relevance and effectiveness for the chosen topics. The evaluation culminates in both written and oral feedback provided by the senior faculty to the IQAC coordinator. This comprehensive feedback is then forwarded to the Principal for further action and support, ensuring a continuous cycle of growth and professional development for all faculty members.

2. Feedback Collection: Gathering input from stakeholders is essential for ongoing improvement and accountability. These stakeholders include students, faculty, alumni, employers, and community members. The IQAC takes charge of designing and executing feedback collection mechanisms. To ensure comprehensive insights, the institution follows these practices:

- Collects feedback from Students, Teachers, Academic Peers, Alumni, and Employers once per semester, covering various aspects such as facilities, teaching quality, support services, and overall satisfaction. Feedback may be anonymous to encourage candid responses.

These practices facilitate continuous improvement, ensuring the delivery of high-quality education.

File Description	Document
Provide the link for additional information	View Document

6.5.3

Institution has adopted the following for Quality assurance:

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

Response: A. Any 5 or more of the above

File Description	Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

At SJCW women empowerment, education, and independence are believed to be of primary significance and several initiatives are in place to create a conducive and safe learning/ working environment for women. Several activities are carried out to ensure gender equity.

Women's safety: The institute has a very stringent and vigilant women's safety policy. The whole college premises are under surveillance via 600+ cameras. The entrance gate is manned by fully trained security guards who work in shifts. Entry and exit of students, visitors and staff is strictly scrutinized.

Women empowerment cell: The institute has a very active Women empowerment cell that strives to empower women to realize their potential and enhance their understanding of issues concerning them while making them capable enough to face challenges. The cell organizes guest lectures, workshops, seminars, and awareness programmes to empower young minds. Students are encouraged to participate in many activities like academic and cultural competitions organized by the cell.

Counselling: Apart from academic and co-curricular pursuits, the College also gives importance to the emotional health of the staff and students. A counseling centre (SAHAY) run and managed by Department of Psychology provides a nurturing and safe space.

Hostel: SJCWA houses a 210 bedded girls' hostel for students. Based on availability and choice students can select from single, double or 4 bedded rooms. Solar water heaters for washrooms and hot/ cold drinking water dispensers are installed. Meals are provided according to the cyclic menu with vegetarian and non-vegetarian options. Visitation rules are strict, only authorized parents/ guardians are allowed to visit or pick their ward. Sufficient numbers of electric outlets are provided for the usage of phones and laptops. For medical emergency, first aid kit and trained personnel are available on the premises.

Canteen: The college canteen located in the hostel building caters to students as well as staff. Canteen stocks are packed as well as savoury snacks with a limited lunch menu. A committee has been set up for the canteen which looks after cleanliness, and hygiene and gives timely suggestions based on student feedback. The college canteen has an FSSAI license.

Daycare Centre: This centre is run by the convent and can accommodate about 40 students. It provides a very safe and wholesome environment for the children. Staff members do utilize the facility. The centre has study materials milestone specific toys and engaging tools for kids.

Women-specific facilities: An adequate number of washrooms are provided for male and female employees. Sanitary napkin dispensers and Pad Incinerators- (To avoid any biohazard) are installed.

Physical Fitness and Self-Defense: The college has a gym which has sufficient fitness equipment with a trainer. Faculty and students use the facility on payment of a nominal fee. To make students physically fit and confident college as part of co-curricular activities imparts yoga, karate, and sports after college hours, Professionals in respective fields are engaged to impart training in the same.

File Description	Document
Provide the link for additional information	View Document

7.1.2

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

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

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	View Document

7.1.3

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

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

Response:

St. Joseph's College for Women(A) is dedicated to fostering eco-conscious practices and robust waste management within its premises. The institution champions the 4Rs—Refuse, Reduce, Reuse, Recycle- to uphold environmental health. It acknowledges the significance of managing diverse waste

categories—solid, liquid, electronic, and hazardous—in an environmentally sound manner. To tackle these issues, the college has established an all-encompassing waste management framework that integrates a variety of methods and infrastructures.

Solid Waste Management: The college has set up specific collection zones across the campus to facilitate the correct disposal of solid waste. Segregated receptacles for recyclables, biodegradable matter, and non-recyclable waste are available in each facility. Moreover, the college regularly organizes educational initiatives to promote awareness about sorting waste and the benefits of recycling. A composting unit is operational, where biodegradable refuse is gathered, sorted, and transformed into compost under the stewardship of the Zoology Department. This compost is then utilized for the college’s green spaces and gardens.

Liquid Waste Management: The college repurposes wastewater from the RO system for flushing toilets. Rainwater is channelled into harvesting pits. The chemistry lab segregates its liquid waste into inorganic and organic categories. Inorganic waste, such as strong acids or bases, is neutralized prior to disposal, while the minimal organic waste is handled separately.

E-waste Management: The institution has a protocol for collecting electronic waste, including outdated computers, printers, batteries, and other electronic items. These are optimally utilized and then entrusted to certified recycling firms to ensure responsible e-waste disposal and minimal environmental harm.

Hazardous Waste Management: Hazardous materials like chemicals and batteries are processed following a strict protocol that covers segregation, collection, transit, treatment, and disposal. The chemistry labs employ semi-micro analysis to minimize the use and production of hazardous substances. Despite the small volumes produced, chemical waste is stored in clearly marked containers and discarded according to MSDS standards. The college ensures that all staff handling hazardous waste are adequately trained, and equipped with necessary safety attire and that the waste is transported to specialized facilities for safe disposal.

Waste Recycling System: Organic waste from the canteen and hostel kitchens is placed in a vermin composting pit to create high-quality manure, which serves as a natural fertilizer for the college’s botanical and medicinal gardens. The biogas plant supplies cooking gas to the hostel kitchen, supplementing the LPG fuel. The animal waste from cattle sheds serves as the input for the biogas plant, reducing waste. The campus enforces a strict no-single-use plastic policy.

In addition to these measures, the college has implemented various initiatives to promote sustainability and reduce waste. These include regular educational initiatives, workshops, and awareness programs to encourage students and staff to adopt eco-friendly practices. The college also encourages students to participate in waste management activities and provides opportunities for them to engage in community service projects related to environmental conservation.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document

7.1.4**Water conservation facilities available in the Institution:**

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

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	View Document

7.1.5**Green campus initiatives include**

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

Response:

St. Joseph's College is committed to promoting environmental awareness, public health, and community well-being through various green campus initiatives. One prominent effort is the monthly No-Vehicle Days on the second and last Saturday of each month. This initiative encourages students and faculty to opt for eco-friendly transportation like cycling or electric vehicles, overseen by the Botany department's Green Globe Nature Club (GGNC) and the Chemistry department's Reduce, Reuse, Recycle (RRR) Club. Only electric vehicles or bicycles are permitted on campus on these days, reinforcing the message of sustainable transport and raising awareness about the environmental and public health impacts of transportation choices.

Additionally, The College maintains a plastic-free campus environment with stringent monitoring and active collaboration with student clubs such as RRR and GGNC. Sustainable alternatives to plastic items are promoted, particularly in the canteen where biodegradable paper glasses, cups, and plates are encouraged. Large iron mesh bins, installed across campus through a partnership with Kia Motors, facilitate the collection of plastic waste, supporting the college's waste reduction and recycling efforts. Awareness campaigns by the RRR Club educate the college community about the harmful effects of plastic pollution, advocating eco-friendly practices like using steel water bottles.

The college enhances its natural beauty through multiple gardens and preservation of existing trees, including medicinal plant gardens and a shade net. The Hostel Garden adds to the campus's aesthetic appeal with diverse ornamental plants. A recent Green Audit highlighted the college's biodiversity efforts, documenting 3709 types of flora including aquatic plants, trees, shrubs, herbs, and climbers,

showcasing its dedication to environmental stewardship.

St. Joseph's College also prioritizes organic farming and solid waste management, operating a 5 by 10 square feet vermicompost unit. This unit processes organic materials like kitchen waste, campus tree litter, and cow manure into high-quality vermicompost using red worms (*Lumbricus rubellus*), promoting responsible resource utilization and environmental conservation.

Furthermore, the college operates a 4M3 Capacity Biogas Plant fueled by cow dung from its dairy. This plant produces approximately 2 kilograms of gas daily for cooking and heating in the hostel kitchen, while the nutrient-rich slurry byproduct serves as fertilizer for the college's nursery and gardens. These renewable energy initiatives significantly reduce the college's carbon footprint and integrate waste management with sustainable resource utilization.

The organization also engages in regular tree planting drives to expand green cover and improve air quality on and off campus. These activities involve students, faculty, and local communities, fostering a sense of shared responsibility for environmental stewardship. The institute's holistic approach to sustainability underscores its role as an inspiration of eco-consciousness in academia, driving positive change in society's attitudes towards environmental issues.

Through these comprehensive efforts, St. Joseph's College demonstrates its steadfast commitment to environmental sustainability and community leadership. By fostering eco-conscious behaviours and embracing sustainable practices across its campus, the college sets a compelling example for its community members and peers in higher education.

File Description	Document
Policy document on the green campus/plastic free campus	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	View Document

7.1.7

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

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

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

Response:

Policy for the differently abled-

In February 2006, the Government of India issued a national policy for persons with disabilities that deals with educational rehabilitation of people with differently abled. In line with the national policy, St. Joseph's College for Women(A), prepared a policy to ensure that all the people with disabilities are provided with facilities and amenities to create an inclusive environment for all.

St. Joseph's College for Women provides a barrier-free environment where people with disabilities can move about safely and freely and use the facilities within the built environment. The environment supports the independent functioning of individuals so that they can participate without assistance in everyday activities within the campus / Buildings/places are made barrier-free, focused on the following:

- 1.Ensuring that the college building and classrooms are accessible to differently-abled students.
- 2.Guarantee that the Divyangjan students have access to washrooms that are safe, usable, and functional.
- 3.Extending adequate and appropriate support in and out of the classrooms.
- 4.Assisting differently-abled students outside of regular class hours.
- 5.Giving study material in an accessible form.
- 6.Providing facilities needed in taking up examinations, such as provision for human aid, scribe for inquiry, information, and examination.
- 7.Making available services of a psychologist in the college campus (SAHAY)

RAMP: Ramp-Rails, an inclined plane, is built in addition to staircases in the Administrative - block and College- block. The ramps are carefully designed as per specifications to be used by the differently abled.

ELEVATORS: The college building has the provision of elevators for barrier-free access for students, staff, visitors, and differently-abled people. There are two lifts, one in the college block and the other in the administrative block (under construction). The lift in the college block was fixed in the year 2018 with a capacity of eight people.

DIFFERENTLY ABLED FRIENDLY RESTROOM: There are differently-abled friendly restrooms in the Administrative - block and in the college -block. These accessible restrooms carry the fixtures and fittings that are comfortable and convenient for the differently abled. Non-slip floor, sliding door, and grab bars provide easy access to them.

RECEPTION COUNTER & PERSONAL ASSISTANCE: The Reception Counter in the entrance lobby provides all the needed information to the divyangjan and human assistance when required.

EXAMINATION: The college provides separate seating arrangements with easy access to Divyangjan students. The college also provides qualified scribes to help visually challenged students. Extra time is given to differently-abled for writing exams as per Andhra University Guidelines besides exemptions like allowance in 10% pass percentage, the exemption in second language, etc. An additional 30 minutes is given for the end-semester examination to establish communication with scribes.

WHEELCHAIR:The college has wheelchairs for disabled students for their mobility and are available in the entrance lobby.

PARKING LOT: A separate parking area is allotted for the two and four-wheelers of Divyangjan students/staff near the entrance.

File Description	Document
Provide the link for additional information	View Document

7.1.8

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

Response:

SJCWA is dedicated to fostering an inclusive environment that champions tolerance and harmony towards diverse segments of population. Through a comprehensive approach that encompasses various facets of cultural exchange and recognition of significant events, the institution ensures that its diverse student population thrives in a supportive and inclusive environment.

A standout initiative of the college is its active involvement in cultural exchange festivals that emphasize religious and cultural tolerance, and facilitate cross-cultural understanding and appreciation. These festivals serve as vital platforms for students to engage with individuals from diverse backgrounds, broadening their perspectives and fostering mutual respect.

Furthermore, the organization's celebration of a diverse range of national festivals and cultural events underscores its commitment to embracing diversity. Whether commemorating Independence Day, Sankranti, or Ethnic Day celebrations, each event provides students with opportunities to learn about and respect different traditions. These celebrations not only promote inclusivity but also foster a sense of unity among students from various cultural backgrounds.

The institution's diverse student population originating from different countries and states plays a crucial role in cultivating a multicultural environment. The institution serves as a melting pot of cultures, encouraging interaction and exchange among individuals from diverse backgrounds. This not only fosters an appreciation for cultural diversity but also nurtures a sense of belonging and unity within the campus community.

Moreover, the college places significant emphasis on education in moral and ethical values, equipping students with the necessary tools to navigate and embrace diversity in all its forms. By instilling principles of respect, empathy, and understanding, the institution fosters a tolerant and inclusive society where differences are celebrated and respected.

The institution's commitment to addressing important social issues through various events and celebrations is also noteworthy. Commemoration events such as National Science Day and World Environmental Day, celebration of national, and international events like Voters' Day, Constitution Day, Yoga Day, and Unity Day and raising awareness about pressing social concerns like violence against women, Saying 'No to suicide' among teenagers promote a sense of collective responsibility and contribute to a culture of inclusivity and social and psychological, emotional health among students. Through these activities, the college reaffirms its commitment to fostering an inclusive environment that celebrates the rich tapestry of human experience

The provision of on-campus hostel facilities for students from diverse backgrounds further enhances the sense of community and belonging. Living together in hostels provides students with opportunities for informal interactions, cultural exchange, and mutual support. These shared living spaces serve as microcosms of the diverse society students will encounter beyond the campus, preparing them for life in a multicultural world.

In conclusion, the institution's multifaceted approach to promoting tolerance and harmony towards diversity denotes its commitment to creating a supportive and inclusive campus environment. Through its diverse range of initiatives and celebrations, the institution not only enriches the educational experience but also prepares students to become responsible global citizens who value and embrace diversity in all its forms.

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

7.1.9

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

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

Response:

The efforts made by St. Joseph's College for Women to sensitize students and employees to the constitution's obligations, values, rights, duties, and responsibilities of citizens are indeed commendable and represent a significant stride towards shaping conscientious individuals. These endeavours play a pivotal role in fostering a sense of civic duty and a deeper understanding of the legal and ethical framework that governs a nation.

The college's commitment to the cause is evidenced through regular organization of sensitization and awareness programs covering a spectrum of crucial topics such as Human Rights, Fundamental Rights, Legal Awareness, Traffic Awareness, Civic Safety, and Values. These initiatives serve as fundamental pillars in shaping the perspectives of students and instilling in them a profound sense of social responsibility. Through these programs, students not only gain theoretical knowledge but also develop practical skills to engage with real-world issues effectively.

Moreover, the integration of courses like Environment Education, Environment Audit, Solar Energy, Human Values, and Professional Ethics into the curriculum signifies the college's dedication to nurturing environmentally conscious and ethically responsible citizens. Providing students with insights into global environmental concerns and ethical principles equips them with the tools to comprehend contemporary challenges and contribute positively to society.

The institution's active participation in national celebrations such as Independence Day and Republic Day through flag-hoisting ceremonies and related events serves to foster patriotism and deepen students' appreciation for their constitutional duties. Furthermore, organizing programs on National Voters Day is crucial in empowering students by educating them about their constitutional right and responsibility to participate actively in the democratic process, thus nurturing a politically engaged and aware citizenry.

As part of the Azadi ka Amrit Mahotsav, distributing the national flag to all students and organizing a rally as part of the 'Har Ghar Tiranga' Campaign on August 10, 2022, exemplifies the college's commitment to commemorating India's independence and fostering national unity among its students and staff.

Furthermore, the college actively promotes social responsibility through its NSS and NCC wings, which

serve as vehicles for facilitating impactful changes in society through grassroots interactions. Initiatives such as cleanliness drives, beach cleaning programs, plantation drives, and awareness campaigns on various social issues speak volumes about the institution's dedication to community engagement and environmental conservation.

Regular awareness lectures on legal rights, consumer rights, gender sensitization, women's safety, and environmental issues are crucial in empowering students with knowledge in shaping them to be responsible and informed citizens capable of navigating complex socio-legal landscapes.

In conclusion, these initiatives collectively contribute to the holistic development of socially responsible and ethically conscious individuals, thereby preparing students to be contributing members of society. The college's unwavering commitment to holistic development and community engagement sets a commendable example. Through its multifaceted approach to education, St. Joseph's College for Women stands as a beacon of excellence in nurturing responsible citizens poised to make meaningful contributions to society.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document

7.1.10

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

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

Response: A. All of the above

File Description	Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	View Document

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE-I

Title of the Practice: SJC- SEED CENTRE

Skill Development Through SJC-SEED Centre (St. Joseph's College Skill Enhancement & Entrepreneurship Development Centre)

Objectives and Impact of Skill Development at SJCW(A): The skill-centric initiatives at SJCW(A) are meticulously designed to identify, nurture, and enhance the inherent capabilities of students, aiming to equip them with essential employability skills, bolster their career prospects, foster entrepreneurial spirit, and cultivate self-employment opportunities.

Objectives of the Practice: The core objectives of these initiatives include:

- 1.Skill Identification and Enhancement:** By focusing on skill development alongside academic learning, SJCW(A) aims to unearth and develop the diverse talents of its students.
- 2.Employability Enhancement:** Through rigorous training and practical workshops, the institution endeavours to improve the employability quotient of its graduates, ensuring they meet the evolving demands of the job market.
- 3.Entrepreneurial Incubation:** Sowing the seeds of entrepreneurship among students, encouraging them to explore innovative business ideas and venture into self-employment avenues.

Context and Institutional Mission: Aligned with its mission of 'Women Empowerment Through Holistic Education', SJCW(A) emphasizes a Knowledge Intensive and Skill Oriented Curriculum (CBCS), acknowledging that while knowledge is essential, practical skills are equally crucial for comprehensive development. This approach addresses the dynamic needs of both students and employers, facilitating a seamless transition from academia to industry.

The Process: The implementation strategy is multifaceted:

Skill Development Framework: The SEED centre offers a diverse array of value-added courses, personality development programs, and life skills courses. These include specialized training in areas such as beautician training, Android app development and e-commerce, catering to varied student interests and career aspirations.

Internship Opportunities: Mandatory skill internships during the second year and semester-long internships in the final year provide hands-on experience, bridging the gap between theoretical knowledge and practical application.

Workshops and Training: Regular skill workshops, from block printing to hackathons, complement in-house projects, ensuring students gain proficiency in practical domains essential for their professional journey.

Placement and Entrepreneurship Support: Comprehensive CRT (Campus Recruitment Training), soft skills workshops, and mock interviews prepare students for job placements, while initiatives like incubating small-scale business ideas (e.g., mushroom cultivation, vermicompost production) foster entrepreneurial zeal.

Evidence of Success: The success of these efforts is evident through:

Increased Enrolment in Skill Courses: Growing participation in value-added courses and skill development workshops reflects student enthusiasm and the relevance of the offerings.

Campus Placements: Despite challenges posed by the pandemic, SJCW(A) has achieved commendable campus placement figures, underscoring the effectiveness of its skill-focused approach.

Partnership Expansion: Collaborations with industry bodies and training agencies have expanded, offering more internship and training opportunities for students.

Entrepreneurial Ventures: A notable increase in self-employed graduates and successful business ventures initiated by students highlights the entrepreneurial spirit nurtured within the institution.

Constraints and Challenges: Challenges encountered include:

Time Constraints: Integrating intensive training schedules within the academic calendar poses logistical challenges, necessitating efficient time management strategies.

Financial Constraints: Limited financial resources for scholarships and expensive training programs pose barriers for both the institution and students.

Internship Coordination: Synchronizing college schedules with external agency calendars (APSSDC, JSS, SDI) for internships remains a logistical challenge.

Conclusion: SJCW(A) empowers students through holistic skill development, bridging academia and industry. This enhances employability, fosters innovation, and cultivates self-reliance, contributing to societal empowerment and economic growth. SJCW(A) shapes capable, confident women leaders for the future

BEST PRACTICE-II

Title of the Practice: KINDLE - Adopt a School & KINDLE The Glow

Know – INquire – Deduce – Learn to Experiment (KINDLE)

Objectives and Impact of the 'KINDLE' Practice

The 'KINDLE' initiative represents a pioneering effort in educational outreach, meticulously crafted to ignite scientific curiosity and academic fervour among high school students. Guided by the VAK (Visual, Auditory & Kinaesthetic) Model of learning, it aspires to transcend conventional teaching methods by promoting hands-on learning experiences that resonate deeply with learners.

Objectives of the Practice: At its core, 'KINDLE' aims to achieve several critical objectives:

- 1. *Catalysing Curiosity:*** By immersing students in interactive, experiential learning, 'KINDLE' seeks to kindle the innate curiosity of young minds, fostering a lifelong passion for discovery and learning.
- 2. *Illuminating Knowledge:*** Beyond imparting subject-specific knowledge, the initiative endeavours to illuminate broader horizons, nurturing analytical thinking and research acumen among participants.
- 3. *Empowering Beyond Boundaries:*** By engaging students from diverse linguistic and socio-economic backgrounds, 'KINDLE' empowers them to transcend educational limitations, promoting inclusivity and equity in learning.

Learning Outcomes: The impact of 'KINDLE' extends far beyond traditional classroom boundaries, manifesting in:

Enhanced Engagement: Students exhibit heightened interest in academic pursuits, driven by immersive learning experiences that transcend rote memorization.

Cultivated Skills: Analytical thinking and research aptitude are honed through hands-on experimentation and collaborative learning environments.

Empowered Perspectives: Participants develop a broader perspective on the interconnectedness of disciplines, enriching their understanding of real-world applications.

Context and Evolution: Born as the 'CASE' initiative in the Chemistry Department, 'KINDLE' now thrives as a multifaceted academic outreach program. Rooted in academic excellence and community engagement, it overcame initial funding hurdles to become a recognized beacon of innovative education.

Implementation and Activities: The implementation of 'KINDLE' involves meticulous planning and strategic collaboration with local schools, carefully selecting activities tailored to enrich the educational journey of participants. Departments such as Chemistry, Mathematics, and Psychology contribute uniquely, offering immersive experiences ranging from scientific experiments to cognitive development workshops.

Challenges and Solutions: Navigating logistical hurdles, such as resource mobilization and scheduling constraints, 'KINDLE' thrives through proactive partnerships with schools and unwavering commitment from faculty members. Creative solutions ensure seamless integration of program activities, maximizing educational benefits for all stakeholders involved.

Evidence of Success: The success of 'KINDLE' is substantiated by tangible outcomes:

Enthusiastic Endorsement: Participant feedback underscores the program's positive impact on academic engagement and subject mastery.

Empowering Transformations: Alumni testimonials highlight career aspirations sparked by 'KINDLE,' with notable achievements in academia and beyond.

Community Recognition: External funding opportunities and increased school admissions validate

'KINDLE' as a catalyst for educational advancement and community enrichment.

Conclusion: 'KINDLE' fosters innovation, academic excellence, and global leadership. As it grows, it inspires lifelong learners.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Institutional Distinctiveness: SJCWA has many features that set it apart as an Institution committed to the holistic development of young women. The College focuses on multiple methods/ approaches/ strategies of bringing about a perceptible change in the lives and careers of the students.

Some of the aspects in which SJCWA is unique are as follows:

I. Infrastructural Uniqueness: The location of the College is a huge advantage to the College. The College is easily accessible and visible being centrally located on the main railway station road. The College buildings are heritage buildings which are maintained well and are about 100 years old. The Science labs are well equipped and very spacious and can accommodate more than forty students comfortably at a time. The College has a well-equipped Media Lab with facilities to create and record short films and videos which is utilized by the students of the Journalism Program to have a hands-on experience. The Botany department maintains a shade net and a medicinal garden in an area of 600 sq mts. The College has a Language lab to hone the language skills of students. The Zoology Museum has a collection of 400 specimens belonging to different Phyla highlighting the diversity of the animal kingdom. The museum has a collection of corals, Molluscan Shells, Insects, echinoderms, fishes, amphibians' reptiles, and mammals. Along with the specimens, there are several slides and flashcards which is an important teaching resource for the department of Zoology.

II. Uniqueness in Teaching, Learning & Extension activities:

A . Streaming of General English: Students joining the Bachelor's program are classified on their proficiency in General English as Advanced (S1), Higher (S2), Basic (S3&S4) with S1 denoting higher proficiency and S4 denoting basic proficiency in General English. The course content for General English is accordingly designed with S1 students being given higher-level tasks and learning material and instruction. This practice facilitates every student to learn at her pace, and also the students with higher scholastic levels derive the satisfaction of being provided with challenging learning opportunities.

1. SOW E-LEARN is an innovative online learning platform launched by the College in which module-based video lessons in Pharmaceutical Chemistry developed by the faculty of the Chemistry department are offered.
2. Home Science as a comprehensive discipline of study: SJCWA is the only HEI in the

neighbouring six/seven districts of Andhra Pradesh offering Home Science as a comprehensive course of study at the Bachelor's and Master's level. The department was established as one of the founding departments in the College in 1958.

3. The College has been offering French as a second language since its inception to date.

1. Alumnae as a Support System: Alumnae act as a very resourceful support system in the conduct of special lectures, seminars and special events in the College. Retired faculty who are alumnae function as a Knowledge Bank. Whenever the Management/ faculty are in a challenging situation requiring out-of-the-box thinking, the retired faculty readily offer their suggestions and services to help tide over the challenging situation.
2. Sustainable Resource Management Practices: With responsibility towards the sustainability of the ecosystem, the College adopts many sustainable resource management practices such as the Vermicompost Unit (which generates about 32 Kgs of vermicompost in four months and is utilized for cultivation by students of Agriculture & Rural Development and also for the college garden), installation of solar panels, installation of solar photovoltaic lamps and biogas plant. Vegetable waste from the kitchen and garden waste is used as feed to generate the vermicompost. The College also has a DROP box facility for dropping all plastic waste which is recycled (by an external partner).
3. Library as a Learning Resource: The College has a very well-equipped library in a stand-alone block with a collection of 32516 Books and 50 periodicals besides a rare leather-backed Bible dating back to hundred years. Our library has found a place with the highest NLIST usage among the top 10 colleges for March and May in the year 2023 and April 2024. It has an attached cyber-café.
4. Extramural Achievements of our students: The students are groomed by the faculty to excel in academics, co-curricular and extracurricular activities. Students have participated and won accolades in NCC, NSS, sports, yoga and cultural activities/ competitions at different levels.
5. The Hindi department has been releasing Pratibha, an annual magazine showcasing the creativity of students in Hindi poetry and prose for the past 17 years. The head of Hindi department, Dr. P.K. Jayalakshmi has the unique distinction of doctoral research being done on her writings by two research scholars.
6. Support services for Employees: The College has a spacious Crèche in the premises for the benefit of employees who are mothers of very young children.
7. The College has a centre SAHAY (St. Joseph's Assistance for Holistic Adjustment of Youngsters) for the benefit of students and youth from the community, teachers, and parents which offers psychological, personal, and career counselling.
8. The College organizes fund-raising events and the funds raised therein are utilized to support the education of female students from economically disadvantaged backgrounds. Over three academic years, namely, 2018-19, 2019-20 and 2022-23 a total fund of Rs. 23,33,565 was raised and a total of 145 students were given financial aid.
9. The Journalism department releases a quarterly newsletter SJC Outlook which is a platform for the students to present the activities and developments on the campus in a creative and interesting manner.
10. Given the quality standards and excellence in academics at SJCWA, Andhra University has allotted 14 students of foreign nationalities to pursue Undergraduate programs. The NRI students were from Mauritius, Afghanistan, Lesotho, Malaysia, Ethiopia, Fiji, Botswana, Djibouti, Gambia, Senegal and Uganda. They all took an active interest in their academics and extra-curricular activities.
11. SJCWA has a very fine blend of faculty and students from other states as well. Students from

neighbouring Telangana, Odisha, W. Bengal, Tamil Nadu, and Kerala seek admissions for the Undergraduate programs. The College has faculty hailing from Odisha, Tamil Nadu, Kerala, W. Bengal, and Himachal Pradesh.

File Description	Document
Appropriate webpage in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The infrastructure and facilities include

- Spacious ICT-enabled Classrooms,
- Fully Equipped AC Seminar Halls,
- Science, Computer & Language Laboratories,
- Classroom interfaced Public Address System,
- Air- Conditioned Library,
- Multi-Media Lab,
- Psychology Lab,
- Good playground with Basketball Court,
- Smart and Virtual Class Rooms
- Ample Parking Facility,
- On Campus Hostel,
- Sports & Fitness Centre,
- Cyber Café,
- Wi-Fi-enabled campus
- Elevators,
- Canteen,
- RO Purified Cooled Drinking Water,
- Fire Safety enabled Buildings,
- Surveillance Security System (CCTV),
- Rooftop solar panels,
- Biometric attendance for students and staff,
- Medicinal/ ornamental/ fruit and flower gardens,
- Organic composting of garden waste and
- Biogas generation.

The Grievance Redressal Cell redresses all genuine grievances of students. Students in need are offered professional psychological counselling at the SAHAY Centre. Structured Mentoring helps students in coping with minor issues both academic and personal. Remedial coaching for academically disadvantaged students has increased the pass percentage. Bridge Courses for new entrants facilitate a seamless transition from known to unknown realms of different subject fields. Parent Teacher Partnership Interactive Sessions are held for collaborative benefit. NSS, NCC, sports, yoga, music, and karate are offered as co-curricular activities that build leadership, self-confidence, and appreciation of art. The Training & Placement Cell prepares students for successful careers through the Career Awareness & Preparatory Program (CAPP). All the mandatory committees are functional and active in making the campus learning purposive and the environment enriching. Seven Associations and twenty-one Clubs aid in developing the managerial, creative, scholastic, and organizational abilities of the students. The very active Student Council paves the way for a buzzing community environment. The College hosted International & National Conferences, webinars, and several workshops for students and faculty resulting in the publication of quality research findings and the sharing of learning experience.

Concluding Remarks :

St. Joseph's College for Women (SJCW) stands out with its distinguished faculty and innovative programs. Twenty-two faculty members serve as research guides, fostering a rich academic environment. The college has adopted a High School in the neighbourhood community to enhance and enrich the teaching-learning process for the school students, demonstrating its commitment to community engagement and educational improvement. Additionally, SJCW offers group insurance for students of the college, ensuring their well-being and safety.

SJCW's dedication to academic excellence is evident through its remarkable achievements and unique offerings. The college secured 5th place for NLIST usage, highlighting its effective utilization of digital resources. It is also the only college in the region offering Home Science at both undergraduate and postgraduate levels. The institution encourages research among its faculty through seed money projects, promoting a culture of inquiry and innovation. Furthermore, all departments actively participate in extension and outreach programs, extending the college's impact beyond its campus.

Skill development is a core component of the curriculum at SJCW, with programs designed to help students "learn and earn." This practical approach to education equips students with marketable skills, enhancing their employability. Skill-based semester-long internships as per NEP ensure that the students acquire the necessary employability skills. SJCW's excellence has been recognized nationally, securing the 81st rank under the Private Autonomous Colleges category by EW India Autonomous Colleges Ranking in 2023-2024. These features collectively underscore SJCW's commitment to providing holistic and quality education to its students. SJCWA continues its journey towards excellence and women empowerment with its focus on quality and value-based education combined with a spirit of dedication.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</p> <p>1.2.1.1. Number of new courses introduced during the last five years: Answer before DVV Verification : 791 Answer after DVV Verification: 612</p> <p>1.2.1.2. Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years : Answer before DVV Verification : 1261</p>																																								
1.3.2	<p>Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.</p> <p>Answer before DVV Verification : Answer After DVV Verification :91</p>																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>271</td> <td>346</td> <td>360</td> <td>414</td> <td>424</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>246</td> <td>283</td> <td>307</td> <td>346</td> <td>343</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GoI/State Govt. rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>271</td> <td>346</td> <td>360</td> <td>414</td> <td>424</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>271</td> <td>346</td> <td>360</td> <td>414</td> <td>424</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	271	346	360	414	424	2022-23	2021-22	2020-21	2019-20	2018-19	246	283	307	346	343	2022-23	2021-22	2020-21	2019-20	2018-19	271	346	360	414	424	2022-23	2021-22	2020-21	2019-20	2018-19	271	346	360	414	424
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	Remark : Input is edited from data template .																									
2.4.2	<p>Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years</p> <p>2.4.2.1. Number of full time teachers with <i>Ph.D./D.Sc. / D.Litt./ L.L.D</i> during the last five years Answer before DVV Verification : 61 Answer after DVV Verification: 46</p> <p>Remark : input is edited from clarification documents</p>																									
2.4.3	<p>Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)</p> <p>2.4.3.1. Total teaching experience of full-time teachers as of latest completed academic year Answer before DVV Verification : 768 Answer after DVV Verification: 765</p>																									
2.5.2	<p>Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years</p> <p>2.5.2.1. Number of complaints/grievances about evaluation year wise during last five years Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> </table> <p>2.5.2.2. Number of students appeared in the examination conducted by the institution year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>2840</td> <td>3143</td> <td>3424</td> <td>3607</td> <td>3452</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>1525</td> <td>1727</td> <td>1856</td> <td>1942</td> <td>1880</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	2022-23	2021-22	2020-21	2019-20	2018-19	2840	3143	3424	3607	3452	2022-23	2021-22	2020-21	2019-20	2018-19	1525	1727	1856	1942	1880
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3.1.3	<p>Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years</p> <p>3.1.3.1. Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years Answer before DVV Verification : 17 Answer after DVV Verification: 4</p> <p>Remark : Awards without any financial support not to be included ,inputis edited according to it.</p>																									
3.2.1	Total Grants research funding received by the institution and its faculties through Government																									

and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Answer before DVV Verification :

Answer After DVV Verification :.47

Remark : considering only research fund grants.

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

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

Answer before DVV Verification : 22

Answer after DVV Verification: 21

Remark : Input is edited from data template.

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

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

Answer before DVV Verification : 177

Answer after DVV Verification: 113

3.4.4 Number of books and chapters in edited volumes published per teacher during the last five years

3.4.4.1. Total Number of books and chapters in edited volumes published during the last five years

Answer before DVV Verification : 206

Answer after DVV Verification: 62

Remark : Input is edited from data template considering the books having ISBN number .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20.36	6.13	7.46	0.20	1.28

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.05	2.46	.66	0.08	.36

Remark : Input is edited excluding exam ,students programs and fund transfer.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42	36	6	20	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
37	30	5	17	4

Remark : Input is edited from report and photos.

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

Answer before DVV Verification :

Answer After DVV Verification :28

Remark : Input is edited considering the activity of internship under MOU as well as the documents provided in the clarification .

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Input is edited from clarification documentation.

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
95	84	51	25	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	10	11	11	16

Remark : Input is edited excluding APICET and APPGCET

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	3	16	10	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	3	6	7	6

Remark : Participation ,appreciation ,district level awards are not considered input is edited according to it .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
48	40	47	58	58

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	4	00	22	18

Remark : Financial support of Minimum of Rs. 3000/- per year per faculty will be considered Input is edited according to it .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
79	71	85	119	111

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
36	30	45	74	69

Remark : considering only 5 days and above programs .

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>89</td> <td>98</td> <td>93</td> <td>100</td> <td>100</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>85</td> <td>98</td> <td>93</td> <td>100</td> <td>100</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	89	98	93	100	100	2022-23	2021-22	2020-21	2019-20	2018-19	85	98	93	100	100
2022-23	2021-22	2020-21	2019-20	2018-19																	
89	98	93	100	100																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
85	98	93	100	100																	
1.2	<p>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</p> <p>Answer before DVV Verification : 168</p> <p>Answer after DVV Verification : 165</p>																				