



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ST. JOSEPH'S COLLEGE

**P.B. NO. 39, JAKHAMA, KOHIMA, NAGALAND- 797001
797001**

www.stjosephjakhama.ac.in

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BANGALORE

April 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Joseph's College (Autonomous) Jakhama is a Catholic minority institution of higher learning established and managed by the Diocese of Kohima, Nagaland. It is the first college established by the Catholic Church in Nagaland on 19th March 1985. The motto of the College is "Arise and Shine." The college has permanent affiliation to Nagaland University and is included in the list of colleges under Section 2(f) & 12(B) of the UGC Act, 1956 and has been accredited by NAAC for three cycles. The present status of NAAC accreditation for the college is **Grade A** with **CGPA 3.12**. The College currently offers 13 UnderGraduate programmes in Arts, Commerce, Science, and Business Administration disciplines and 5 PostGraduate programmes in Arts discipline. Ten Diploma/ Certificate courses are also currently offered in the college. The process of upgrading eligible PG departments to PhD Research departments has been initiated and is in progress. The college also offers add-on skilled courses such as Football Coaching, Tally, Counselling, Public Speaking, Photography and Creative writing. In Nagaland, the College is considered a trend setter and path finder in the sphere of higher education and remains as a towering institution among other higher educational institutions.

Today, the institution has an enrolment of 4058 students, 115 faculty members and 75 office and support staff. There are 5 hostels in the campus with a facility for 700 students. With a holistic approach to education, the college ensures not only academic excellence but also equips the youth to face the challenges of life by fostering values, traditions, imbining emotional maturity, and integrating attitudes and cultural contents. Value added education and community extension services are essential parts of the college curriculum and activities. The distinctiveness of the college is providing counselling to the students in the campus and beyond the college campus. As an Autonomous college, it has implemented CBCS scheme and NEP-2020 curriculum. It has well equipped infrastructure and continues to make steady progress and development. The use of technology in administration, modern pedagogy, and library has helped the quality of teaching-learning process. It has excellent graduation outcomes, student support system, placement, career guidance, and counselling. The stakeholders, alumni, local bodies are an integral part of the College and make significant contribution to both infrastructural expansion and academic enrichment.

Vision

The vision of St. Joseph's College (Autonomous) is to impart higher education in a Christian atmosphere to deserving students, and those belonging to the Catholic, Christian Communities, Scheduled Tribes, Scheduled Castes and OBCs and thus help in the diffusion of knowledge and advancement of educational activities in all its branches including professional, cultural, social and moral education. As an institution established and managed by the Catholic Church, its vision is in line with the National Policy of Catholic Education. The institution strives to envision the well-being of not only human beings but the whole creation and ensures an ongoing educative, informative and transformative society through God given human knowledge and intelligence. The vision is to uphold the integrity of human beings and the interconnectedness of created environment with the well-being of human beings. Education is by its very nature transformative in process. Through Higher Education process of learning, the aim of the institution is to bring about change and progress in a person, and society and its structures for the welfare and benefit of all. The vision is to take responsibility of imparting quality education and make it as the gateway to the socio-cultural and economic development of persons and nation.

Mission

The mission of St. Joseph's College (Autonomous) is to form men and women who are intellectually alert, morally upright, religiously oriented, socially conscious, culturally distinct and nationally integrated. The college aims at holistic formation of the person by recognizing and developing the vast potentialities latent in the student in a balanced manner, taking into account the student's socio-cultural context. Through the process of education, the institution provides quality formation and relevance to all. Progress and development of every section of the society is fundamental as such that the institution gives much attention to the marginalized sections of society. The institution is situated in a society where there is no social conditioning of caste, class, gender, creed and other culture-linked prejudices. The vast majority of students studying in the college are from the scheduled tribe background. The students from other socially conditioned background are always welcome to the college. It is an institution with high value for inclusive approach. Any student from any background is admitted to the college which enables the practice of pluralism, cultural and religious diversity, individual and collective freedom and respect for and appreciation of differences. The mission of the college is to help the students to perceive the meaning of life, their role in society, responsible citizenship, and selfless sacrifice to evolve a borderless society to promote common good. The college takes maximum measures to accommodate students coming from varied background without discrimination. The college provides opportunities for the students to engage in proactive measures and play a critical role in nation-building.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

St. Joseph's College (Autonomous) is administered by the Catholic Diocese of Kohima which has strong and deep convictions about the higher education system based on Christian ideals. The Principal and the priest staff reside in the campus and are fully committed to the ideals of the institution throughout the time. A few from among the many strengths of the college are listed below:

- Stable and consistent enrolment of students. Currently 4058 students (2023-2024) from various parts of the state and the region
- Regular academic functioning of the college with no loss of class days.
- Clean and Green Campus with eco-friendly ambience.
- Development of CBCS and NEP-2020 (FYUGP) curriculum
- All faculty are well qualified and experienced and majority of them are with NET qualification.
- Well established Examination Branch with experienced and knowledgeable staff.
- Financial incentives to staff for research publications and Interest free “**Staff Welfare Financial Support (SWFS)**” to staff
- **Seed Money** is given for higher studies,, conduct of seminars/workshops, webinars, conferences , departments, clubs and associations to execute programmes and activities
- **Fee concessions and scholarships** are provided to students from weak economic background and meritorious students
- Developed customized Softwares - **Campus Vault** for Administrative/ Academics and **SJC Exam System** for Examination Branch
- Microsoft Server Technology, Essl Biometric Technology, NComputing Technology, PA system facilities, and Microsoft Exchange Server (Mail Box which is an ongoing project).
- **Historical museum** with collection of artifacts

- Academic excellence by students by way of ranks/pass percentage
- Ideal ambience for teaching-learning process with well-disciplined and collaborative student community.
- Very good IT/ICT/Wifi/CCTV facilities. Various Science labs/computer labs/ Language lab. ICT, Android LCD Display Screen in conference halls and LCD Projectors in 53 classrooms. Internet/wi-fi facility (24×7) for staff and students.
- Strong IQAC and vibrant Placement and Career Guidance Cell. Numerous career programmes are organized annually.
- St. Joseph's College UPSC/NPSC Coaching Centre
- Twenty six College buses which facilitates student/staff transportation with a subsidised bus fare for staff.
- Separate Hostels for boys and girls can accommodate upto 700 students, with good infrastructure facilities. Hostels are supervised by priests/nuns/sisters.
- Tobacco Free, Plastic Free Campus
- Annual Spring, Eureka, and Erudite fests and a wide range of extension/outreach programmes
- Excellent and adequate Games and Sports facilities with an indoor stadium, basket ball court, etc.
- Landscaping with wide range of trees and plants and Orchard and Mini Zoo, Botanical Garden cum Herbal Plant heritage.
- Automated Weather Report Station commissioned by NSDMA Weather Monitoring System.

Institutional Weakness

- St. Joseph's College became Autonomous in 2018. It is still in the initial stage of enhancing Autonomy status into full-fledged higher levels and developing the academic institution to become a center of excellence. Within five years of Autonomy, the college invested more time to develop CBCS and NEP-2020 syllabi.
- Majority of the teaching staff are NET qualified which is a requirement to be Assistant Professor. But after gaining autonomous status, the requirement shifted focus to having teachers with Ph.D degree which takes time. It would take time for non-Ph.D teachers to register and obtain Ph.D degree.
- Many teachers are yet to register or complete Ph.D degree, Therefore there need to put more effort to write/publish academic and research publications.
- The available infrastructure is utilized fully for classes and office work. Hence, in order to introduce new programmes, the college needs additional class rooms.
- Retention of teaching staff is an issue, as many of the teachers get selected in NPSC (Nagaland Public Service Commission) competitive exams or get job placement in Government sector.
- One of the problems faced by the college is stable internet connectivity and uninterrupted power supply from the state pool.

Institutional Opportunity

- The opportunity available before the institution is that many in-service teachers are Ph.D scholars waiting for Ph.D final defence. With many teachers as Ph.D scholars, there is hope that more teachers will get qualified and help in the teaching profession.
- The senior and qualified faculty members have applied for research supervisorship to the affiliating university and the reply is awaited..
- There is a felt need to organize more frequent workshops on research methodology and publications so

that teachers can equip themselves with the knowledge to write research publications, and help themselves and guide post graduate students in their dissertation.

- The college has applied for doctoral research programmes to Nagaland University, a positive outcome of which will enhance the research productivity. .
- The college could provide Ph.D programme in the college and help teachers to get registered for Ph.D. This will hasten and augment the requirement of Ph.D faculty members in the college.
- The college can look for additional collaborative MoUs to enhance academic teaching-learning process, exchange programmes and collaboration between institutions and provide platform for staff and students to have broader perspectives and share knowledge.
- There are opportunities to increase enrolment of staff and students for MOOCs and SWAYAM if the state enhances IT facilities and help staff and students to take advantage of them.
- Introduce more add-on courses for skill development.
- To look ahead and strive to become a Centre of Excellence
- Work towards Deemed to be University or University status

Institutional Challenge

- Retaining qualified teaching staff in the college as most qualified teachers are recruited by the government institutions.
- The college is only just five years since the conferment of autonomous status. Prior to gaining autonomous status, basic required qualification was NET. Most of the teachers are with NET but without Ph.D. And so, to build up academic and research culture in a short span of time is a challenge.
- Initiatives are taken to start Ph.D programmes in the college. And to have Ph.D programme, it is required to have better library facilities suitable for PhD research programmes..
- There is requirement and goodwill to move with state-of-the-art technology but due to poor internet connectivity and reliable power supply, it is a challenge to establish online courses and have access to MOOCs/SWAYAM/NPTEL programmes.
- With the introduction of NEP-2020, there is a need to enhance infrastructural facilities.
- With no financial support like UGC schemes, Autonomy Grant, etc., even after five years of autonomous status but depending solely on fund generated from the college, it becomes a challenge to make the ends meet.
- The College has an excellent culture of organizing many extra-curricular activities which is good in purpose, however to balance academic schedules and extra-curricular activities remains a challenge, but which is successfully undertaken by the college.
- To work towards University Status is an opportunity but at the same time a challenge to face and surmount in due course of time

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

St. Joseph's College (Autonomous), though located in a rural area in Jakhama village, 17 km from the state capital Kohima, is a reputed sought after college with 4048 students, and 115 faculty -among whom 33 PhD holders and 58 NET qualified- on its rolls. The college runs 13 UG and 5 PG programmes with excellent enrolment. In the past five years the college implemented three different types of curricular frameworks. Until 2018, the college followed the academic curriculum of Nagaland University. After the conferment of

autonomy, from 2019 the college developed CBCS syllabus and implemented it till 2022-23. With the introduction of NEP-2020, the college developed the new Four Year UG syllabus and initiated it during 2023-2024. The programmes are designed with a focus on employability, entrepreneurship, and skill development. Besides the regular curriculum, the college offers 6 Diploma and 4 Certificate courses. Apart from the above, the students also attended 46 various MOOCs/Certificate courses offered by authorised agencies.

The college follows a well-planned and systematic mechanism of curriculum delivery. At the outset of each academic year, the college frames an academic calendar in accordance with the guidelines and schedules prescribed by the Nagaland University. The college management along with a team of dedicated faculty members, led by the IQAC, ensure that the scheduled curricular and extracurricular activities are carried out meticulously. The college strives hard to inculcate human values, professional ethics, gender sensitivity and environment sustainability through effective curriculum delivery and through various programmes/ activities. The institution introduced Value Addition Courses for the students during their first and second year to encourage an interdisciplinary approach. More than 8000 students enrolled for the various courses during the assessment period. The institution also encourages students to engage in projects/ field work/ internships to promote professional and research aptitude and experiential learning, and 15 programmes have components of field projects / research projects / internships. Cross-cutting issues including human values, gender sensitivity, professional ethics, and environmental sustainability are dealt with in many courses offered in the curriculum and different activities provided by NSS/NCC, Clubs, Associations and departments. The college takes feedback from teachers, students, alumni, parents and employers so that a regular system of check and balance is upheld. Continuous internal assessment (CIA) is carried out on regular basis. The institution thus adopts an effective curriculum delivery mechanism.

Teaching-learning and Evaluation

The college imparts quality higher education to deserving students, especially those belonging to the ST/SC/OBC. The college is relentless in dissemination of knowledge, understanding and application which is holistic in approach, process and method. The faculty employ various student / learner centric methods to enhance teaching-learning process. Student centric learning techniques encourage experiential learning, participative learning and problem- solving method. The utilization of Bloom's Taxonomy helps students to harness holistic learning by focussing on knowledge, understanding and application. Platforms and opportunities are provided to the students through activities, programmes, field trips, experiments, workshops and seminars. Teaching-learning process is well supplemented with two full time counsellors of the college. With the practice of mentoring, remedial classes, tutorial and counselling, the students get maximum benefits and make steady progress in their academic excellence and future career. The curriculum and credit framework are designed on Outcome Based Education (OBE) format with clear-cut outcomes. Continuous Internal Assessment (CIA) gives the students the opportunity to assess and evaluate themselves and know exactly their status of academic performance.

The average enrolment ratio of the college is 95.40%. Reservation policy of the College is well implemented with no case of displeasure. The full-time teachers against sanctioned posts are 100% which indicates that students are not deprived of teachers in their journey of learning. To ensure that teaching-learning process does not face setback, various feed-back mechanisms are in place. Through these, the management and teachers are able to streamline the areas which need greater attention. Based on the feedbacks, corrective and educative measures are taken up to improve teaching-learning process. To facilitate students with varied learning skills, ICT tools are used by teachers. Effective teaching methods and aids like LCD projectors are installed in all the

classes which enable visual, auditory and kinesthetics learning. To promote formative, practical and participative learning, students are monitored to follow strictly regular attendance, assignments, seminars, internal examinations (CIA), End Semester Examinations (ESE), Project evaluation, Viva Voce and Practical exams. The institution has a three-tier grievance redressal mechanism. One of the best practices of the college is that the exam branch is able to maintain practical and judicious measures to implement supplementary examination for final year students, timely publication of results and timely issue of all necessary certificates. A comprehensive result analysis points out that the average pass percentage of the college is 95.34 % for UG and 96.38% for PG programme.

Research, Innovations and Extension

Every effort is made to create a research culture in the college and promote publications. To encourage and motivate, financial incentives are given to staff for research related publications. The College has the provision of interest free “**Staff Welfare Financial Support (SWFS)**” scheme and **Seed Money** for higher studies. It also supports teachers financially to attend seminars, workshops, webinars, and conferences. The faculty have published 3 sole author’s books, 3 edited books, 48 Journal publications and 24 chapters/articles in edited books with ISBN number during the assessment period. There is a well-defined policy for study leave (one year or more) leading to Ph.D. degree. The institution organises national seminars, workshops, symposia, guest lectures etc., in the college. Research support initiative includes well-equipped laboratories, mini research labs and excellent collection of library books.

One of the best innovative approaches is assignment of department activities on all the Saturdays of the year. This innovation helps the students in many ways but significantly in two major aspects. Firstly, it does not disturb the normal class routine and secondly it keeps students engaged in activities even during the weekends. The College gives Seed Money for departments, clubs and associations and with this, the students organize skill programmes, extension services, and academic exercises. Besides various committees, there are **32 clubs and associations** catering to the skills and talents of the students. The College has “**Arena of Mind**”, a column dedicated in local paper “**Morung Express.**” Through this innovative initiative, the teachers share and disseminate ideas, thoughts, philosophies, notions, and concepts with the general public.

The institution has carried out **96 extension and outreach programmes during the assessment period.** The College has NPSC/UPSC/NSSB coaching centre at Kohima town and in the past 5 years, 62 candidates have been selected through this by the Government. The departments, Clubs and Associations, different classes, NSS (4 units), and NCC (2 units) organize and carry out extension services to the benefit of neighbouring villages and society at large. The NSS has adopted 4 villages under UBA scheme. The extension activities focus on societal issues such as community development, social awareness campaigns, skill development programs, and environmental initiatives through services like cleanliness drive, environment protection, visit to orphanages, blood donation drive, financial assistance to the sick, etc. One of the best extension services that the college has undertaken is counselling service to other colleges, schools, communities, and institutions.

Infrastructure and Learning Resources

The College is located in a rural area of Jakhama village, about 17 kms from Kohima along the National Highway-2, in a sprawling 26.9 acres of land. Though situated in a rural area the buildings and infrastructure are in the state-of-the-art quality. The institution has 3 separate blocks, with a built-up area of 1,85,790 sq ft, to cater to Arts, Science (includes Commerce and Business Administration) and PG/Ph.D programmes. It is a self-

contained campus and caters to the students' academic, cultural and sporting needs. Almost whole of the expenditure other than salary has been utilized for infrastructure augmentation and maintenance. The college has 61 classrooms with 53 ceiling mounted LCD projectors and classrooms with Wi-fi facilities, 4 Android Interactive LCD Boards, 10 well equipped labs, and 2 Research Labs. There are 3 conference halls, 1 auditorium with 450 capacity, and 1 multipurpose indoor stadium with 3500 capacity. Various Differently abled friendly facilities are provided. There is 1 historical museum with a good collection of artifacts. The ICT facilities in the college include Administrative Software (Campus Vault), Exam Software (SJC Exam System), Wi-Fi enabled campus, Two Internet Distribution Hubs (60 Mbps), 195 Computers, 116 CCTV surveillance, and Automated Weather Report Station.

The college has an excellent library, with a wing of it in the PG block, together covering a floor area of 4302 sq.ft. It is automated using SOUL 3.0 Software developed by INFLIBNET. College library has a collection of 20956 Volumes in main library and 995 volumes in the PG Block and subscribes to 61 (National/International) journals/Periodicals, 1178 back volumes of journals. Students have access to 23779 E-Resources which can be downloaded from the library. Library is an institutional member of N-List and National Library. There is provision of National Archives of India (NAI) which provides extensive collection of records related to Indian history, culture, and society. The library has OPAC facility. The college has adequate Sports & Games facilities (for Basketball, Badminton, Football, Cricket Practice, Volleyball, Throwball, Table Tennis, etc), other facilities like Common rooms, Creche, Counselling rooms, Dispensaries, Incinerators, Prayer Room, Campus Church, Staff Quarters, 4 Women's hostel (410 capacity), 1 Men's Hostel (290 capacity), 3 Canteens, etc. The College has established very systematic procedures to maintain physical and academic support facilities – laboratories, libraries, sports items and complex, computer and classrooms and all the personnel render their best service to maintain the infrastructure.

Student Support and Progression

St. Joseph's College (Autonomous) never lacks zeal in promoting student support and progression and all efforts are made to cater and provide the best of facilities for them. The infrastructure and learning resources speak of the keen interest that the college has for students. One of the best student support facilities is the clean and environment friendly campus. There is no air pollution, no water pollution, no noise pollution, and the climate conditions are suitably conducive for academic exercises, as the annual highest temperature at Jakhama is only 25 degrees.. Among the many student support and progression provisions in the College, the Placement and Career Guidance Cell plays vital and significant role. This cell conducted 43 placement and career guidance programmes benefitting 16205 students. Fee Concession in the form of Scholarship is provided to economically less privileged students and students with excellent academic performance, both UG and PG. The College also conducted extended lecture and caching classes on how to prepare for NET exam. Soft Skills, Language and Communication Skills, Computing/ ICT Skills and Life Skills of the students are enhanced through regular programmes and initiatives for capacity building. These programmes are conducted in the form of various College Fests, Department Fests and activities, inter-collegiate competitions, motivational talks and lectures from academicians and civil servants of high standing. Sports and cultural development are both integral part of the overall growth of students. To this end, 96 sports and cultural programmes were conducted in which students of the institution participated. The institution has established 14 Cash Awards for meritorious students which are given to students every year during Graduation Day

It is an annual feature of the college to host **Prize Distribution Day** where certificate awards are given to all the students with 100% attendance and Class Representatives (CRs) and Vice Class Representatives (VCRs). The college has a strong and effective Student Council elected through parliamentary mode. The College

provides Seed Money to the Students Council, which is utilized by the students for students support and progression related activities and programmes. Industrial tours, internships, study/field trips, project writing, skill development workshops and dissertation are some of the academic programmes provided by the college. Yoga and Aerobics programmes are given to the students. With a very strict policy of zero tolerance for sexual harassment and ragging, students are well disciplined.

Governance, Leadership and Management

St. Joseph's College (Autonomous) has its well-defined policy and system of governance and strict adherence to UGC guidelines for Autonomous Colleges is observed. The organogram of the College gives a clear picture of the governance, leadership and management. The Governing Body serves as the Apex Body and all the major policies, rules and regulations are framed and approved by it. It adopts a democratic, decentralised, and collaborative approach. The Academic Council is the principal academic authority of the college to regulate the standard of teaching, research and evaluation. The Management Board is authorized to manage and run the institution on day-to-day matters and engages in all significant stakeholders' responsibilities through the Departments, Students Council, Alumni Association, and various clubs and Association. The Boards of Studies (BOS) play very significant role as its members, which include all the faculty, are engaged in curriculum design, syllabi and revision process of curriculum. The Finance Committee regularly meets to discuss and make decisions which are beneficial to the students, staff and college. The Heads of Department Committee invest their expertise in decision-making and supervision of respective departments. All major decisions for the department and required action plans are made through regular meetings of HoDs, Staff and Management. The College has a highly active and vibrant IQAC, constituted as per UGC norms, in which all the Heads of Departments are involved. The IQAC is responsible and works hard to plan out the programmes and thrusts of the college and is actively involved in the conduct and coordination of various academic programmes/committees/clubs, etc.

One of the trademarks of the governance of the college is that job descriptions are laid down for Principal and all office-bearers. The Principal and Management members are resident in the campus. The Principal, in collaboration with Vice-Principals, PG Coordinator, Controller of Examinations, Department Heads, Student Council, statutory bodies and IQAC make every effort to guarantee excellence in all administrative and curricular areas. Internal audits, AAAs are conducted to guarantee the smooth functioning of the various bodies of the college and to enhance the efficacy of the institution by assessing the SWOC. For both teaching and non-teaching staff, the institution utilises a multi-tiered performance review system. Professional development programmes are provided regularly for them with the goal of enhancing their proficiency. The college implements e-governance in various aspects such as administration, finance, admissions, notices and information, and examinations related matters.

Institutional Values and Best Practices

The college acts and moves in accordance with the rich ideals enshrined in the vision and mission, which are harmoniously converged in all its values and best practices. Gender equity is a firmly rooted value in the college and is promoted through courses in gender and feminist concept studies. Separate Staff rooms for female and male, common room for women and Creche for feeding mothers are also provided. College Women's Forum is recognized as stalwart platform to promote gender equity.

The campus has landscaping trees and plants all around. To uphold green campus environment adequate trees,

fruit orchard, botanical garden cum herbal plants heritage, Adam Smith garden, ornamental plants and flowers are abundantly planted. To develop love for flora and fauna, a mini-zoo is maintained. Quality audits on environment and energy are conducted. To prevent noise pollution, vehicular motors run at zero speed and honking of horn is prohibited in the campus. Installation of solar panels and use of power efficient LED bulbs encourage alternative modes of energy. The college strictly adheres to the green protocol issued by the Government and takes all adequate measures for management of all types of wastes. Waste management involves 3Rs, Reduce, Reuse and Recycle. The college is plastics and tobacco free. Rain harvest reservoirs are made and distribution of water is systematically organized. The college has MoU with **HULLADeK** to manage e-wastes.

The institution has taken all measures to promote an inclusive environment and approach towards differently-abled students. The college is open to different cultures, tribes, languages, and religions and accommodates all students from different backgrounds. To give good sense of direction and responsibility, the college teaches Constitutional Values, Ethics, Environment Studies, Consumer Rights and Intellectual Property Rights (IPR) in the curriculum.

The two best practices of the college are “**Spring Fest**” and “**Earn While Learning**”. The Spring Fest is an educational platform for diverse tribes of the Nagas to display their rich cultural heritage through folk song, dance and traditional games. This is organised by the students where they learn and develop leadership skills, self-confidence, communication skills, entrepreneur skills, and value of responsible citizenship. “**Earn while Learning**” is established by the institution to instil in the students “dignity of labour”. Students are given Part Time job to earn while learning and be independent in finance management. Extension Service for Mental Wellbeing is one area distinctive to college’s priority and thrust.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. JOSEPH'S COLLEGE
Address	P.B. NO. 39, JAKHAMA, KOHIMA, NAGALAND- 797001
City	Jakhama Kohima
State	Nagaland
Pin	797001
Website	www.stjosephjakhama.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Fr. George Keduolhou Angami	0370-9436437544	9436070071	0370-223102 2	STJOSEPHC@GM AIL.COM
IQAC / CIQA coordinator	Hormila G Zingkhai	0370-9862709775	9862709775	0370-223102 2	hgzingkhai@gmail. com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

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

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	19-03-1985
Date of grant of 'Autonomy' to the College by UGC	11-10-2018

University to which the college is affiliated		
State	University name	Document
Nagaland	Nagaland University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	27-05-1999	View Document
12B of UGC	15-07-2003	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	P.B. NO. 39, JAKHAMA, KOHIMA, NAGALAND-797001	Rural	26.9	185790

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Economics,Economics	36	XII	English	120	119
UG	BA,Education,Education	36	XII	English	110	108
UG	BA,English,English	36	XII	English	230	220
UG	BA,History,History	36	XII	English	230	230
UG	BA,Political Science,Political Science	36	XII	English	320	319
UG	BA,Sociology,Sociology	36	XII	English	145	140
UG	BBA,Business Administration,	36	XII	English	80	78

UG	BCom,Com merce,	36	XII	English	80	80
UG	BSc,Botany, Botany	36	XII	English	20	14
UG	BSc,Chemist ry,Chemistry	36	XII	English	20	8
UG	BSc,Physics, Physics	36	XII	English	20	18
UG	BSc,Mathem atics,Mathem atics	36	XII	English	20	20
UG	BSc,Zoology ,Zoology	36	XII	English	30	25
PG	MA,Economi cs,Economic s	24	Graduate	English	30	20
PG	MA,English, English	24	Graduate	English	50	38
PG	MA,History, History	24	Graduate	English	60	60
PG	MA,Political Science,Polit ical Science	24	Graduate	English	65	63
PG	MA,Sociolog y,Sociology	24	Graduate	English	40	36

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				115			
Recruited	0	0	0	0	0	0	0	0	49	66	0	115
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				68
Recruited	28	40	0	68
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	7	0	0	7
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.	0	0	0	0	0	0	2	5	0	7
M.Phil.	0	0	0	0	0	0	6	0	0	6
PG	0	0	0	0	0	0	23	29	0	52
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	4	4	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	14	28	0	42
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	Others	Total
		11	1	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	1701	98	0	0	1799
	Female	1920	86	0	0	2006
	Others	0	0	0	0	0
PG	Male	142	1	0	0	143
	Female	259	7	0	0	266
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	18	3	6	10
	Female	18	6	7	10
	Others	0	0	0	0
ST	Male	1720	1619	1729	2001
	Female	1762	1965	2224	2352
	Others	0	0	0	0
OBC	Male	13	19	15	17
	Female	10	22	12	15
	Others	0	0	0	0
General	Male	16	19	21	22
	Female	21	23	20	18
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		3578	3676	4034	4445

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Botany	View Document
Business Administration	View Document
Chemistry	View Document
Commerce	View Document
Economics	View Document
Education	View Document
English	View Document
History	View Document
Mathematics	View Document
Physics	View Document
Political Science	View Document
Sociology	View Document
Zoology	View Document

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The College offers multidisciplinary courses under Arts, Science, Commerce and Business Administration programmes. Altogether 6 programmes in the undergraduate level and 5 programmes in the postgraduate level are offered under Arts discipline, 5 programmes in the undergraduate Science discipline, Bachelor of Commerce and Bachelor of Business Administration are offered by the college. The details of the different programmes offered are: B.A(Economics), B.A (Education), B.A (English), B.A (History), B.A(Political Science), B.A (Sociology), BBA, B.com, B.Sc (Botany), B.Sc (Chemistry),B.Sc (Mathematics), B.Sc (Physics), B.Sc (Zoology), M.A (English),M.A (Economics), M.A (History), M.A (Political Science) and M.A(Sociology). Interdisciplinary approach to learning is promoted by the college so as to expand the students' horizons of knowledge. This is primarily achieved by: (i) Multidisciplinary/interdisciplinary Course: Multidisciplinary/interdisciplinary Course are offered</p>
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	<p>by all the departments in 1st to 3rd Semester, where students can opt from any other discipline offered by different departments. This ensures an interdisciplinary mode of study. (ii) Value Addition Courses (VAC): Members of the faculty offer VAC courses, several of which are of an interdisciplinary in nature. Value added courses such as constitutional values, consumer rights, cyber-crime etc., are offered by the different departments. (iii) Soft Skill Programmes: Several soft skill programmes are offered in the college to enhance capacity building of the students in domains of computing, language proficiency, personality development, and health awareness, are of an interdisciplinary nature.</p>
2. Academic bank of credits (ABC):	<p>Academic Bank of Credits is an integral part of National Education Policy. The College is an Autonomous institution, and follows curriculum stipulated by the College and Nagaland University. Therefore, the college is prepared to follow ABC and register students in the National Academic Depository in conversion with NEP. St. Joseph's College (Autonomous), Jakhama, Nagaland has registered under National Academic Depository (NAD) on 23rd March, 2023, and the Academic Bank of Credit on 17th May, 2023, with Dr. Dominic Meyieho, the Controller of Examinations as the Nodal Officer of the college for National Academic Depository and Academic Bank of Credit. Presently, the college, under the management of the Nodal Officer is administering the needed procedure of verifying the students details for uploading the data in the Depository.</p>
3. Skill development:	<p>SJC(A) promotes skill development sessions and programmes as a capacity building measure. Training in various disciplines of skill development includes soft skills, life skills, ICT skills, language skills, competitive training, and entrepreneurship. These programmes are conducted by all the departments with the vision that the entire student community should be benefited. The college offers courses on Employment and Skill Development Programmes such as Diploma Courses on Counselling Psychology, Stenography and Typing, Tourism Management and Computer Concept and Networking and Certificate Courses in Graphic Designing. Apart from these courses, every programme curriculum includes Ability Enhancement and Skill</p>

	<p>Enhancement courses where practical classes, field work, internships and projects are included as part of the curriculum which aid in equipping the students with the required skills in employment sectors and with various life skills, thus helping them in their overall development. The college also has a Earn While Learning Scheming, which provides part -time jobs to the students so that they can complete their education without any financial strain and also to train them in various job-related skills and prepare the individual students for the workforce after completing their degree. All teaching departments offers skill enhancement courses and conducts programmes on skill development. In line with NEP 2020 and to produce skilled and professionally abled graduates, implementing additional skill development programmes is one of the future priority of the college.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Integration of Indian knowledge systems, including Indian language and culture, is given importance in co-curricular and extracurricular domains of the college. For the integration of the Indian Knowledge System and culture, the curriculum of the different programmes offered by college includes courses on History of India I and II (HSC 1.1& HSC 2.1), Indian Writings in English (EGC 2.1), Indian Political Thought I & II (PSC 5.2 & PSC 6.2), Indian Society: Images and Realities (SOG 1.4), Indian Sociological Traditions (SOC 6.3), Gender and Society in Modern India (1206-1707) (MHSC 2.3), Indian Nationalism (MHSC 4.1), State Politics in India (MPSC 4.1), Indian Administration (MPSC 4.2) and the contemporary issues and concerns of the Nation are part and parcel of the classroom discussions. In addition, events promoting these languages and culture are arranged annually. The college organises workshops and seminars based on themes related to India and its society, culture, policies, economy etc., and programmes such as Hindi Divas and important national days and festivals are commemorated by the college. 'Hindi Divas' and National Hindi Day are observed in the college by NCC. All deliberations in the programmes are in Hindi only. Yoga is promoted among students as a true facet of Indian culture. Demonstration classes and yoga practices are followed in the campus. Cultural Day is organised every year, during which programmes related to the</p>

	cultural heritage and traditional art forms of different states/tribes of India are presented.
5. Focus on Outcome based education (OBE):	<p>Outcome-Based Education (OBE) is assessed at three levels namely; Course Outcome (CO), Programme Specific Outcome (PSO) and Programme Outcome (PO). OBE emphasises a student-centric teaching-learning process in which course curriculum is structured to bring out the most tangible outcome. These outcomes are mapped to show whether all the courses attain the desired goals, aims, and objectives. This mapping has been done for all students in UG and PG programmes, and the assessment has been published on the college website. This practise will be followed for all forthcoming batches of all UG and PG programmes. The College has implemented OBE in conversion with NEP 2020. The institution in accordance with the nation's education quality prepares curriculum which is student learning-centric and will have the maximum benefit for the students as well as the nation through the contribution of the graduate and post-graduate students. Focusing and aligning with this vision, the curriculum of each programme and courses have been prepared with course objectives that would enable the students learn as well as apply the knowledge practically in the real world. The college in pace with the nation's educational development is in has introduced National Education Policy 2020 curriculum from the Academic Year 2023-2024. However, the curriculum of the institution is not only concentrated on the formal education but also focuses on imbining the students with values and skills that could help them become responsible citizens and an asset for the society, thereby contributing to the nation's development. Accordingly, subjects like Value Added Courses, Ability Enhancement and Skill Based Courses are offered, in addition, internship, extracurricular activities like sports, extension activities and outreach programmes are incorporated by the college for an holistic education and development of the students. Thus, the objective of the college is to help the students become masters of their own subject at the same time become educated and responsible citizens who can contribute to the nation's progress.</p>
6. Distance education/online education:	Distance education/online education became routine modes of learning during the pandemic. Several

digital platforms exist, namely Google Classroom, Zoom and Google Meet. All academic transactions, including class, test papers, assignments, and seminar submissions, were efficiently done through these platforms. Further, several webinars, invited lectures, and competitions were also held in those days. Digital platforms are being used to share notes, study materials, and PowerPoints with students. Faculty Development Programmes, webinars, and invited talks are being conducted using these platforms. The college encourages students to take up online certificate courses offered by SWAYAM-NPTEL and MOOCs. The college also encourages students to take up any ODL (Open Distance Learning) programmes offered by the IGNOU through its study Centre (Centre Code SC-2012) at the college premise. The centre also offers the opportunity to the staff and any individual from the neighbouring villages according to their subject of interest. The following courses are offered by St. Joseph's College IGNOU Study Centre: i. Masters in Economics, English, History, Political Science, Sociology, Public Administration and M.Com. ii. Bachelor Degree in Economics, English, History, Political Science, Sociology and Commerce. iii. Bachelor Preparatory Programme (BPP), Certificate in Functional English (Basic level), Certificate in Business Skills and Post Graduate Diploma in Gandhi and Peace.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an Electoral Literacy Club (ELC) has been established in the College.
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?	ELC established to sensitize students on electoral literacy consists of two teacher coordinators (Mr Kevizase Edward Kehie and Mr Yhunsinlo Tep) and three student coordinators (Mr Kevilevi Thokhwe, Mr Kepozo Kapuh, and Mr. Nalio Sumi). ELC is functional and representative in character. The objectives of ELC are: (a) To educate the students to be part of democratic process. (b) To make aware among students of electoral process in India. (c) To endorse voter literacy among students and eligible persons outside campus.

<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 citizens, etc.</p>	<p>The club conducts awareness programmes to encourage students to get enrolled in voters list particularly through digital mode using Voter Helpline app of Election Commission of India. Digital campaign and drawing competition were conducted on 'right to vote'. Other innovative programs include commemoration of Independence Day, Constitutional Day and Panchayati Raj Day to spread awareness among the students and faculty members to uphold constitutional principles.</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>	<p>Faculty from Political Science department have published book on "Political Attitudes and Political Participation of Students in Nagaland". Another article on "Social Factors influencing political participation of Naga Students" is published in Indian Journal of Political Science which reflects the contribution of the college in advancing democratic values and participation in electoral processes by understanding the mood of the youth and students in Nagaland.</p>
<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>ELC continues to assist students, who have completed minimum eligibility age, to enroll in the National Voter's List. Awareness sessions like "Mera Phela Vote Desh Ke Liye" about the importance of voting are regularly conducted. The famous quote "Someone struggled for your right to vote. Use it" is inscribed on a wall in the college.</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
4214	4445	4034	3676	3578
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
1329	1473	1124	1117	1148
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
115	105	100	94	95
File Description		Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

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

Response: 164

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
891.92	486.69	508.59	754.77	826.97

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 (Autonomous) ensures that the designing of the curriculum, at both Undergraduate (UG) and Post Graduate (PG) levels, are undertaken by the concerned Board of Studies with extreme diligence in line with the relevance to the local, regional, national, and global developmental needs, and the same are reflected in the Programme Outcomes (POs) and Course Outcomes (COs). To achieve the POs and COs, the Course Specific Objectives (CSOs) are well laid out for every course. The Courses for the UG programmes have been developed considering the fact that students in any stream like Arts, Science, Commerce, or Business Administration on completion of the course shall be able to process and incorporate classroom learning into their everyday experiences for the growth and benefit of a rapidly changing world. The curriculum gives due importance to global and national level graduation attributes, as recommended by the NHEQF policies, like complex problem solving, critical thinking, creativity, communication skills, research related skills, leadership skills, multicultural competence, value inculcation, environmental awareness, etc. Thus, the curriculum is reflective of the key aspects of the subjects and relevant to the global and national levels. The various BoS also, in an adequate manner, incorporate local and regional needs as well in the curriculum. For example, the course on Apiculture (Zoology-ZOS 3.4) trains the students in the art of bee keeping, bearing in mind with the local relevancy, regional utility, and national and international needs of keeping bee-hives. The course on Mushroom Cultivation (Botany-BTS 4.4) provides a hands-on course on cultivating mushroom, which addresses local needs and is aimed at scale-up of the same to meet regional, national and international needs of providing nutritious mushrooms in the market. To cite a few other courses designed with local needs in mind, Naga Writings in English: Poetry and Fiction (English-EGC 6.1), Understanding North East India (Political Science-PSD 6.3), and Political History of the Nagas (History - HSC 4.3). The courses at the PG level come with a higher level of specialisation and diversification and demand a more detailed specialised acumen required from the students. PG students have a course on dissertation, which eventually ushers and motivates them to research leading to doctorate. Through the dissertation, students stand to gain a good awareness of local needs/relevancy which equips them to look further beyond to the levels of addressing and solving them. It opens the students' minds for research and gives an opportunity for them to excel in their field of interest and expertise, which has local, regional, national and international relevancy. Examples of such courses on dissertation and Project work are MECC 4.1 (Economics) and MSOC 4.4 (Sociology). Apart from these, courses like Literature of North East India I and II (English-MEGT3.5, 4.5), Sociology of North East India (Sociology- MSOC 4.3), History of Nagaland (History - MHSC 1.2) also are intended to equip the students with the adequate understanding about the region and its dynamics. A thorough academic exercise and discussion is carried out in the college before any syllabus of a course is framed and implemented. With the implementation of the NEP 2020 as per National Policy from the current academic year onwards, the college has reiterated its

mission of imparting globally and nationally relevant education to the students for the development of the world at large and the nation and the North East region in particular.

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 (Autonomous) has always deemed it relevant and important to align its academic programmes with adequate focus on employability, entrepreneurship, and skill development of the students, with suitable and sufficient training given in global competency skills. The various partnerships and linkages the college has with industry and academia also cater to the same. A few examples are cited below: The outcomes of the BBA programme are set in order to prepare students to become entrepreneurs /managers, to enable them to effectively apply management concepts, principles and practices in real business situations, to understand the dynamics and complexities of the working environment and to prepare them to become team leaders and team builders. The courses on IT Tools for Business (BAS 3.4) and Internship (BBA 6.4) offer a direct bearing on employability/skill development and enhance the students' hands-on learning. An outcome of the UG in Botany is to build capacity and skills in herbal and mushroom cultivation technology through skill-based courses, and Herbal Technology (BTS 3.4) and Mushroom Cultivation (BTS 4.4) deal with activity on gardening of ornamental plants and medicinal plants, which enable the students to have a hands-on working skill empowering them for employability/entrepreneurial tasks. Through BCom, the department of Commerce prepares students to acquire techniques and skills of maintaining proper accounts, acquire Entrepreneurial Skill to be self-employed and to impart computer knowledge and IT literacy and its mechanism for conducting business transaction through electronic means. A course on E-Commerce (COS 3.4) is designed with various relevant modules including E-payment system and online business transactions. The department of English offers English Communication as ability enhancement course to enable the students to develop and enhance their communication skills and to effectively apply in their daily lives and career. The courses English Communication (EGA1.3), Creative Writing (EGS 3.4) Soft Skills (EGS 4.4) offer the students with practical trainings on communication and writing skills, art and craft of writing for media publication and provide mock attempts on job interviews, and practical etiquettes of hospitality, respectively. These courses hewn the students to groom themselves and prepare for actual phase of life. The Maths and Physics courses Graph Theory (MTS 4.4) and Renewable Energy (PHS 4.4) equip the students with practical skills enhancements in the respective highly applied areas, whereas the course on Apiculture (ZOS 3.4) train students to make bee-hive boxes, rearing bees and other entrepreneurial activities on bee economy, which empowers the students with self-sufficiency and self-employment. With the Sociology courses Reading, Writing and Reasoning Sociology (SOS 3.4) and

Techniques of Ethnographic Film Making (SOS 4.4) the students are taught on how to review and analyse writings of sociological articles and books. In addition, the students are skilled in film making in collaboration with Dreamz Unlimited Production (Nagaland). To meet the requirements of the society/industry and the demand of the time, the syllabi of the St. Joseph's College (Autonomous) are revised from time to time. The college became autonomous in 2019 and Choice Based Credit System (CBCS) was implemented with requisite focus on skill-based education. Two major syllabus revisions, in 2019 and 2023, have been undertaken, and the college revamped the syllabi with courses targeting on the employability/entrepreneurship/skill development of the students who graduate from the college so that they can take up any challenging skill and entrepreneurship positions and jobs across the world.

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: 100

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

Response: 448

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

Response: 448

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View 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
Provide Links for any other relevant document to support the claim (if any)	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 (Autonomous) has integrated cross-cutting issues relevant to promoting professional ethics, gender equality, human values, environment and sustainability, etc and other value framework enshrined in SDGs and NEP 2020 into the curriculum. Environmental protection and Climate action occupy critical centre stages for sustainable development and hence the course on Environmental Studies (ESA 2.3) is offered compulsory for all UG students of the college. In this, the students are made aware of the environmental concerns, and encouraged to participate and promote sustainable livelihood. The course Environmental Economics (ECD 6.3) deals among others international environmental problems, and measuring the benefits of sustainable development. Environmental Sociology (SOD 5.4) discusses issues like types of environmental pollution, environmental movements, policies, legislations in India. A specialised course- Green Chemistry (CHC 6.3) - dealing with chemical wastes and their ill effects on nature is taught to the students of Chemistry. This deals with how to handle chemical wastes and prevent environmental problems arising out of chemical hazards, whereas Natural Resource Management (PTD 5.4) consists of topics like Biological Resources, Forest and Energy, etc. Similarly, for PG students the courses Environmental Economics (MECC 3.4C) and Environmental Sociology (MSOC 4.2) are offered wherein they discuss socio-environmental concerns, social consequences of environmental disruption, environmental movements in India, social sectors and environment, Environmental Valuation, Economics of Resource Management, etc. Gender and gender sensitivity have been given due weightage in the UG and PG curriculum as seen in the courses below:

- Women's Writing – EGC 5.1
- Contemporary India: Women and Empowerment – EGG 3.5
- Sociology of Gender - SOC 3.3 and MSOC 3.1
- Feminist Sociology – MSOC 3.4A
- Women and Politics – MPSC 3.4D
- Gender and Violence – SOG 2.4
- Gender and Society in Modern India – MHSC 3.2
- Welfare Economics – MECC 4.3
- Economics of Gender – MECC 4.4B
- Gender and Literature I & II –MEGC 3.4B & MEGC 4.4B
- Feminist Sociology – MSOC 3.4A

As an institution which allocates prime importance to professional ethical formation of students, various courses are designed to integrate cross-cutting issues relevant to professional ethics. Some of them are:

- Business Law – COC 1.2
- Cooperate Law – COC 2.2

- Management Principles and Application - COC 3.3
- Income Tax Law and Practice – COC 3.2
- Ethics and Cooperate Social Responsibility – BAG 2.4
- Human Resource Management – BAC 4.2
- Legal Aspects of Business – BAC 5.2

Apart from the above, a number of courses in the curriculum reflect on Human values:

- Guidance and Counselling – EDC 4.2
- Early Childhood Care Education – EDS 4.4
- Special Education I and II - EDD 5.4 and EDD 6.4
- Sociology of Religion – SOC 3.2
- Sociology of Social Movements – SOG 3.5
- Population and Studies – SOG 4.5
- Human Resource Management – BAC 4.2
- Human Rights and Indian Constitution – MPST 1.5
- Human Rights: Theory and Practice – MPSC 4.4A
- Pressure Groups and Social Movements - MPST 4.5
- Diaspora Study – MSOC 4.1
- Crime and Society – MSOC 3.4B
- Sociology of Health and Illness – MSOC 4.4B
- Peace and Conflict Studies – MSOT 1.5
- Sociology of Disaster – MSOT 2.5
- Sociology of Population Studies – MSOT 4.5

In addition to all the above, Value Education and Mentoring are practices of the college. In a week, a class is allotted to all batches of UG students for Value Education. The NEP 2020 has been implemented in the college from the Academic Session of 2023 – 2024 and all its salient features, including Value Addition Courses (VAC), are imbibed.

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: 57

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

1.3.3

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

Response: 83.33

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: 15

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

Response: 18

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Sample Evaluated project report/field work report submitted by the students	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View 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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 95.04

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
1598	1550	1585	1663	1271

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1670	1607	1665	1805	1320

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View 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](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 100

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
1598	1550	1585	1663	1271

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
1598	1550	1585	1663	1271

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View 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
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any	View Document

2.2 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:

The institution arranges programmes like the Principal's address and orientation workshop for those who

join the institution in an academic year. This gives equal information about the requirements of the academic programme they have chosen. At the entry level, the marks of the higher secondary (H.S.L.C) examinations are taken as the initial indicator of a student's learning ability. The subject teacher counsels students about their subjects of choice. In course of time, the frequent interactions and discussions with students, marks in the semester end examinations, class performance, the quality of assignments, seminars, etc. give an idea to the teachers about the differential needs and difficulties of students.

Various methodologies are adopted and activities are conducted to enhance the quality of slow, average, and advanced learners. Teachers adopt ICT enabled teaching methods which enhance better understanding for the students. Performance of the students in tests and tutorials are taken to check their progress. Teachers also regularly assess the learning levels of students through class tests, projects, PowerPoint presentations, debate, quiz and regular assignment works. Measures are taken accordingly to address the needs of students with different levels of competency.

The following are some of the steps taken for advanced learners:

- Facilities to access library.
- Motivate them to participate in seminars, quiz, debates, essay competitions, inter and intra departmental fests.
- Encouragement to write articles, poems, stories, quotations etc. for the college magazine.
- Motivation to set high goals for themselves and counsel to prepare for entrance examinations and competitive examinations like NET, NPSC etc.
- Guest lecture/talks of eminent personalities are organized.
- Annual prize distribution day is organised at the end of every semester to felicitate and appreciate the advanced learners

Now for slow learners, the following are adopted:

- Facilities to access library.
- Provision of books and study materials to these students.
- Teachers motivate slow learners to boost their confidence.
- Teachers interact and coordinate with the parents of slow learners to discuss on the performance of their wards.
- Slow learners are always in focus and they are suggested for reading the reference books, materials and in case of doubts or confusion they can clarify during Tutorial/Remedial classes.
- Mentoring and counselling sessions and re-tests for the slow learners.

Teachers encourage both slow and advanced learners to participate in various activities and provide them guidance about future opportunities for their better career building. It is our culture to make sure that no one is left behind and everyone is motivated and given resources and opportunities to reach the full potential. The institution has also evolved a system to select the toppers that consist of excellence in academic performance, interest and enthusiasm in sports and games, cultural activities, leadership qualities, sound character and discipline in behaviour. The selected candidates are given awards on the Graduation day. In order to make sure that financial/physical difficulties do not affect the academics, care is taken to cater to such students too. The disadvantaged and economically weaker sections of the society apply for concession of fees and they are given according to their financial position either for three or six months or for the entire year. Physically challenged Divyangjan students are also taken care of by the health professional persons and all academic facilities are provided to them.

File Description	Document
Upload Any additional information	View Document

2.2.2**Student - Full time teacher ratio (Data for the latest completed academic year)****Response:** 36.64

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View 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:

St Joeph's College (Autonomous) has well integrated the student centric methodology in the Teaching-Learning process. For assessing and enhancing the teaching learning process, the institution organises management meetings every three months, staff meetings every month and IQAC meetings every semester, where all the timely issues related to teaching learning are discussed in order to rectify them with a view to improving the teaching learning levels. IQAC in its bi-annual meetings with its central agenda as teaching and learning also reviews, discusses, plans and disseminates to the staff for improving teaching-learning process through meetings and discussions with the heads of various departments.

The different student centric methods used in the college for enhancing learning experiences are as mentioned below:

Experiential Learning:

- **Educational tours/ field trips** are organized to make learning enjoyable, impressive and lasting. The sites of visit are chosen subject specific and the students benefit this.
- **Business plans** to enable students to learn by doing.
- **Summer Internship Programs** where students get the opportunity to experience the practical world outside.
- **Seminar and Presentation** whereby students become more confident and independent. Attending seminars and presentations has numerous benefits for students, including improving their communication skills, gaining expert knowledge, networking with others and renewing motivation and confidence.
- Practical/Lab works for science students.

Participative Learning:

- **Debates** are organised usually during departmental fests to promote creative thinking.
- **Group Discussions** to promote a deeper understanding of a topic and to increase long-term retention. It also helps to increase participants' attention and helps maintain their focus by involving them in the learning process.
- **Expert Lectures and Workshops**, participating in which students learn new topics and meet leaders/resource persons in their field, and consequently they feel encouraged and motivated. Listening to any prominent personality in workshop helps the student to gain information about their way of work or how things take place.
- **Presentations by Students**, in which students present different topics to their class and this helps in gaining confidence and improving personalities.
- **Activity based learning**, through which students take part in skill development programmes.
- **Exchange programmes**, within the department and inter-departmental like inter-departmental quiz and debate competitions during different departmental fests.

Problem solving:

- **Case studies:** Students do get different case studies and they try to solve it and present their views and opinions.
- **Class Assignments:** Teachers give class assignments to students related to different topics based on the subjects.
- **Viva-Voce:** Teachers/Experts ask questions to students and check their problem solving skills.
- **Project report writing:** Students, based on their subjects, write a project report identifying the problem and putting forth their suggestions and recommendations
- **Class test and Examination:** Examination question papers consist of 33% each of Knowledge, Understanding and Application and their problem solving skills are being tested.

ICT- enabled tools including online resources for effective teaching and learning process:

To make the learning experience effective the college uses the following ICT enabled technologies and facilities:-

- E-learning is promoted in addition to the direct teaching.
- Notes and study material disseminated through google class rooms and whatsapp groups. All

classes have whatsapp groups.

- Access to E-Journals
- LCD projectors
- Portable speakers
- English Language Laboratory
- Science laboratories
- Mobile micro-phones
- Wi-Fi connection access is available

File Description	Document
Upload any additional information	View 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:

In St Joseph's College (Autonomous) , mentoring system has been introduced for establishing a better and effective relationship between students and teachers and also to continuously monitor, counsel and guide students in educational and personal matters. All teachers work as mentors for students allotted to them. The students feel free enough to confide in their mentors. This is a continuous process till the end of academic career of students in the institution.

The aims of student mentorship as envisaged by the institution are –

1. To enhance teacher –student relationship.
2. To enhance students' academic performance and attendance.
3. To assist to solve any of the personal/ emotional/academic issues/stress the students may be facing.
4. To minimize students' dropout ratio.
5. To monitor the students' regularity and discipline.
6. To enable the parents know about the performance of regularity of wards.

The IQAC has taken the initiative of implementing the mentoring of students. Students are grouped based on their streams of studies and also according to their core subjects. They are divided into groups of 20-25 students and each group is assigned a mentor. Mentors maintain and update the mentoring format after collecting all necessary information. Mentors are expected to offer guidance and counselling as and when they required. It is the practice of mentors to meet students individually or in groups. In necessary cases parents are called for counselling and a special meeting with the Principal at the suggestion of the mentor. If a student is identified as having weakness in particular subject, it is the duty of mentor to apprise the concerned subject teacher. At least 3 to 4 meetings are arranged by mentors for

their mentee. Though, the system has only been implemented in the last few years, significant improvement in the teacher – student relationship is observed. Students are also free to call their mentors any time over phone or whatsapp in need and mentors offer maximum possible help. During the pandemic times also, tele-counseling facilities were available.

This system has been useful in identifying slow and advanced learner. Through a careful examination of each mentors report the college has organized ‘Remedial Classes’ in identified topics. HODs will meet all mentors of his/her department at least once in a month to review proper implementation of the system and to advise the mentors wherever necessary.

Types of mentoring done in our institution are:

1. Professional Guidance – Regarding professional goals, selection of career and higher education.
2. Career Advancements – Regarding self-employment, entrepreneurship development, opportunities, morale, honesty, integrity required for career growth.
3. Coursework Specific – Regarding attendance and performance in present semester and overall performance in the previous semester.
4. Lab Specific – Regarding Do’s and Dont’s in the lab.
5. Psychological/Emotional: To listen to and help solve any psychological/emotional issues the students as teenagers may be facing. There are 4 psychological counselors in the college available 24/7.

Outcomes of the system:

1. The attendance percentage of the students has increased to greater extent and many students got 100% attendance.
2. The number of detainment of students has decreased considerably.
3. Due to direct communication between mentor and the student, there was big improvement in student-teacher relationship.
4. Students enjoy stress-free mental health and joy.
5. Progression to higher education and to better prospects of life have increased.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View 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:

Preparation and Adherence of Academic Calendar: The institution prepares the academic calendar every year in advance. The coverage of academic calendar includes the list of examination dates, seminars, conferences, guest lectures, workshops, industrial visits, holidays, vacation dates, festivals, annual prize distribution day, college week, graduation day, various departmental activities, etc. The Academic Calendar also provides the total effective working days available in a given semester. It also covers the necessary details for the orientation of students such as Clubs and Associations functioning in the college, information regarding management members/administration of the college, different departments and their teaching faculty list, list of the guest or visiting faculties, rules and code of conduct for the students, etc. The Mission and Vision of the College of the college is highlighted and disseminated to students.

The hard copy academic calendar is given to all the students and staff of the college and it helps immensely in the smooth and effective functioning of the college. The soft copy is uploaded on the website.

Preparation and Adherence of Teaching Plan:

For the preparation of teaching plan, as a first step, the subject distribution for the upcoming semester is done in the institution. For subject distribution departments hold a meeting with faculty members chaired by the HOD/Director of the department and discuss and assign courses to teachers based on their areas of expertise and experiences in the respective field. After the subject allocation in departments is made, the list goes to the vice principal of academic affairs. Then the vice-principal and senior colleagues prepare the time table by correlating the working days available and coverage of curriculum of the subjects. For courses of 4 credits, 5/6 sessions per week are allocated and for courses of 2 credits, 2/3 sessions per week are assigned. Each session is of one hour duration. Considering the case of weak students for difficult courses, tutorial classes are also allocated and for the betterment of students, mentoring classes are also highlighted in the master time-table, at least once a week.

Next, the concerned faculties prepare teaching plan for their respective subjects, with a minimum 60 hours for 4 credit papers and 30 hours for 2 credit papers. These 60/30 hours are then distributed among class room teaching, case studies, role play, workshops and lab sessions as per the subject requirements. These plans are made in advance and serve as a guide for conducting sessions and each faculty submits teaching plans to their respective department HOD/Director and also to the Principal of the college. The Principal, Vice-Principals, Directors and HODs check the progress of each course and ensure timely and effective completion of courses in the specified time frame with perfect blend of practical and theoretical inputs. Before the start of the first internal test examinations, the subject teachers are supposed to complete 2/3 units of their respective courses and at least 10 days earlier before the start of the end semester examination, the full syllabus is completed by the concerned subject teachers and revisions are done. The college is fully committed to prepare and adhere to the academic calendar and teaching plans in their entirety.

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: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
115	105	100	94	95

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
Provide Links for any other relevant document to support the claim (if any)	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: 18.29

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: 30

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
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.3

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

Response: 7.17

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

Response: 825

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: 66.32

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

Response: 63

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: 17.2

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
21	14	20	10	21

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: 0.97

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
6	19	0	0	35

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
1329	1473	1124	1117	1148

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:

The institution follows an objective, comprehensive, student-centred, credible, and transparent Examination Management System ensuring the integrity of the Institution. The Examination pattern consists of two components, namely, Continuous Internal Assessment (CIA) and End Semester Examination (ESE) in a 70:30 proportion. The performance of the students is assessed out of 100 marks in each course through CIA and ESE for a 4 Credit course and out of 50 marks for 2 credit courses.

The Institution has a well-established Office of Controller of Examinations (COE) whose purpose is to plan and execute the process of examinations and various components of the continuous internal

assessment in a systematic and professional manner. The office of the COE makes sincere efforts to ensure the smooth and secure conduct of examinations along with the support of the vice-principal (Academic Affairs).

The institution has been continuously carrying out reforms in its examination procedure through integration of IT in the processes of the examination system. Tools of information technology are utilized for most of the activities associated with the conduct of examinations, evaluation and declaration of results. Examination procedure has been automated using SJC Exam software. SJC Exam software is used for generation of marks statement and certificate.

Examination Management System (EMS) of the Institution have the following salient features.

1. Semester pattern of examination with continuous evaluation system.
2. Credit based system was introduced for the benefit of the students.
3. Seating arrangements and invigilation for sessional and end-semester examinations are well planned and organized.
4. Appointment of squad consisting of senior faculty members to monitor the mid semester and end semester examinations.
5. Establishment of CCTV Surveillance System.
6. Examiners are appointed from the approved panel of examiners.
7. The answers scripts are coded to prevent disclosure of identity of students; thereby bias/malpractice of any kind is prevented.
8. Quizzes / Class tests/ Surprise Test(s) /Project works and assignments are made part of evaluation.
9. Advance Supplementary examinations and timely publication of results and issuing necessary certificates in time.
10. Two sets of question papers are maintained for each course.
11. Setting the question papers from all the units with internal choice following 33% each from Knowledge, Understanding and Application based questions following Blooms Taxonomy.
12. Moderation of question papers
13. Scrutiny at the end of every semester Examinations.
14. Moderation of marks for both the Internal Assessment and for the End Semester Examinations.
15. Continuous Internal Assessment (CIA) includes sessional examinations which happen twice in a semester for each course, periodical assignments/tests/quizzes etc. to keep the students meaningfully engaged with the subject content throughout the semester. The college has initiated major reforms in

evaluation. 20 marks are allotted to teachers to conduct relevant assignments based on the requirement of the subjects such as quiz, test, debate, discussion, PowerPoint presentations, regularity in the class, field works and the likes so that the students update themselves with the subject content regularly. Implementation of these measures created a positive impact on students' attendance and the results.

File Description	Document
Upload any additional information	View 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:

The institution has clearly stated learning outcomes of various programmes and courses. This has been prepared by the various Boards of Studies, discussed and approved by the Academic Council and the Governing Body. The following mechanism is followed by the institution to communicate the learning outcomes to the teachers and students.

- Hard copy of syllabi and learning outcomes are available in the departments for ready reference to the teachers and students.
- The importance of the learning outcomes has been communicated to the teachers in the IQAC meeting and Staff meetings.
- Syllabus is uploaded in the college website for ready reference to students and other stake holders.
- The students are also made aware of the same through the class supervisors and department heads.
- Soft copy of the full syllabus containing programme and course outcomes are also shared to the students on the first day of the class.
- Workshops have also been conducted for developing the programme objectives and learning outcomes for Staff.

Attainment of program outcomes and course outcomes:

Measurement of attainment of POs, PSOs and COs is done through formative and summative methods. Continuous and comprehensive evaluation is done regularly to know the attainment. This process is conducted at all levels including the management, administration, faculty, department, IQAC, etc. Student performances are also discussed with parents during parent's visit to the college.

1. Class tests are scheduled by the teachers and after valuation the analysis is done, the strategy for improvement is made.
2. Group discussions, seminars and PowerPoint presentations are organized and students are made to participate in these. Through the seminars, group discussions, power point presentations, the thinking process of the students is assessed and skills and knowledge is also tested.
3. Home assignments and classroom assignments are given to the students in all the classes.
4. All the courses have the assignments; it helps to measure the attainment of the course specific outcomes.
5. Some activities like quiz competition are also held which help the teachers know about the knowledge and information of the students.
6. Through co-curricular activities, behavioural outcomes of the students are assessed.
7. Mid Semester and End Semester exams are conducted to assess the learning outcomes of the students.
8. Analysis of students' performance in internal tests is done.
9. Maximum 10 marks are allotted on internal examination and 20 marks on overall performance of the students which is added to their result. Analysis of terminal exam results is also done.
10. After the analysis, strategy for improvement is made and implemented. All the assessments are analyzed regularly. The analysis of students' performance in semester examination is done to know the levels of attainment of POs, PSOs and COs.
11. Each department analyzes the result of the students in their subjects. The progression to higher education and placement of students also are taken as indicators for the attainment of the programme outcomes. Feedback from employers also serves as an indicator.
12. The alumni profile of the college helps the institution to assess the attainment of outcomes. There are many alumni of the college well placed in various positions in the society.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View 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: 97.22

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

Response: 1292

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:

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 college is firmly convinced that research is an indispensable part of the academics of a higher education institution and hence all possible efforts are made to promote research and update research facilities. The college has established a Research and Development Cell (RDC) as per UGC norms with the objective of setting up a robust mechanism for developing and strengthening the research ecosystem in the college and helping in creating a conducive environment for enhanced research productivity. The RDC is in the process of framing a comprehensive Research Policy for the college. Though, currently, there are no recognised research departments in the college leading to the award of PhD, the college has officially initiated steps for introducing PhD Research in 5 departments, namely Political Science, English, Economics, History, and Sociology.

The research facilities of the college are frequently updated. The Research laboratories at the Science block have been constantly updated with devices like UV-spectrophotometer, RT-PCR, Laminar Air Flow, high-end microscope with camera and PC interface, Roto-evaporator, Incubators, digital sterilization, distillation unit, Soxhlet apparatus and fully digitalized reflux set-up. The Research lab has been supported with 48-volt inverter for continuous power supply and a refrigerator for storage of chemicals and samples. The college meets the expenses of sample analysis for those staff who are into research work. The sample analysis includes anti-microbial screening, XRD, NMR, etc. Dr. Peter Solo of the Chemistry department has completed his PhD recently using the facilities in the department and Mr. Bruno of the same department is on the verge of completing his PhD. Several research papers have been published by the students of science departments which were guided by the faculties. The Staff and students have presented a number of papers in national and international conferences.

The Management of the college has established financial aid and incentives to the faculties so as to create and promote an atmosphere of research activities in the college. Study leaves are granted to faculty members for higher studies or to pursue research leading to the award of PhD. For a regularised teacher, one who has served the college for a minimum of 3 years and who has been admitted into the PhD Programme in any institution, a leave period of 6 months is granted to him/ her for the duration of the coursework. There are also provisions for study leave not exceeding a year which may be granted to a regularised teacher for PhD fieldwork and also for the defence of his/ her Doctoral Thesis. A teacher and/or research scholar who has completed 8 or more years of service in the college are eligible for full payment of their salary during the period of study leave. On the completion of the leave period leading to the award of PhD, there is a 3% increment in the salary. The college also encourages faculty to attend training courses and programmes, workshops and exchange programmes, and also present research papers in seminars and conferences. There are also financial incentives fixed by the College for the staff for publishing research articles in books and in reputed peer reviewed journals (Eg: UGC Care List) or Journals with high impact factors and valid DOI and ISBN/ISSN number. The Management also encourages each department to organise seminars, workshops, symposia and other research related

activities.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 14.79

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
3.32	2.37	.77	6.81	1.52

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

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: 7.93

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: 13

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
E-copies of the award letters of the teachers	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: 11.8

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	View 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

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: 0.01

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

Response: 1

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
Copies of the grant award letters for research projects sponsored by government agencies	View Document

3.2.3

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

Response: 0.87

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

Response: 1

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 college implements various initiatives and activities aimed at fostering collaboration between faculty and students to share ideas, to promote skill growth, and develop and expand the boundaries of knowledge. Some of these include the assembling and building of a Newtonian Telescope by the Department of Physics to instil first-hand knowledge on modern technological innovation among the student community. The 'Oikos of Albino Mice' is an initiative by the Department of Zoology, a novel program aimed at providing students with hands-on experience in the maintenance and nurturing of live animals and this facilitates the students to study the reproductive cycle of Albino mice. Every Department also organizes various events and activities, wherein providing students with a platform to exhibit their creative and innovative ideas. There is an innovative e-waste club to enlighten the students

about the hazardous electronic wastes and the pollution it causes to our environment and to our health and organizes awareness programme cum e-waste bin installation in and around the college campus. The Department of History has set up a Historical Museum in the College with the aim of preserving the rich Naga history and culture. It has a collection of 270 artifacts so far. With an aim for conservation and sustainable utilization of plant biodiversity and also to advance knowledge through excellence in research, horticulture displays and educational programs, the Department of Botany established a Botanical Garden cum herbal plants heritage in the campus. With an aim to promote scientific acumen, an annual event named 'Scientifica Mentibus', an Inter-Departmental Science Model Competition for the students of all the five science departments is organized. The event witnesses 'made of students' environment friendly and effective models which has real life friendly application, such as: Bio Ponics, Air heat exchanger, smoke absorber, wireless transmitter, magnemite, van de generator, menstrual cycle, terra energia, eco vista village, electromyography, digital clock, piezoelectric generator and so on.

The Department of Economics, as part of the course Economics of Agriculture (MECC 3.1), has set up a farm to help students learn agricultural practices and its contribution to the economy of the country. Some of the crops that are grown on the farm include beans, tomatoes, lettuce, chilli, onion, and bitter gourd. Through this, students have gained valuable hands-on experience in agricultural practices and the economic importance of agriculture.

Another innovative initiative is the launching of an eco-friendly product in the form of paper pen and pencils by a PG student from Department of Sociology. 'Kenbel' is the name of the brand that Kenei Belho founded in 2022. The name became a recognized and registered brand in India in November 2023. The product consists of newspaper pencils purely made from recycled newspaper and is manufactured by Swissco Techno Inc., Gwalior. The vision to create a greener environment inspired by the educational and environmental view of the college, had led Kenie Belho to introduce this newspaper pencil which is currently the first and one of its kind in Nagaland.

The college has taken initiatives to create awareness on IPR. For example, a two days National Webinar on 'Intellectual Property Rights for Academic and Research Visibility' was organised in collaboration with Cell for IPR Promotion & Management (CIPAM), Department of Promotion of Industry and Internal Trade, Government of India, from 22-23 October, 2021.

File Description	Document
Upload any 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
Constitution of research advisory 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: 4

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

Response: 4

File Description	Document
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	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: 0.26

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

Response: 42	
File Description	Document
Institutional data in the prescribed format (data template)	View Document
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	View Document

3.4.4	
Number of books and chapters in edited volumes published per teacher during the last five years	
Response: 0.21	
3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years	
Response: 35	
File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4.5	
Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science	
Response: 0	
3.4.6	
<i>Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution</i>	
Response: 0	

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years**Response:** 359436**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
30000	72550	91000	121670	44216

File Description	Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee	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:

The college engages in various activities in the neighbouring communities and villages, the outcomes of which include sensitisation of students to social issues and their practical exposure to real dynamics of society, students being equipped for professional success in life, and getting inspired for sharing with the needy. The community benefits by way of monetary and other kind of benefit, awareness about various social and harmful issues, etc. The college has adopted 4 villages (Mima, Jakhama, Viswema, Khuzama) under the Unnat Bharat Abhiyan Scheme. Four samples below show the commitment of the college to neighbourhood and resulting outcomes:

1. Department of Sociology (Sociology Gives Back)

An annual extension initiative undertaken by the Department of Sociology since 2014. A few activities and their outcomes include visits and donations to Cradle Ridge Hospital, Sethogie (15 March 2019), to Akumtong Humanity Fund to aid young cancer patients, to Youth Net to conduct a survey on the post-election expenditures in Nagaland, visit to Jakhama village and help to an NGO– Operation Rescue (30

April 2022), visit to Jo Foundation Inclusive School, Kohima, a school providing care and support to the differently abled students (6 May 2023). More than 1 lakh rupees was donated by the students and staff.

2. Department of Chemistry

The extension activities of the Department of Chemistry are mainly to neighbouring schools.

On 22nd and 25th April 2022 visits to Government High School, Jakhama, and Sacred High School, Khuzama were organized in which the school students participated in demonstrations involving the production of hand sanitizer, detection of adulterants in foods, etc. and received education on the long-term detrimental impacts of plastic and the advantages of maintaining a hygienic campus.

3. Philanthropic Association

Philanthropic Association is a voluntary group of staff and students, established in 2015, undertaking extension and community outreach programmes under the motto 'Service to men is Service to God'. For example, the members visited Bright Morning Stars Orphanage Home, Kohima (7th September 2019), Eden Garden, Khuzama (14th March, 2020) and Morning Star Children's Home, Wokha (29 April 2022) and conducted programmes and donated basic amenities.

4. National Cadet Corps (NCC)

NCC stands as a prominent organisation within the college, actively engaging in a range of extension activities and outreach initiatives. Some of them are:

- 'Swachhta Samaroh' (11–13 October 2018): Cadets spoke on plastic waste management, disposal and recycling of e-waste to students at St. Mary's Cathedral Higher Secondary School and Trinity School Kohima. Door-to-door campaign on cleanliness at New Ministers' Hill, Aradura and Mhonkhola areas of Kohima.
- 'World No Tobacco Day' (30th May 2019): A shop-to-shop campaign awareness in the areas of BOC and NSF Martyrs' Park in Kohima.
- 'World Environment Day' (5th June 2020): Observed by distributing 500 paper bags, which cadets had crafted from recycled materials, to green grocers and street vendors at PR Hill, BOC and Mhonkhola.
- 'Puneet Sagar Abhiyaan' at Kezo Basa Village (2nd April 2022): The team spread awareness on waste management and plastic recycling and maintaining clean water bodies through discussions and a public demonstration. 42 dustbins made from recycled materials were donated.
- Visit to Kezo Basa (30th April 2023): Spread awareness about various government schemes for rural areas, health and hygiene, environmental conservation, distributed application forms of government schemes, and contributed 150 hand-made marketing bags.

File Description	Document
Upload any 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: 96

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
28	31	11	16	10

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format (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
Provide Links for any other relevant document to support the claim (if any)	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: 40

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format (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:

St Joseph's College has adequate infrastructure and facilities necessary for its effective functioning in various fronts. The details are listed below in brief:

1. Teaching-learning Infrastructure and Computing Equipments

- **Three Academic Wings:** The college has mainly 3 academic buildings, namely Arts Block (66940 sq ft), Pope Francis Science Block (67330 sq ft) and the Post Graduate and Research Block (51520 sq ft).
- **Class Room Facilities:** There are 61 well-ventilated classrooms out of which 53 classrooms are with LCD Projectors.
- **Conference Halls:** Two conference halls and one IQAC conference hall with Android LCD Display Screen.
- **Wi-fi Facility:** Wi-fi connections are provided in all Blocks.
- **Display boards:** Display Boards are installed in front of various department's office, Staff rooms, Clubs and Associations, and classrooms.
- **Laboratories:** There are ten (10) laboratories, two each for Chemistry, Botany, and Zoology, one each for Physics and Mathematics and 2 research labs.
- **Computer Lab:** One computer lab with 68 computers, one language lab with 30 computers, Mathematics lab with 25 computers. There are 21 laptop/desktops in the library, and 12 computers in various Departments. Exam branch with 4 computers, photocopy machines. All offices with installed computers.
- **Libraries:** Two libraries- one central library at Arts Block and one at PG Block. Central Library with 20956 Volumes and Post Graduate Block with 995 volumes which includes Text books, Curriculum materials, Inspirations, Information, Reference Books, Encyclopaedia, Year book, Dictionaries, Supplement to Encyclopedia, Geographical sources, Directories, Hand book and Manual. There are 23779 e-sources.
- **Bookstall:** One bookstall with stationaries, xerox machine and sanitary pads.
- Twenty-six college Buses and Automated Weather Report Station

2. New Construction Works done from June 2018 onwards

- Staff Quarter, started in 2016 and completed in 2019.
- PG Block, started in 2017 and completed (Ground Floor and 1stFloor only) in 2021.
- Extension of Ave Maria Hostel, started in 2019 and completed in 2020
- Public amenity toilet, started in 2021 and completed in 2021.
- New Toilet for boys at Arts block, started in 2022 and completed in 2024.
- New Staff Quarter, started in in 2022 and the work is under progress.
- Polypropylene tiles for Indoor Stadium floor in 2022.

3. ICT – enabled facilities such as smart classrooms, LMS etc.

- 53 classrooms are equipped with LCD Projectors.
- Two conference halls and one IQAC conference hall are equipped with Android LCD Display Screen.
- Wi-fi connections are provided in Arts, Science, PG Blocks, and Management's Residence.
- Installation of College Mail Server, started in 2023 and yet to be operative.
- Two Internet Distribution Hubs (30 Mbps and 30 Mbps).
- 116 CCTV surveillance.

4. Facilities for Cultural and Sports activities, Yoga centre, games (indoor and outdoor), Gymnasium, Auditorium etc.

- **Indoor Stadium:** CA multi-purpose Indoor Stadium with 3500 sitting capacities.
- **Auditorium:** One Auditorium with 400 to 450 sitting capacities.
- **Playground:** The college has one football ground, and two volleyball courts. There are also Cricket Practice Pitch, Throwball court, Table Tennis Boards
- **Basketball Court:** College has an outdoor basketball court established in 1996 and another inside the indoor stadium with the basketball board on wheel.
- **Badminton Court:** College has three badminton courts, one outdoor and two indoor.
- **Historical Museum:** College has a Historical Museum established in 2019.
- **ATM Facility:** College has two ATMs (Axis Bank and Federal Bank) which are 24x7 operative.
- **Canteen Facility:** The college maintains 3 canteens (1 in Arts Block, 1 in Science Block and 1 in PG Block)
- **Campus Church and Prayer Room:** A Church in the campus and a prayer room in Arts block (which has 3 major religious scriptures inside).

File Description	Document
Upload any additional information	View 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:** 43.91**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
301.05	81.49	250.85	416.31	473.64

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 (Autonomous) has an excellent modern Central library which is a domain for knowledge seekers and is situated in the Arts Block. Library supports the college in its mission and objectives and aims to serve the academic community in the best possible way. It has a seating capacity of approximately 150 at a time. Additions are made to the library every year. Students are to comply with the rules and regulations of the library. A wing of the library functions in the PG block as well. Library covers a floor of 4302 sq. ft. It is automated using **Software for University Libraries (SOUL 2.0)** which is a state-of-the-art integrated library management software designed and developed by INFLIBNET Centre, Gandhinagar, and it was upgraded to SOUL 3.0 in 2022. It supports cataloguing of electronic resources such as e-journals, e-books, virtually any type of material. For additional safety, the library is monitored through CCTV cameras installed at strategic locations. The college library stocks printed journals, magazine, newspaper and provide access to electronic journal and databases. It has a collection of 20956 Volumes in the main library and 995 volumes in the library at PG Block and subscribes to 61 (National/International) Journals/Periodicals, 1178 back volumes of journals. Students have the access for 23779 e-Resources downloadable from the library. Library is an Institutional member

of N-LIST (National Library and Information Service Infrastructure for Scholarly Content) and National Digital Library. It maintains books from different streams and departments, reference books and general books. The library holds Encyclopaedia, Year Books, Dictionaries, Directories, Handbook, and Geographical Resources, etc. Annual budget is allocated for the purchase of needful books and each department is required to place the order to the librarian for the addition of new books and updated version of the books in the section of the department concerned in the central library. College provides laptops and desktops with WIFI connections for library users. There is provision of National Archives of India (NAI) which provides extensive collection of records related to Indian history, culture, and society in the form of archival manuscripts, photographs, maps and various other formats. In addition to the central library in the Arts block and the library in the PG block, every department has a small library in the department office.

On working days, the staff and students have access to the library from 8:30 am to 4:00pm. The teachers take the students to the library and make them familiarized with the library set up. The teachers have the good practice of giving the students assignments by making the students go to the library and refer books to do their assignments. On an average, the daily foot fall of students in the library is about 700 which is roughly 17% of the total student strength. As the library has books stacked according to the departments and categories of books, the teachers have ready reference to the library books to prepare their lessons. Besides the department books in the library, each department has reference books in respective department staff room. The library has OPAC (Open Public Access Catalogue) facility and maintains log book for all users. The library is open to students from other institutions and any other individual who wishes to access the library and they are given access upon request.

File Description	Document
Upload any additional information	View 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: 0.78

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
4.14	5.92	1.92	11.87	3.25

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
Provide Links for any other relevant document to support the claim (if any)	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:

To keep pace with modern technology and IT mode of learning, the college does its best to provide IT facilities to the students and staff. Although located in a rural, hilly/mountainous area, the college on its own, to the best of possibilities, has developed and installed good IT facilities for teaching-learning process. The college has a state-of-the-art IT infrastructure using Microsoft Server Technology with dedicated high-end servers to manage the work stations and for college administrative management. There is a computer lab in the college with 68 desktops and a language lab with 30 desktops. The language lab uses ODLL software, which is a professionally engineered, comprehensive, and end-user friendly language learning software tool. It offers the instructor an opportunity to not only teach efficiently, but also monitor the progress of each student individually regardless of the size of the class room. For the learners, it offers an interactive learning experience as well as the opportunity to self-evaluate his/her progress. Apart from these, there are 112 desktops and 30 laptops in the college for various academic and administrative purposes. IT facilities of Wi-fi is made available in all the three blocks of the college campus. The college has Wi-Fi facility with Internet Broadband speed of 30Mbps in the campus which is distributed among the various blocks using wireless radio technology to avoid network cables running across the campus. The PG Block has a separate dedicated Internet Broadband of 30Mbps with Wi-Fi facility available in the classrooms. Unfortunately, internet connectivity may be poor often and so management, staff and students are not able to take full advantage of Wi-fi facilities. For better access to internet/mobile communication and access, a mobile tower (Bhart Airtel Ltd) is installed in the premises. Other internet providers (Jio Reliance) have installed Wi-fi devices in the residence of the management, hostels and different blocks of the college but due to lack of internet connectivity, the devices are yet to be fully operational for educational purposes.

To manage all administrative and academic matters and clerical job, a customized software -CAMPUS VAULT- has been specifically designed and developed by the college. It contains various features like attendance records of students, students' profile, SMS feature to send bulk messages to students and staff, fee payment records (tuition fee/bus fee), etc.

In order to make data entry and documentation in the examination section more efficient and foolproof, the Examination Branch has installed a customised and developed software, SJC EXAM SYSTEM by Concept Flux group in 2023. It consists of various necessary modules like Mark sheet generation, Backlog tracking, Basic revaluation, Reports and Moderation Generation, Student Promotion Feature, Student's Profile and Registration Number system, Course, Credit and Curriculum Management, Supplementary Exam, etc. The College has well designed website, <https://stjosephjakhama.ac.in/> where all the information about the college is accessible and online application/fee payment features are available. The ICT facilities available are 53 classrooms with LCD Projectors, two conference halls and one IQAC conference hall with Android LCD Display Screen. The PA (sound system) is connected to all the classrooms which helps information and communication. The college is in the process to establish independent College Mail Server, started in 2023, and yet to be operative.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2

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

Response: 21.5

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

Response: 196

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

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:

As the teaching learning process in higher education has largely shifted focus from purely face to face direct method to a hybrid mode of learning, the college also has adopted measures to level up to the modern IT oriented and revised forms of processes. A lot of teaching learning has been through online and hybrid modes especially after the Covid-19 times. E-content development has become necessary for dissemination of knowledge both in curricular as well as co-curricular areas. Study materials in the form of power point slides, pdf notes, printed notes, shared videos, etc. have been developed by teachers and shared with the students. Teachers use various softwares like MS Office, Canva, Poster Maker, SPSS, Chemdraw (3D), LaTeX, Scilab, Mathematica, Wolfram, Molecular Operating environment, NAM D & VMD, GROMACS, Gaussian 09, Mercury, Crystal Explorer, Olex 2, Pymol, PYRX docking software, SWISS ADME, AMSTERDAM Modeling suit, CLUSTALW, etc. and various apps for academic, analytical purposes useful for e-content. The college gives hardware and software support for faculty to present and record online lectures and webinars with dedicated computer systems, mics and web cameras. For more professional audio-visual recordings, the technical assistance of professional agencies has been sought and utilised. The college collaborates with various professional and skilled audio-visual groups like Life Pro and Cinematixx to take care of audio-visual, editing, mass media, etc. on important events of the college. It is also experienced in the college that some students are very knowledgeable and highly skilled with regard to mass media, audio-visual, video editing etc. which is a big boom to the college. In fact, the students' body take care of mass media and through their videos and other means of communication give a lot of publicity to the college and shares informative videos, as evident in the internet. The audio-visual aspects are taken care by the staff and students especially for all the important programmes and activities of the college like Freshers' Day, Graduation Day, Cultural Day, Spring Fest, Eureka Fest, Erudite Fest, and all other departmental fests and programmes. Most of the requirements are taken care by the students who are eager to get the opportunity to be photographers and videographers of the college. The college as well as Departments of Sociology and Economics have official YouTube channels, for disseminating academic and co-curricular material with the students and the public. The college also has official Instagram and Facebook pages. All the teaching staff and students know how to use Google meet, Zoom, Webex etc. for extended lectures, attending seminars, courses, and programmes which are done through personal PC or smartphone which is user friendly and convenient as it saves time, energy and beats distance.

The college has media audio (PA system) installed in all the classrooms which is very convenient for communication and to pass on information to the staff and students. Other software related advances of the college in the past years include: the college has developed software CAMPUS VAULT, for administrative and office works, software SJC EXAM SYSTEM for Examination Branch, developed new and upgraded official college website with all the necessary features, installed OPAC for library. The college is looking forward to establish a standard multipurpose building and studio to facilitate audio-visual capturing and other requirements.

File Description	Document
Upload any additional information	View 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: 37.73

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
344.15	270.56	130.34	279.91	283.82

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:

St Joseph's College (Autonomous) has explicit and well-defined systems and procedures for the maintenance and utilization of physical and academic support facilities. The priest administrator is resident in the campus and is the over-all custodian and manager of all the infrastructure and assets of the college, and finances/ looks after the daily maintenance needs. The maintenance of the college buses is assured by the drivers. The college has adequate number of support and cleaning staff for the upkeeping and maintenance. In order to make the systems and procedures more effective and efficient, the following decentralised strategies are adopted:

Laboratory: Head of the Department, faculty members, and lab assistants take stock of requirements and

submit to Dean of sciences for purchase, maintenance, and repair. The apparatus for various Science labs, equipment, chemicals, etc. are always made available for daily classes and Dean of Science takes the full responsibility for this. Full time lab assistants are appointed to assist the teachers and students during the practical classes and examinations.

Library: The library committee ensures that everyone observes library guidelines. Librarian and library staff plan and monitor infrastructure, settings, arrangements, documentations, subscriptions, purchase and updates of the library. Heads of the Departments make list of books for purchase and submit to the Librarian who compiles them and submit to the principal/administrator for approval. With the approval, Librarian and Administrator ensure the purchase of the books for the library. Students are given opportunity to do part-time job in the library to assist the library staff under the initiative “Earn While Learning.”

Sports Complex: The Physical Education instructor takes care of the sports complex and all other requirements for games and sports. A separate room is assigned to store games and sports items. The staff directors of Games and Sports and Clubs and Associations monitor the upgradation and maintenance of sports facilities. For any games or sports events, student leaders approach the HoD/ Staff directors with written application and with their approval, the written application is submitted to the Principal/Vice Principal for sanction. With their approval, the administrator provides the space and requirements for the events. Students do cleanliness drive and make preparations for games and sports events and keep the arena of sports and games neat and clean.

Computers: The computer teachers and technical assistants monitor all the computers. They ensure that all the computers used in the college are in good workable condition. The ICT gadgets are monitored daily and immediate repair or troubleshooting is done. They make list of requirements and give to the administrator who does the purchase and supervises the installation, software upgrades, repair and maintenance of computers and other IT facilities. Till date the college has no issues with computer management and maintenance.

Classrooms: Classrooms are allocated by the Vice Principal at the beginning of every semester. All the classrooms are equipped with LCD projectors, whiteboard/greenboard. Whiteboard markers/dustless chinks are used by teachers. USB extension cables are provided to teachers for classes. PA system is connected to all the classrooms to pass information. Class supervisors and class representatives ensure that classrooms are neat and clean. It is one of the best practices of the college that students assist the support staff in cleaning, mopping, and keeping neat and tidy the class rooms, verandas, etc.

File Description	Document
Upload any 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: 84.89

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
3610	3787	3347	3312	2878

File Description

Document

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

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (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:

We are of the firm conviction that career training and counselling form major pillars of the student support mechanism of any HEI. Hence, it is a matter of prime importance for the college to prioritise efforts towards guiding the career of the students. Career counselling helps students to know and understand themselves to make suitable deserving career, educational and life decisions. At the time of admissions, there are help desks set up by departments to give awareness to the students about the career

prospects of particular programmes. Even from the very orientation session during the initial days of a new academic programme, the students are repeatedly briefed of various possible career and higher education choices. One of the best practices of the college is the mentoring system wherein the mentor guides and moulds around 25-30 students. The one-on-one sessions and the accessibility between the mentor and the mentees throughout the duration of study builds a direct relationship, and the continuity and the warmth in the mentoring help the teachers to know the student better and thus guide the student or direct them to the right agencies or individuals for making the right career choices.

The college has a Career Guidance and Placement Cell which plays an important role in bridging the gaps and assisting the students by organising various programmes, seminars and workshops within the college campus. The objectives of the Cell are:

- To provide knowledge of career prospects and opportunities that are available
- To conduct skill development workshops
- To organise motivational talks
- To organise campus recruitment drives.

During the assessment period, the Career Guidance Cell has organised 43 Career related programmes, benefitting 16,205 students. The cell focuses on connecting with all the students and ensures that the activities of the cell cater to all the diverse interest of the students. The cell had invited several experts to motivate and guide the students and the students are given opportunity to interact with the speakers. A few major programmes include campus recruitment drive by South Indian Bank, Campus Audition for Miss Nagaland, Talks on Prospects and Scope of Journalism, Career Opportunities in different industrial sectors across India, Techniques of Ethnographic film making, Career Guidance for Science students, Graduate Fair 2022, Skill Development and Overseas Employment, Career guidance on Banking and Investment sectors in collaboration with SBI, Guidance on Competitive exams, Aviation, Hospitality, Cruise lines and Overseas recruitment, etc. The Career Cell also administers a WhatsApp group through which various information and notices regarding career and recruitment processes are shared with students. Apart from the Career Cell, different departments also organise career sessions for the respective students. As part of career guidance, the college collects Student Attributes Survey from all the final year students, which will help them make a self-assessment of their attributes related to life and career.

The college has established St Joseph's UPSC/NPSC/NSSB Coaching Centre which facilitates coaching for Civil Service aspirants with an opportunity to prepare for the written exams and interviews. The centre has well qualified and highly experienced faculty and provides personalised mentoring and guidance, comprehensive and updated study material with monthly current affairs magazine. For better preparedness the centre also provides mock test series. In the past 5 years, 62 candidates have been selected for civil service by the Government.

File Description	Document
Upload any additional information	View 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 conducted for awareness of trends in technology	View 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
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 81.93

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
1235	1346	973	850	668

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: 1.58**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
46	30	4	12	6

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

5.3 Student Participation and Activities**5.3.1****Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years****Response:** 177**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
46	26	27	32	46

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
Provide Links for any other relevant document to support the claim (if any)	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 college has a strong and effective Student Council elected every year through parliamentary mode. Each class elects the Class Representative (CR), Vice Class Representative (VCR) and a few members to the electoral college proportionate to the number of students in the class. The electoral college then elects the President and other office bearers (Vice President, General Secretary, Joint Secretary, Sports Secretary and Cultural Secretary) of the Student Council. The Council serves as a mediator body between the students, teachers, management and vice-versa. Through the platform of the Student Council, the students are provided an opportunity to develop their leadership and organizational skills. The council also actively contributes in policy making especially with matters pertaining to discipline and code of conduct and takes up the responsibility of checking on any ragging attempts, wearing of proper uniform by students, use of tobacco, etc. The Council is responsible for taking up matters related to students' welfare, and represent the college in events and programmes organised by other colleges, universities, and organisations. The Council is guided by two Directors who are teaching faculty of the college. The Council organize and coordinate various major student activities like Spring Fest, Freshers Day, Graduation Day, Sports Week, etc. They are also present at the help desk at the time of admissions.

The members of the Students Council are part of several committees in the college to fill any possible gap between the students, management, faculty and the welfare matters of the students will be brought into consideration with the direct representation of the students within the committees. The President of the Council is a member in the college IQAC and attends all the IQAC meetings and thus gets opportunity to share any grievances or feedback from the side of the students. The President is also a member of the Academic Audit Committee. The Student Council members are members of the Students Welfare Committee which is headed by the Vice Principal (Students' Affairs). The President and the General Secretary are members of the Code of Conduct/Anti-Ragging Cell. The President is a member of the Welfare Committee for Persons with Disability (Divyangjan-PWD). Three student representatives, every academic session, are made members of the Internal Complaints Committee of the college who are nominated by the Presiding Officer of the ICC.

Apart from the Student Council, every department has Student Executive members who play an important and prominent role in all activities of the department, both academic and extra-curricular. They are elected within the department and represent the department in other activities of the college and activities outside the college.

The college has different types of Clubs and Associations which are led by respective elected executive members under the supervision and guidance of the Club Directors, who are the teaching faculty. They organise different activities focussing on the aims and objectives of their respective clubs. The college publishes an annual magazine and students are also part of the Magazine Committee. And in each class, the respective Class Representative (CR) and Vice-Class Representative (VCR) represent their classes and they are a part of the decision making of their respective departments. The college also has a voluntary student body called the College Ambassadors who represent the college in any government/external events.

File Description	Document
Upload any additional information	View 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
List of students participated in different events year wise signed by the head of the Institution	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities.	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 45000

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
20000	5000	5000	5000	10000

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 of St. Joseph's College (Autonomous), who call themselves Josephites, are a vibrant group anywhere they are in different parts of the world and take pride in having been part of their alma-mater. They are in constant communication among themselves and with the college through various social media means. The activities of the alumni are coordinated by the Alumni Association which was formed in 1997 with the motto "Igniting Oneness". The Association was formed with the objectives of fostering fellowship among the alumni and continued contact with their Alma Mater, and to facilitate creative involvement in the progress and activities of the college. It has a permanent office space in the college. The Association registered itself as a society in 2023 named "Alumni Association of St. Joseph's College" (HOME/SRC- 7770 dated 29.08.2023). The Association is led by an Executive Committee with the President and five members and has a strong presence in the college.

The Alumni's support is evident from their active participation during all the college events such as the College Freshers' Day, Graduation Day, Spring Fest, College Week, etc. The constant support of the alumni is reflected in the fact that a good number of the teaching faculty and office staff are alumni of the college. A very significant contribution is the annual Alumni Association Award on Graduation Day where the best outgoing undergraduate and postgraduate student is awarded a cash prize of Rs. 10000/- each, along with a citation and certificate. This award was instituted to encourage the students to perform their best and excel in their academics and extra-curricular activities.

In December 2022, the Association donated construction materials like Deopani sand (4400 cft), Chips (6000 cft), Cement (900 bags) and 10 mm Iron rod (7000 kg) for the concreting the Post Graduate Block Road.

One of the major priorities of the association is the career guidance of the present students and the association organizes several programmes focusing on the same. Some activities conducted in the recent past are:

- On 2nd August 2018, the Association organised a One Day Awareness Programme titled, "Know Your Rights and Entitlement" for the final year students at the college Indoor Stadium with Mr Kezhokhoto Savi, President, Nagaland Voluntary Consumers' Organization as the Resource person.
- On 10th September 2022, the Association in collaboration with the Commerce Department conducted a One Day Skill Development Workshop on 'Baking and Pickle Making'.
- On 20th October 2022, the Alumni Association and Career Guidance Cell in collaboration with State Bank of India organised a programme 'Career Guidance on Banking and Investment'.
- On 18th November 2022, the Association celebrated its Silver Jubilee (1997-2022) in the College Indoor Stadium. A Souvenir was published in this connection.
- On 15th March 2023, the Association in collaboration with the Economics and Commerce organised a seminar on the World Consumer Rights Day on the theme "Empowering Consumers Through Clean Energy Transitions".

The Alumni Association continues to play an important role in giving back to the college and be a torch bearer for the current students. A permanent board erected by the alumni in the campus which reads "Here we were, here we are. Here we stay in memory, join us to join others" silently proclaim the nostalgic feeling of the alumni.

File Description	Document
Upload any additional information	View 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 (Autonomous), an institution of higher learning established in 1985 and managed by the Diocese of Kohima, is the first college established by the Catholic Church in Nagaland. It aims at imparting quality higher education based on the Christian vision of life, which stresses the formation of the whole person by recognizing and developing the vast potentialities latent in the student in a balanced manner, taking into account the student's socio-cultural context. The motto of the college is the Biblical verse "Arise and Shine" which exhorts all to rise, grow and excel with the power of the Almighty. The vision of the college is to impart higher education in a Christian atmosphere to deserving students, and those belonging to the Catholic, Christian Communities and those belonging to the Scheduled Tribes, Scheduled Castes and OBCs and thus help in the diffusion of knowledge and advancement of educational activities in all its branches including vocational, technical, professional, cultural, social and moral education. The mission is to form men and women who are intellectually alert, morally upright, religiously oriented, socially conscious, culturally distinct and nationally integrated.

The strict adherence of the college to its motto, vision and mission are vivid in all its policies and practices. In its efforts to impart quality education in all branches, and in its loyalty to the national policies, NEP 2020 has been implemented from the academic year 2023-24, with the introduction of Four Year UG programme. The college is very keen in imparting moral and ethical formation to the youth through various means. Almost 90% of the students belong to the ST/SC category. The management has been fully committed to ensure the growth of the institution over the last 4 decades to be sustained and consistent, augmenting more buildings and infrastructure, academic programmes, attainment of autonomy for the college, regular accreditation assessments, enhanced skill formation, results and placements of students, etc. The college follows a decentralized and participative Management with the Governing Body being in the apex, and supported by the Academic Council and the Management Board. There are 13 departments and their activities are taken care of by the Heads and the faculty. There are various Clubs, Associations, and Committees set up as part of decentralization. A few of the major ones include Research and Development Cell, Internal Complaint Committee, Finance Committees, Examination Committee, Women's Forum, NSS, NCC, Career Guidance and Placement Cell, Young Indians, Ambassadors of the college, Electroal Literacy Club, Yuva Tourism Club, Fit India Club, etc.

Postgraduate and undergraduate sections are central to academic administration. The departments have the autonomy to review the curriculum, make suggestions for pedagogy and assessment structure under the framework provided by the Academic Council.

The college has a rich tradition of participative management. Starting with the office of the Principal,

senior leadership comprising of Vice-Principals, Postgraduate Co-Ordinator, Controller of Examinations, Heads and Directors of Departments make every conscious effort to engage all members of the fraternity at the Institution. Faculty members coordinate all activities including organizing conferences, seminars, symposia, workshops, guest lectures etc., conducting laboratories, study tours and field visits, monitoring various academic and operational aspects through committees, student scholarships, Welfare and Development, Institutional Association Constitution and Grievance Redressal, etc. Short term and long-term institutional perspective plans are in place for the college.

File Description	Document
Upload any additional information	View 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:

The college has drawn out clear perspective plan to help accomplish its Vision and Mission in a systematic and well-thought-out manner and this is discussed and decided in the statutory body meetings and communicated to all stakeholders. The plan includes development in all necessary fronts ensuring the imparting of quality higher education, inculcating value system and developing requisite global competencies among the students. Institutionalizing research culture among faculty and students is a major priority and the RDC has been set up with this in mind. Attainment of high proportion of PhD among the staff members is a major means for this. The college keeps upgrading its programmes and infrastructure. Two new PG programmes - History and Economics- were introduced during 2020 - 2021. A new staff quarter to house around 20 families is nearing completion.

The college is proud to have well functional and effective administrative and governance bodies. The St Joseph's College Society, a registered society (No. RS 848 of 1985 dated 14.05.1985) under the auspices of the catholic church of Kohima manages and administers the institution, drawing from its great legacy in the field of education across the world. The Governing Body, chaired by the Bishop of Kohima, is the apex decision making and final appellate authority, and meets at least twice in a year, and more often in case of need and necessity, and chalks out policies and action plans. The academic affairs of the college are taken care of by the Academic Council which also meets at least twice a year. The Management Board is the executive body authorised with powers to exercise the managerial duties and responsibilities to manage the general and day-to-day administration of the college. Various policies are in place for necessary processes like Admissions, Service matters, Examination procedures, Hostel and

accommodations, Transportation, etc. The administrative set-up, headed by the Principal, is highly decentralised and participative with two Vice Principals, for Academics and for Students' Affairs, Administrator, Controller of Examinations, PG Coordinator, Dean of Science, Heads of Departments, Department Coordinators and faculty members. There is a well functional office headed by the Office Superintendent. The college has autonomy and privilege to appoint administrative staff, teaching faculty and Principal. Appointment of faculty members is purely based on merit and qualifications, and is done through a robust transparent mechanism and done through a selection process and interview by the Board of Studies, whereas the appointment of the non-teaching staff is done through a consultative meeting of the Management Board.

The college has drawn out and published its Service Rules and Procedures as a document and the same is made available to all staff members. It is a comprehensive document in 43 articles and contains all necessary regulations and norms for the management, administration, staff, and students. These include Code of Professional Ethics, Eligibility, Appointment, Teacher Promotion, Funds and Audit, Resignations/Terminations, Retrenchment, Retirement, Salary, Incentives, Increment, Duties and Responsibilities of Employees, Change of posts, Higher Studies, Working Hours, Attendance, Holidays, Casual Leave, Office Order, Social Media/Information Technology/Cyber Law, Rules of Discipline, Misconduct, Deviant and Unlawful activities, Grievance Settlement, and Sexual Harassment. The efficiency and effectiveness of the functioning of the college is evidenced from the fact that this is one of the top-most sought-after colleges across Nagaland, if not in the entire North Eastern region.

File Description	Document
Upload any additional information	View Document
Institutional perspective Plan and deployment documents on the website	View 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
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The college has a well-placed annual performance appraisal system for the staff members. Individual Self-Appraisal System by the staff themselves and also Performance Appraisal of staff by the students are practised. These are usually taken towards the last quarter of the Academic year. Various information in the self-appraisal of teachers include General Information, Teaching and evaluation related activities, Details of innovation/contribution to teaching process, Improvement of professional competence, Details of seminars/workshops/conferences attended/organized, Research Contributions, Participation in general college life and activities, etc. Performance of teachers by students is given through their feedback, which covers major areas like Time Sense, Subject Command, Use of Teaching Methods/Aids, Helping Attitude, Laboratory Interaction, and Class Control. After the appraisal is collected, the IQAC does an analysis and submits the report to the management. The Principal/Management Board then calls teachers individually for a personal meeting, gives a copy of the analysis of the appraisal to know their strengths and weak areas, and then suggests improvements for future. A similar process is in place for the non-teaching staff members also.

The management of St. Joseph's College is highly staff-friendly and committed towards maximum possible welfare measures for the staff. These include:

- 5 Staff Family Quarters which can accommodate about 40 staff.
- Guest rooms for the visiting faculties and guests of the College.
- Health Care Facilities with trained nurses. An MoU with the Zakhama Military Army Hospital is reached for essential major medical services.
- Interest free loan up to a maximum of Rs. 1 lakh to regular employees for specific purposes.
- Maternity leaves up to three months with full pay for regularised lady staff. Paternity leave for

one week.

- Health Insurance Policy, incepted in 2019, can cover up to Rs. 2 lakhs per annum.
- EPF and HRA for all regularised staff.
- ATM/CDM facility is available within the college campus.
- Bus Service is provided for staff residing within Kohima jurisdiction.
- Three canteens with basic amenities for staff, students, and visitors.
- Gratuity, incepted in 2019, where employees can claim on completion of 5 years of service or at the time of retirement.
- Internet and Wifi facilities, laptops and PCs, LCD Projectors and dust-free boards are provided.
- Separate Department Room, common staff rooms and separate lavatories for gents and ladies.
- The College Prayer Room is open for teachers, office staff and the students.
- 10 days annual casual leave and special leave for exigencies.
- Two Day Care Rooms/ Creche for working and feeding mothers of the institution.
- Two common rooms for women.

Various avenues for Career Development and Progression are also given high prominence. Some of them include:

- Duty leaves for attending conferences, symposia and seminars, delivering lectures in institutes and colleges.
- Regular employees who have completed minimum 3 years of service are granted leave for pre-PhD courses and are eligible to draw 50% of their normal salary during the period of leave. Those who have completed 8 years or more years of service are eligible to draw full pay during the period of leave.
- Financial incentives are provided to the staff for paper presentation at Seminars and Conferences and for publication of articles and books.
- Academic Study Leave for higher studies, FDPs, Orientations/Induction Programme, Refresher Course.
- The College organises Professional Development Programmes for both the teaching and non-teaching staff.
- Seed money for research is provided.

File Description	Document
Upload any additional information	View 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: 13.56

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
27	9	10	12	11

File Description	Document
Policy document on providing financial support to teachers	View 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
Provide Links for any other relevant document to support the claim (if any)	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: 50.88

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
127	108	13	9	2

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

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:

Though St Joseph's College is a purely service-oriented, non-profitable institution, it has a stable and sound financial foundation for its functioning, development, and growth. For the day-to-day running of the college and the payment of salaries, one of the major sources of income is the tuition fees paid by the students. Apart from salary and fees, the institution mobilises funds mainly through the following means:

- **College Bus:** The College has 26 buses under its supervision, out of which 7 buses are owned by the college. The remaining 19 are hired from local community bus owners, who share a nominal amount per student to the college for payment to the fee collection staff.
- **Staff Quarters:** There are five staff quarters. Allotment of quarters is made to both teaching and non-teaching staff as per their individual requests and requirements. At present, the total number of quarters allotments made is about 40. A subsidised rent is accepted from the inhabitants.
- **College Hostels:** The college directly runs 3 hostels which can house about 600 students and the rent, though in much subsidised form, is a source.
- **NPSC/UPSC Coaching Centre:** The College runs a coaching centre for candidates who are preparing for NPSC/UPSC examinations. On an average 100 students enrol annually for coaching and the fee paid by them is a resource.
- **Animal Farms:** The College has three farms, namely, dairy farm, rabbit farm and piggery farm. The dairy farm provides fresh milk to the college residence, hostels and staff quarters. The by-products of the three farms, especially cow dung is used as manure in various gardens.
- **College Uniforms:** The College facilitates the procurement and distribution of the uniforms for the students by directly contacting uniform tailors/ makers.

- **Stationary and Photocopying Centre:** The College has a stationary cum photocopying centre providing various types of stationary items and photocopying facilities at a very nominal rate for the students as well as the staff.
- **Canteens:** The college has 3 canteens for staff and students, from which a minimal profit is obtained for the college.
- **Fundings:** The college has applied for and obtained Seminar/Workshop fundings from agencies like ICSSR/NERC/ICBR/NAAC..
- **Grant-in-aid** from Directorate of Higher Education, Government of Nagaland and UGC.

All the resources of the college are utilised optimally for the departments/facilities/hostels, etc. To cite a few, every academic session, the college provides funds to the various Departments, Clubs and Associations for their functioning. The college has high tension electricity supply. The college has installed backup generators of 72 KVA in all the three blocks. Also, there is uninterrupted fresh water supply through well connected pipes to all the buildings. In addition, the college has well maintained under-ground tanks for water storage. The college also undertakes yearly repairs and maintenance related activities pertaining to water connection as the campus water connection is sourced from high up in the mountains towards Dzükou valley road. Internet and Wi-Fi Connection are provided to all the three blocks. Campus repairs and maintenance are done on a regular basis on the buildings, classrooms, desk and benches, projectors, computers, window panes, up-keep of sports facilities, light bulbs and tubes and washrooms and restrooms, etc. Surplus funds, if any, are invested in Fixed Deposits to ensure financial stability throughout the year and for developmental works.

File Description	Document
Upload any 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: 55.15

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
11.05	4.69	29.16	4.06	6.19

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:

St. Joseph's College (Autonomous) is an educational institution run by St Joseph's College Society, a registered society (No. RS 848 of 1985 dated 14.05.1985) under the auspices of the catholic diocese of Kohima. The management appoints a residential Administrator for the college who is the Finance Officer and Bursar of the institution, working in tandem with the Principal. Financial transactions, fee collections, other income, expenses, etc. are strictly managed and monitored by the Administrator on a daily basis, who also makes the primary verification and auditing. The Administrator is assisted by the Accounts section of the college office.

In all possible ways, the financial transactions are digitalised and online. Salary disbursement to the staff is done mostly online to the respective bank accounts on or before 5th of every month. There is also a Salary Register kept in the Accounts Office, which will be signed by all the staff members. There is provision for online payment of fees by students and students are encouraged to utilise the same.

Departments are given annual funds by the college in proportion to the enrolment of students in the department. Every department constitutes a finance committee of not less than 3 members and should conduct a financial audit at the end of every semester and submit the report to the Administrator. Similarly, every club/association also should have a finance committee, should maintain financial records supported by receipts, and should conduct a financial audit at the end of every semester and submit the report to the Administrator.

The college regularly follows a two-tier audit system. College level financial updates and reports are done regularly to the parent society on a monthly basis with regards to the receipts and payments. Half yearly audit is done internally by the college accountant, supervised by the Administrator who submits it to the Diocese of Kohima for verification. For Financial Audit, the following documents are submitted:

- Cash Book written up to date.
- Ledger Accounts written up to date.

- Photo copies of Bank Passbooks updated/ Bank Statements from 1st April to 31st March of each financial year.
- Photo copies of Fixed Deposits renewed.
- Vouchers/ Memos with supporting bills and receipts.
- Receipt Books.

The Diocese of Kohima gets the external audit done yearly by a registered Chartered Accountant and submit the audit report to the government with details of all the receipts and payments. All the recommendations given by the Chartered Accountant with regard to the financial matters are strictly adhered by the college. As per record, no objections were raised by the auditors with regard to the books of accounts and reports provided by the college during the last 5-year period.

File Description	Document
Upload any 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:

St Joseph's College has a stable Internal Quality Assurance System, monitored and driven by the IQAC which has been actively functional for the last 20 years. The growth of the college over the years bears the imprints of the IQAC. The IQAC contributed significantly for the qualitative growth of the college through the previous 3 cycles of NAAC Accreditation. A few incremental improvements with regard to quality initiatives spearheaded by the IQAC are listed below:

- The college attained Autonomy in 2018 and has been functioning efficiently and successfully as an autonomous institution since then.
- PG programmes in 5 disciplines, namely English, Political Science, Sociology, Economics, and History have been launched after the last accreditation.
- More proportion of faculty with PhD/NET have been recruited and increased efforts have been taken to retain the faculty in the college.
- The coaching facilities for UPSC/NPSC/other competitive examinations have been strengthened. Almost 100 students make benefit of the centre every year. NET Mentoring/Coaching classes are provided by the Department of Sociology throughout the year.
- Departments/Faculty have been encouraged to organize a greater number of International/National Conferences and Workshops. A good number of such programmes are undertaken every year.
- More add-on/certificate/Diploma courses have been introduced. Currently the college offers 10 such courses. Moreover, every programme has at least one skill-based course during the initial semesters.
- A Historical Museum with special reference to the Naga culture has been set up in the department of History.
- Professional development training programmes have been regularly organized in various relevant topics for the faculty and the non-teaching staff.
- Documentation/filing process in the college has been made more systematic and regular.
- Green/Energy/Water/Environment/AAA audits have been introduced in the college.
- The implementation of the NEP -2020 has been initiated with the introduction of 4-year UG programme from 2023-24 onwards.

The IQAC as one of the major policy making and implementing units of the college strives to develop a system for conscious, consistent and catalytic improvement in ensuring the overall performance of the college so as to meet the standards of higher education and growing need of students. The two practices that have been institutionalized as a result of IQAC Initiatives are:

1. In order to ensure a holistic learning education, the practice of learning through active participation in the community were revived and carried forward by giving back to the community through extension activities and outreach programmes to the nearby schools and neighbouring villages and innovative initiatives. Every department/club/association engages in at least one extension activity in an academic year, whereas certain departments do more than that. The “Sociology gives back” programme by department of sociology, “Fun with Maths” and All Nagaland State Level Math Quiz Competition for school students by the department of mathematics, Orphanage visits by the Philanthropic association, school visits by the science and other departments, etc. are a few among them.

2. Keeping in view the global environmental issues, the IQAC supports initiatives which are environment-friendly and locally relevant actions, and encourages students to be more conscious and contribute towards the local and global environment. Thus, through IQAC initiative, environmentally conscious practices such as clean campaign, tree plantations, e-waste management, and launching of Eco-friendly Kenbel Newspaper Pencils, were consolidated in the college and within the surrounding areas.

File Description	Document
Upload any additional information	View 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 IQAC adopts mechanisms and procedures for ensuring timely, efficient and progressive performance of the teaching learning process. The adherence to the Academic calendar and the conduct of classes are ensured by the IQAC. Regular classes are conducted 90 working days a semester and no class days are lost. After the attainment of autonomy, IQAC coordinates the syllabus revision of various programmes at regular intervals. The CBCS system was successfully implemented in 2019, followed by the NEP-2020 Four Year UG programme in 2023. Previously there were 6 teaching hours a day of 45 minutes each, but it has been reformed to 5 hours a day of 1 hour each. Monthly Staff meetings are held to discuss and review the progress made in the teaching-learning process and decisions regarding actions to be taken in the coming months are reached.

1. A major institutional teaching-learning reform was during the pandemic period. When the lock-down was declared, the regular academic activities were disturbed and the teaching-learning was soon shifted successfully and efficiently to the online mode. The Management along with the IQAC, held meetings to discuss the feasibility of conducting Online Class and Examinations so as to ensure that the students continue learning, and their academic year is not disrupted and thereby the students received their education without fail. Online classes were arranged as per the regular time table of the college mainly through the google meet platform. G-suite was registered and Google class room was used to share the study materials. Online webinars were conducted for students through Zoom platform. Open book examinations were introduced during the lock down times.

2. Another measure taken up by the IQAC is the feedback system from the students on the academic syllabus, class teaching-learning methods, performance of the faculty members and suggestions on how to improve the system of the college. Regular feedbacks and Students' Attribute Survey are taken from the students and are analysed by the IQAC, whose reports are submitted to the Principal for onward personal communication to the respective faculty. Self-appraisal by the teachers regarding their teaching-learning and related processes are also seriously in place and this helps as an effective review mechanism for the IQAC.

The Examination and valuation system also is regularly reviewed by the IQAC in collaboration with the Office of the Controller of Examinations. The question papers are to contain questions based on various levels of Revised Bloom's Taxonomy and it is regularly assessed whether all the question papers follow the expected patters. After the initial evaluation, scrutiny of about 30% of the answer scripts of a

particular course examination is done by another faculty to ensure that the evaluation is fair and anomaly-free.

The IQAC, working on the methodologies of learning outcomes, had conducted a Faculty Development Programme for all Teaching Staff on Outcome Based Education during April 5-9 2022, wherein the faculty members have been trained in Programme Outcomes (POs), Programme Specific Outcomes (PSOs), Course Outcomes (COs), Course Specific Outcomes (CSOs) and Learning Outcomes (LOs). The attainments of outcomes are measured through the students' performance in Internal as well as End Semester Examinations, Class room performance, involvement, and participation, career placements and progression to higher education, etc. Graduated students are contacted by the departments to know their post-college activities, career prospects and higher education progression.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

St Joseph's College (Autonomous) aims at imparting quality education to deserving students irrespective of gender disparities and differences. This is a co-educational college since its establishment, and has male and female students in almost equal proportions, and all possible facilities and support are provided to them. Admissions are also open to students of other gender, as the application form has separate columns for the same. In the academic front, the institution has made it one of its priorities to introduce gender and feminist concept studies in its academic courses.

Women's Forum: The college has an active Women's Forum. More than discussing women's problems, it spreads awareness and crosses barriers to uplift women in the institution and surroundings through workshops, seminars, classes, etc. It has initiated Gender Audit and takes measures for the promotion of gender equity. It is very well involved in activities organised by the state government, NGOs, and groups which cater to the needs of women. Awareness and hygiene programmes are conducted for female students of the college. The bookstore always has in stock sanitary pads for women. Through Women's Forum important days of women such as Mothers' Day, International Women's Day are observed in the College.

Maintenance of Privacy: The institution makes it a priority to maintain the privacy of individuals, and for this purpose and convenience the institution has separate staff rooms for female and male faculty in all its blocks. Separate washrooms are also made available on various floors of the buildings.

Leadership Opportunities: As a co-educational institution where gender equity is upheld in principle and practice, equal opportunities and platforms are provided to both male and female students and staff in all activities, clubs, associations, and committees. One of the best practices of the college is the opportunities given to the students to be leaders in the class, clubs, associations, committees, and Students Council. Class Representatives (CRs and VCRs) are elected from amongst the students, irrespective of the gender. Also, the departments have office bearers comprising both female and male students. In all college level curricular and extra-curricular activities, female students are very well represented and they excel in academics, exhibit good leadership, discipline, confidence and human resources.

Creche (Day Care Room): The College has two Day Care Rooms/ Crèche for working and lactating mothers of the institution, one in Arts Block and the other in PG-block.

Common Room/Toilet: The College has 3 Common Rooms located at various blocks to facilitate the

needs of women in the college. There are separate toilet facilities for female students and staff in all Blocks. The college campus has incinerators for female students and staff. Water facilities are readily available 24x7 in all the toilets.

Hostels for female and male students: As students of the college come from far off places, the college realized the necessity of having hostel facilities in the campus for both female and male students. Currently, there are 4 hostels for girls which can accommodate 400 students, and 1 men's hostel with a capacity for 300.

Gender Equity Committee is taken care by Internal Complaint Committee (ICC), where the committee is headed by a woman. All matters relating to women, especially any grievances or complaints occurring within the college are dealt with by this committee.

File Description	Document
Upload any additional information	View 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
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	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 (Autonomous) is a clean, green, and serene campus and strives to maintain this scenic beauty. The college practises proper waste management to ensure cleanliness and hygiene within the campus.

Solid Waste Management: The college is approximately 18 kms away from the main city of Kohima which gives advantage to the college to be free from polluted city lifestyle and heavy traffic. The college is surrounded by natural flora and fauna of the land. With lots of trees and natural greenery surroundings, it is a suitable location for academic and educational purposes. There are separate dustbins in different colours placed around the campus for collecting dry waste, wet waste, plastic waste, etc. The degradable solid waste is disposed off by using in the piggery and vermicomposting. Keeping up the 3Rs - Reduce, Reuse, Recycle, the solid waste metals are collected and disposed for re-cycle purpose through dealers of waste metals and iron. Rocks and stones are used for constructions. Solid timber pieces are used in the kitchen to cook food.

Liquid Waste Management: The liquid wastes from the kitchens, bathrooms, and toilets, etc are well managed through proper drainage system within the college campus. The drains are covered so that bad odour does not affect the inhabitants. No stagnant liquids are seen within the college campus. In case of any leakage of water pipes, taps, tanks, toilet flush etc. the plumber of the college repairs without delay and wastage of water. Leak proof water fixtures are used to prevent wastage of water.

E-Waste Management: The college maintains MoU with agency known as E-Circle/e-Waste or HULLADek to take care of e-waste in the college. All the by-products of electronic and other gadgets are collected and stored in the e-waste bins installed at strategic places. The e-Waste agent takes the responsibility to collect the e-waste materials from the college. Hulladek Recycling Private Limited is Eastern India's initiative to do their best to make the world a greener place through proper and organised e-waste management systems across the country with a strong belief that the ideal path to a macro-positive change in the future lies in building awareness towards incorporating micro-changes today. Hulladek works as partners, speakers, facilitators and managers for e-waste segregation, transportation, collection and disposal. Authorised and licensed by the CPCB under the E-waste (Management) Amendment Rules, 2018, Hulladek largely functions as a PRO (Producer Responsibility Organisation).

Chemical Waste Management: Chemical wastes from the science labs are managed through proper pipe facilities, drainage and soak pit. The students are instructed to dilute the chemical wastes with water and carefully dispose it so that it does not have negative impact on the surroundings.

Waste Recycling System: The recycling of wastes is managed by collecting and giving to people who are engaged in recycling of papers. The wastes from the college include papers from office and cardboard papers from canteen. The college strictly prohibits the use and sale of plastic water bottles/materials within the campus.

Biomedical and Radioactive Waste Management: The institution does not face the issue of Biomedical and Radioactive waste management as the institution does not cater to use of these materials either in academics or otherwise.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geo-tagged photographs of the facilities	View Document
Any other relevant information	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
Geo-tagged photographs of the facilities	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.5

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:

To work for a sustainable environment and create a harmonious balance between academic activities and environmental conservation is a noble task. The college has a Green Campus Policy which is strictly adhered to. Initiatives are taken to reduce destruction of nature and promotes good, clean and friendly environment.

Green Campus Initiatives

Green Audit: Green Audit for the institution was conducted by Nagaland Pollution Control Board, Government of Nagaland. Green Audit report confirmed that college campus is conducive for educational purpose. Environment of the college is clean and free from air pollution. The water in the campus is soft, clean and potable. The water does not require filtration. The campus has trees, flowers and ornamental plants which add to the aesthetics of the campus. The climate condition is suitable for academic pursuit.

Restricted Entry of Vehicles: Entry of automobiles is restricted/minimised in the campus. Not all the buses transporting the students are permitted to enter the campus. Private vehicles of staff and students are permitted to enter the campus but only till the allotted parking space. The automobiles entering the college run at zero speed. In the campus, honking is strictly prohibited to reduce noise pollution.

Bicycles and Battery Powered Vehicles: Use of bicycles and battery powered vehicles in the campus is not applicable due to the hilly and undulating landscape of the campus.

Pedestrian Friendly Pathways: Pedestrian friendly pathways are made on both sides of the roads which ensure safety and convenience for pedestrians.

Ban on use of Plastic: Use of plastic is prohibited in the college campus. The college does not permit use of plastic water bottles. Students, staff and employees are discouraged to bring plastic bottles, plastic containers, and wrappers into the college campus. To prevent plastic water bottles, filtered potable water is installed in all the blocks of the college. To promote eco-friendly environment, alternative measures like recycled paper plates and cups are used to support a more sustainable environment.

Tobacco Free Zone: The college is a Tobacco Free zone. Announcements are made from time to time to refrain from using chewable tobacco. Smoking of tobacco is very rare in the campus. The management, faculty and Students Council conduct surprise checking to prevent consumption of tobacco in the campus.

Landscaping with Trees and Plants: One of the noble practices of the institution is to plant trees and create an environment friendly approach. The college has ornamental trees, orchard with fruits such as apple, peach, plum, persimmon, kiwi, black cherry, orange/mandarin and passion fruit. A Botanical Garden cum Herbal Plants Heritage is established to promote cultivation of medicinal plants and help the science students to do their academic and practical experiments. Seasonal flowers are planted by the college gardener to add aesthetic appeal and beauty to the campus. The landscaping trees and plants are planted in all the surroundings of the college. The college has **153 species of flora and 98 species of fauna**. World environment day is observed with plantation of tree. The NSS, NCC students, men and women hostelers, students from various departments, initiate cleanliness drive in the campus and neighbouring places on a daily basis as part of Green Campus initiative.

File Description	Document
Policy document on the green campus/plastic free campus	View Document
Geo-tagged photographs/videos of the facilities	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
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
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.7

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:

Built environment with Ramps/lifts for easy access to classrooms: Adhering to the guidelines of UGC and NAAC, ramp is well constructed at PG Block for easy access to the classrooms. In the Arts Block mini ramps are made on the ground floor for access to classrooms and toilets for the differently-abled. Preparations are underway to construct new and better ramps for students in the Arts Block. Till date the college does not have differently-abled students who need special attention.

Divyangjan friendly washrooms:

Taking care of the persons who need better and accessible facilities, the institution has Divyangjan friendly washrooms in the college with ramp-like facility to the washrooms, western-commode and wash basins in all the toilets. The washrooms in the college are user friendly and the students and staff have no issues with the facilities of toilets and washrooms. The college makes sure that the toilets are clean by employing support staff to clean the toilets at least twice a day.

Signage including tactile path, lights, display boards and signposts:

The college covers an area of 26.9 acres which requires directional posts and signage. To this need and requirement, the college has placed signage and directional posts in all strategic locations inside the campus. Right from the entrance gates (two gates) sign posts, directional instructions, college campus map and signage are placed which makes it easy for any visitor to navigate the campus with little or no assistance. In the three different blocks of the college (Arts, Science and PG), tactile paths are made from the entrance to the building's main gate/doors. LED bulbs are installed along the path to the college buildings. Display boards are placed in all the three blocks of the college where information, advertisements, programmes, courses etc. are displayed. Every classroom has display/notice board.

Provision for enquiry and information:

The college is committed to giving Divyangjan friendly provisions for enquiry and information. The institution has website, where all the important information about the college are available and this will minimise the physical visit of applicants/students to the campus/office. The academic calendar of the year, different events of the college on daily basis, academic matters such as examination notifications,

declaration of results, holidays, important events of the college etc. can be accessed through the website. To get all the necessary information about the college, administration, facilities, staff, departments, NAAC, IQAC, programmes offered etc., the contents are available in the website (<https://stjosephjakhama.ac.in/>). Besides the provision for enquiry and information on the college website, notice boards are placed in all the three blocks of the college. Suggestion boxes and grievance boxes are available for any query and information. Provision for enquiry and information is also available with regard to clubs, associations, and committees as each of this group is provided with respective notice board. The college also has facility to send SMS to the students and parents through the college owned software called Campus Vault. Human assistance/scribe facilities are available for any needy student on request.

File Description	Document
Upload any additional information	View 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:

St. Joseph's College (Autonomous) is an institution where diversity and unity merge and blend beautifully. An inclusive environment exists among management, staff, and students. The atmosphere in the college resonates tolerance, harmony of cultures, religion, linguistic, communal, and socio-economic diversities. A few examples of the inclusive environment are:

1. Cultural and Heritage Celebrations: Hosting various college fests creates an atmosphere of cultural appreciation and celebration. Majority of the students are from tribal communities and Scheduled Tribes. In spite of affinity to one's own tribal community, there is mutual understanding, tolerance and harmony among the students. The most important and well organized Cultural and Heritage Celebrations of the college are:

Spring Fest: In the Spring Fest, students from various tribal community backgrounds, language and creed participate in competitions to showcase their multi talents and leadership skills.

Eureka Fest: It is an annual Science Fest to test the creativity, inventive acumen, academic knowledge and collaborative spirit among the students.

Erudite Fest: This is an annual event introduced by the P.G. Students' Welfare Representatives in the year 2021. This is also a platform where students are given the opportunity to develop their various academic, artistic and creative mind and knowledge in action.

2. Departmental Fests: Many departmental fests such as Convergence Fest, Historia Fest, Polasso Day, Eco-Fest, Sociology give-back Day, Theatre Day, etc. give students to interact and relate. During Historia Fest and Theatre Day, students come for the events with respective traditional and community costumes. These fests promote the spirit of unity in diversity.

3. Days of National and International Importance: The institution takes care to make the important religious festivals of all the different religions in India and earmark the important religious feast days to be recognized. The Institutional academic calendar marks important days such Republic Day, Independence Day, Durga Puja, Holi, Id-ul-Fitr, Easter, Christmas etc. as college recognized feasts. There is a common prayer room in the Arts block in which any student/staff can come and pray. All three major religious Scriptures the Bible, the Bhagavad Gita, and the Quran are available for anyone to read and meditate. The institution observes important dates such as World Heritage Day, International Women's Day, Panchayati Raj Day, etc. where students from different language, religions and community background participate.

4. Students Council: The Students Council is comprised of students from different communities and background. The management does not permit elements of disharmony based on cultural, regional, linguistic, communal and socio-economic background. To avoid tribalism, the college does not recognize tribal student unions. It is open to any student in the college to contest to be a member of Students Council.

5. Clubs and Associations: The various clubs and associations give students platforms to work continuously to create inclusive environment. Any student can be a member of the clubs and associations irrespective of his/her linguistic, cultural, and/or religious background.

6. College Campus Hostels: The institution has four separate hostels within the campus of which three are women's hostels and one men's hostel. These hostels accommodate students from different parts of the country. They live together, learn and progress together. The students and teachers of different religions and background co-exist harmoniously.

7. Community Engagement: The clubs and associations, departments and classes organize themselves in community engagement activities and cater to different groups of people.

File Description	Document
Any other relevant information	View 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:

When it comes to sensitization of students and employees of the institution to the constitutional obligations, the college gives maximum priority to educate students and instruct employees to be responsible citizens. The best examples where the institution promotes constitutional values, rights, duties and responsibilities are the syllabi prepared and taught under Value Added Courses (VAC) of the NEP-2020 curriculum and framework. Subject papers such as Constitutional Values, Work Ethics, Consumers Right, Intellectual Property Right (IPR), etc. are taught to the students.

The institution is second to none when it comes to upholding the constitutional values of the country. St. Joseph's College (Autonomous) Jakhama, observes all the important National Days of the state and country and has sent representatives from the students and teaching community at national level to participate in the National Days of importance. Students have taken part in the national parade held in New Delhi on Republic Day. The college also, in its rules and regulations book, laid down the civic guidelines of the country. The institution takes pride in organising national seminars and workshops related to the well being of the country. National Yoga Day is observed and seminar has been conducted on Indian language. National Constitution Day and National Pachayat Raj Day are celebrated every year under the auspices of the Department of Political Science.

Parliamentary form of Electoral College: For the elections of Students Council Executive Members, the college follows parliamentary form of election. There is a time of filling nomination, scrutiny of nominees, declaration of nominated candidates, public address, schedule for election etc. to give electoral literacy to the students. To uphold the values, rights, duties and responsibilities of citizens, students are made to exercise their electoral rights and be exemplary students. Students of eligible age are also encouraged and directed to register themselves in the National Voters List.

Value of Honesty: One of the values, which the students of St. Joseph's College(Autonomous) practices in day-to-day life, is the virtue of returning lost and found goods to the rightful owner. If any one finds Lost and Found item in the college campus it is brought to the notice of the management and public announcement is made to all where the owner of the lost and found item could collect the lost item again. Through this small practice, the students learn the value of honesty and not to take away what does not belong to them.

Work Ethics: The students are also given opportunity to get involved in works and develop work ethics. To make the students know and learn the phrase "Dignity of labour", students are voluntarily engaged in sweeping and mobbing the stair cases of the Arts Block and Science Block.

Responsible Citizenship: Students are given opportunities to be responsible citizens through social awareness campaigns and observations such as national literacy day, world environment day, women's day, good governance day, Human rights workshops, etc. undertaken by the various clubs under the supervision of the staff directors. It is in the pipe line of the College to introduce Digital literacy and Cyber Ethics as part of NEP-2020 syllabi.

File Description	Document
Any other relevant information	View 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
Report on the student attributes facilitated by the Institution	View Document
Policy document on code of ethics.	View Document
Handbooks, manuals and brochures on human values and professional ethics	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View 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
Provide Links for any other relevant document to support the claim (if any)	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:

I. Title of the Practice: SPRING FEST

1. Objectives:

- 1). To blend academic excellence and soft skills of students, leadership, talents, self-esteem, confidence, business plans and communication skills.
- 2). To revive the rich traditional practices, attires, and celebrations.
- 3). To provide opportunity to uphold Cultural Heritage
- 4). To develop students' art, skill and ability of planning, execution and management of mega events.
- 5). To create value of collaboration and cooperation among students.
- 6). To promote gender equity event within college campus.

2. The Context

With the advance and impact of modern technology and western culture many students remain ignorant of the past history and traditions of their ancestors. The timeless traditions which imparted values, rights, duties and responsibilities get shaded due to various factors of modernity. Many students perform excellently well in academics but lack skills to be independent. In Nagaland, many students with degrees are unemployable due to lack of skills, leadership qualities and confidence. Therefore, the institution designed and started the practice of Spring Fest. Spring Fest is a non-lecture hall academic in nature and provides opportunity and platform for the students to develop their talents and skills.

3. The Practice

Spring Fest is an annual celebration in the college, celebrated every year during Spring Season. Its **10th Edition was held on 8-9 March, 2024**. The main events in the Spring Fest are cultural folk dance, traditional war cry, go-cart race, wrestling, fire-making, bamboo pole climb, bamboo stilt-walk, horn blow, exhibition of tradition food cuisine, and catapult shooting. Spring Fest includes competitions for Modern dance, Beat contest, Cosplay, Strongest Josephite, Tug-of-War, Art competition, and Ethnic fashion show. The Fest blends the past and present to write the future.

The significance of this practice in the context of Indian higher education is that Spring Fest is a non-written book but students have access to first-hand knowledge of history, art, tradition and culture. The NEP-2020 encourages community experience, internship and research-based activities. Spring Fest has

elements of NEP-2020 syllabus and gives special practical education to students on Understanding Heritage. The constraints faced by the students are acquiring traditional costumes, coordination of big number of students, and financial constraints. Spring Fest teach students to give and take. It is an occasion to have open space as a lecture hall to learn and know.

4. Evidence of Success

The success of Spring Fest can be measured from performers and audience.

(1) Fulfills three aspects of teaching-learning process, namely Knowledge, Understanding and Application. The performers and audience gain Knowledge of history, Understand the importance of the past, Apply it in their present activities.

(2) Prepares students to take up leadership.

(3) Fosters three styles of learning, namely visual, auditory and kinesthetic.

(4) Inculcates the value of cooperation and collaboration.

(5) Learn the value of give and take, skill to plan, organize and execute

(6) Learn to be accountable through financial audit.

(7) Learn constructive and educative use of mass media.

5. Problems Encountered and Resources Required

(1) A big challenge to coordinate 4000 and more students.

(2) Disciplinary matters become issues to handle

(3) Disturbs normal routine of daily classes.

(4) Organizers forgo many classes due to preparation.

(5) Organizers face limited financial resources.

(6) Difficulty to meet requirements of the events on stage.

(7) Makes organizers stressful during the course of the event.

6. Notes

In order to practically impart an experience of the rich traditions and heritage of the society/state to the present digitally native students, colleges can adopt such traditional celebrations which achieve many aspects of teaching-learning through practice and enjoyable experience.

II. Title of the Practice: EARN WHILE LEARNING

1. Objectives of the Practice

- 1). To blend together academic excellence and work ethics
- 2). To avoid being dependent on parents.
- 3). To provide opportunity to appreciate dignity of labour.
- 4). To learn to do professional job.
- 5). To develop knowledge, skill and ability of work management.
- 6). To support economically weak students.
- 7). To promote gender equity in providing opportunities.
- 8). To learn to do multi-tasking jobs

2. The Context

St. Joseph's College is an Autonomous college which strives to help and support deserving students to excel in their academic studies and future career. It accommodates students from rich, middle and poor economic background. Financially some students find it difficult to make both ends meet. The college encourages the students to cultivate work culture and ethics. In this context, the management decided to provide opportunities for students to earn while learning, an initiative which is student centric. The management then implemented the provision for the students to do **Part Time Job** and be rewarded with financial incentives.

3. The Practice

The management members made it their responsibility to combine work and education as part of the initiative and offer financial assistance to the students through Part Time Job. Among many students, some students are extremely industrious and skillful in life. To harness their skills the college offers Part Time Job opportunity under the nomenclature, "**Earn While Learning.**"

Many students voluntarily applied to avail the opportunity of "**Earn While Learning**". The students do Part Time Job in the library, painting of the buildings, renovation of playgrounds, and other minor jobs in the college campus. This practice engages students to use their free time and leisure time productively. The students are paid (cash) in proportion to the works they have done.

4. Evidence of Success

- (1) "**Earn While Learning**" instils in the students the benefit of work culture.
- (2) They do Part Time Job with dignity, feel happy that they can be industrious, and productive.
- (3) They invest human resources and contribute their share in administration.

(4) With **“Earn While Learning”** they are not dependent on their parents for financial support. In the last year alone, about 70 students benefitted from the scheme.

(5) They are able to meet their academic and other financial requirements.

(6) It has helped the students to appreciate work culture and be responsible students.

(7) They learned skilled and professional job.

(8) The management appreciates students who learn to stand on their own feet.

5. Problems Encountered and Resources Required

(1) Many students opted to do Part Time Job but college is not able to engage all of them at the same time.

(2) It requires careful instruction and dedicated time to teach students to learn professional job.

(3) Students have tendency to skip classes.

6. Notes: This is a noble practice which any college can customize and make work for the benefit of the students. As it becomes institutionalized, the students will feel enthusiastic about it.

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:

The Title: Extension Service for Mental Wellbeing

The Context

In the journey of academics to progress and growth, the college makes all possible efforts to promote quality education and aim at academic excellence. Beyond academic achievements, there are areas of human and personal life which need attention and consideration. The experiences of ups and downs in life at times become challenging and call for greater attention. With the advancement of technology and life getting more sophisticated and complicated, counselling has become a necessity, especially in all educational institutions. To the siren call of this urgent need, St. Joseph's College (Autonomous) introduced the practice of Counselling in the colleges and schools.

The Objectives

- 1) To journey with the students.
- 2) To understand and empathise.
- 3) To motivate and rejuvenate youthful age.
- 4) To teach the art of encountering life experiences.
- 5) To fight and be achievers.
- 6) To accept and to let go the unpleasant pasts.
- 7) To re-orient self to live in the present and write the future.
- 8) To figure out future goal, with clarity.

The Practice

The college has three professional counsellors, namely, Dr. Fr. Pezalhoukho George who completed his PhD in Counselling Psychology from Assumption University, Thailand, Rev. Fr. C. Joseph M.A., M. Phil. and Rev. Sr. Aniamma Joseph CMC, MA in Counselling Psychology. Rev. Sr. Sunitha Benedicta D'Souza, RJM is an Assistant Professor in the Department of English, who also helps in Counselling. During the college hours they are busy and engaged with the students in their counselling chambers. Beyond the college hours, they give counselling to the students in respective campus hostels. They do the noble task of accompanying, counselling, mentoring and guiding the students on regular basis.

The uniqueness and distinctiveness of the college is that these counsellors of the college are not confined only to college hours of counselling within the campus. Their passion and enthusiasm are to look beyond the college campus to help those who need support and assistance. They go and render help wherever they are called. They are invited to colleges and schools, institutions, villages, and church communities to help. This undertaking is considered the priority and thrust of the college from the fact that the college recognises the need to contribute and assist more young people in their growth and for the benefit of the society. The counsellors take care of the students' mental wellbeing which has tremendous impact on their academic performance and interpersonal relationship. The long-term aim and purpose of this practice is to help the growth and progress of the college and society which can be achieved through growth, development and progress of the students.

The Success Story

These counselling programs have had positive impacts in many areas so far.

- 1) **Enhanced Career Guidance:** The individuals who have had the opportunity to be counselled had more informed knowledge and are better prepared for the future. Counselling service provided opportunities for a more comprehensive career guidance. Students gain benefit as they are provided with personalized attention, industrial insights and career guidance.

- 2) **Partnership and Collaboration:** Through extension of counselling service, the college is able to build up partnership and collaboration with other institutions. Extension of helping hand in counselling leads to exchange programmes, joint research projects, and other mutually beneficial initiatives.
- 3) **Internship and Apprenticeship Programs:** Venturing to other educational institutions encourages and opens up the possibilities to collaborate and implement internship and apprenticeship programs between institutions. The college has exchange program with SCERT, Government of Nagaland where the trainees of Diploma in School Counselling have the opportunities to gain practical experiences.
- 4) **Broaden Students' Perspective:** The counsellors help the students to strategize their career, provide a long-term perspective and help them to establish wider perspectives in life. Counselling process helps many students and individuals to build up self-confidence and overcome limitations in life.
- 5) **Soft Skills Management:** Extension counselling to other institutions helps the students to enhance their problem-solving skills and improved stress management. With better knowledge of problem-solving skills and stress management among the students, the task of teaching-learning process becomes easier and favourable.
- 6) **Disorientation to reorientation:** College students dare to venture and experiment with their lives. But in the process, some get disoriented, disturbed mentally, psychologically, physically and spiritually. Disorientation of life results in low/poor performance, irregularity or inattentiveness in the class. Counsellors extend their help to such students and re-orient them to upright and honourable life.
- 7) **To Heal and be Healed:** Students coming from diverse family background like broken families, alcoholic parents, bereaved families, divorced parents, weak financial background etc. go through confused and uncertainty of life. Offering counselling to such students help them to get healed from mental, psychological and emotional confusions. Many students face discouragements due to failures and lose motivation to be successful. Some develop negative tendency and become problem to their family, society and institutions. Counsellors play the role to heal them and help them to be healed.

Hurdles and Challenges

- 1) **The Fear of Social Stigma:** Seeking professional help through counselling is rather a new practice in the state and so the counselees have fear of stigmatization from the society.
- 2) **Short Term Solution:** Due to irregularity, non-engagement, and quick-fix solution beliefs from the counselees, the task of counsellors become more challenging.
- 3) **Competency:** Due to shortage of professional counsellors in specific areas, many clients approach counsellors with multicultural issues and concerns. This makes the job of counselling challenging.
- 4) **Burnout:** Counselling needs patience and time. Due to heavy engagement of the counsellors within the college and outside for community service, there are time when counsellors experience burnout situation.

Conclusion

This noble task and initiative of moving to other educational institutions and society has been a great

source of help to the students, teachers and parents. Therefore, if the extension service is good, valuable and beneficial, then there is a greater scope for the college to expand its humanitarian service and keep up the good practice in the days to come.

File Description	Document
Appropriate webpage in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

- St. Joseph's College(Autonomous) is 39 years old and is steadily making progress towards academic excellence. It is the only college in the state that has a steady enrolment of 4000 and above students. It is the only college in the state that fulfils the criteria of enrolment set by NEP-2020. The Director of Higher Education, Kohima, Shri A. Nshoga at the All Nagaland Government College Teachers Association inaugural function of its 1st Triennial Conference in Dimapur on 10th November 2023 said, "By the year 2040, higher education institutions in Nagaland with less than 3000 students may face closure due to the criteria set by the National Education Policy (NEP-2020). Currently, St. Joseph's College (Autonomous), Jakhama is the lone institution in the state that fulfils the criteria."
- The curriculum and framework of NEP-2020 speaks of skill enhancement courses and value-added courses. One of the attractions at the college is skill-oriented activities and programmes which fulfil the aims of NEP-2020. Keeping in view of skill enhancement and value-added courses, the syllabus of every department is framed on outcome-based education (OBE). The management of the college is carried out by the priests and nuns. It is a church managed institution, however being open to all cultures and religions, the prayer room in the college has the sacred religious books of Holy Bible, Bhagavad Gita and Quran, which are available and anyone can read, pray and meditate.
- A beautiful and lifelong gift which impacts all the staff and students and a take away gift of the college is the daily prayer and reading of Holy Scripture before the classes begin. When the college bell rings at 8:55 am everything in the campus comes to a standstill. No vehicular movements and no movement of people in the campus because the most precious and sacred hour of the college is about to begin. A prayer is said and holy scripture is read by the students. Wherever one is, he/she joins the sacred moment of prayer in still position and only when the prayer and scripture reading are over, they continue to move to respective office and class. This best practice gives due respect to God who is the source of knowledge and wisdom

Concluding Remarks :

Through the Executive summary and SSR presented above it is conveyed that the college is streamlining students' holistic development. The college imparts a holistic education and the approaches it takes comprises all pervasive aspects of human beings. It is holistic because the emotional development, understanding and empathy are nurtured through counselling and mentoring. The physical growth and development of the youth is taken care of with games and sports throughout the year. Higher traits of human growth in the form of cognitive development, creativity, maturity, and confidence are catered to through organization of various activities and programmes in the college round-the-clock. Holistic education also provides and nurtures academic achievements through lectures, participative projects and presentations and evaluative systems. The launch-pad for the students to leap into the future with social and soft skills like leadership, courage, responsibility and commitment are given due consideration through extension services to the communities and first-hand practical life experiences of responsible citizenship.

St. Joseph's College(Autonomous) remains in awe with gratitude to God for the past 5 years of struggle, growth and achievement. As a young Autonomous college, it had battles to be fought, challenges to be conquered, achievements to be cherished. Started with humble beginning but now proud in humble acknowledgement to be one of the pioneer institutes of higher education in Nagaland. The college is a trend

setter to elevate standard and quality higher education in Nagaland. The college is grateful to God and to all who had navigated through the gates of St. Joseph's Collge, Jakhama and for being the beacon of light, inspiration and path provider. The college remembers with gratitude thousands of youths, the poor, the rich and the marginalized who successfully achieved excellent life-career and wholistic development through the gates of St. Joseph's College.

In the context of Nagaland, the Josephites are well aware that the college has earned reputation and respect as an institution. The higher we climb the ladder, the greater is the risk involved and the struggle to balance. Josephites are fully aware that sustaining and improving the achieved status is a much tougher task to work on. However, the college is fully prepared to rise and shine to a greater height, come what may. It is fondly cherished dream that the college will continue to be a tiny **"sign post"** guiding and giving right directions to travellers moving to different and varied destinations in life.