



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**ST. JOHN'S COLLEGE**

**WATER TANK ROAD, NEAR SP OFFICE, PALAYAMKOTTAI**

**627002**

**[www.stjohnscollege.edu.in](http://www.stjohnscollege.edu.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March 2021**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

A humble Anglo-vernacular school, known as English School was built up by the Church Missionary Society (CMS) in Palayamkottai. It was the first seed sown in 1844, from which evolved St. John's College, now a recognized foundation in the scholastic field.

The Rev H. Schaffter, was its first Principal. He guided the predetermination of the College from 1878 to 1920. In his period, the name St. John's College, symbolizing its non-denominational character, was given.

The Rev. H.P. Young, was the second Principal of the College (1920 – 1935). In his name, there is a heritage building on the campus. The Rev. G.T. Selwyn an English missionary headed the college from 1937 to 1945. He cherished the environment in Tirunelveli. In 1946, during Prof. Vedasironmani's time, many buildings were constructed on the campus. In 1966, when Prof. D.A. Thangasamy (June 1969 – 1973) was the Principal, St. John's College turned to be an affiliated college of the Madurai Kamaraj University.

When Prof. E.D. Ponnudurai became the Principal of the College in October 1973, he tried strenuously to increase the money related assets of the College. In the tenure of Prof. T. Pandian Thanasingh (1985 – 1993) as the Principal, the College got affiliated to the Manonmaniam Sundaranar University, Tirunelveli.

When Dr. J. Balasingh took up the reigns of the institution in 1993, there was a noteworthy development on the eastern side of the campus. In this period the Chapel, the Centenary Block, the Seminar Hall and a Research Laboratory for Zoology were constructed.

Co-education stream was introduced when Dr. R. K. Jacob assumed the charge as the Principal of the College in October 2004. Dr. R. K. Jacob's term as the Principal was trailed by Dr. Ida. P. Joseph who served as the Principal from 2009 to 2013. Dr. Maraikumar Chellaraj assumed charge as the Principal in 2013. Dr. S. John Kennady Vethanathan, became the Principal on June 24, 2016.

With the development of the infrastructure, the college is committed to bring social justice together with academic success and significance.

### Vision

St. John's College, situated in the heart of Tirunelveli, serves the encompassing community by its obligation to develop its stuff. We strive hard to lead the students of this institution from the darkness of ignorance into the light of knowledge and wisdom with a definite focus on steady academic achievements. We are much committed to transmit our own exclusive rich heritage down to generations, thereby exclusively devoted to transfigure lives. We, being unique, stand as creators of better civilization.

### Mission

- To facilitate the learning and acquisition of knowledge with the aid of modern technology and other

available resources.

- To build the character and personality of the students with a strong moral and spiritual basis.
- To strengthen the teaching and learning skills and to maintain a good academic ambience.
- To create social responsibility and global consciousness through various external activities enunciating and ensuring a qualitative culture.
- To provide comprehensive adaptability to meet the diverse needs of the stakeholders.
- To encourage the faculty to identify new areas of knowledge and to update teaching, learning and motivating the students towards participatory learning.
- To produce successful young minds for the betterment of the society.

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

### Institutional Strength

- Our college is one among the oldest institutions of our country. It has 143 years of history, serving the downtrodden society.
- College is located at the heart of the city. It gives easy access to public transportation.
- 65 staff members have PhD. Among them 52 are research guides. There are 271 research scholars.
- Faculty members of our College hold positions in the Editorial Boards of various UGC approved journals.
- A few are members of Board of Studies of a few Autonomous Colleges and the University.
- Major projects and funds, Patents and MoUs are available.
- Outreach program is an essential part of the curriculum. It has been implemented effectively.
- Various Career Oriented Courses are offered by the institution for the welfare of the students.
- Feedback system is given proper care to assess the educators, the learners and the entire College to strengthen its proficiency.
- Innovative interactive techniques and various ICT tools are used for the teaching-learning process.
- Teaching staff, Non-teaching staff and students are properly appreciated and honoured for their achievements.
- Department Associations and their activities drive the students to sharpen their skills and talents.
- Teachers and students are effectively involved in research oriented activities.
- Experienced counselors and a Coordinator for the Placement Cell are available for the comfort and welfare of the students, respectively.
- Wonderful opportunities for students to hone their skills in games, sports and cultural activities are provided.
- Several scholarships, endowments, gifts and financial supports are available for students and Non-teaching staff.
- Institution is committed to honesty and credibility to promote the welfare of the downcast.
- Institution spreads spirituality among the students to raise the spirit of selflessness and to render an honest service to the society.
- 'Go Green' initiatives have been taken in and out of the college to reduce environmental damage. Solar panels are also installed to generate power needed for the institution.
- Our institution shares its hostel and NCC Obstacle ground with the local colleges.
- A system of "Earn While You Learn" is implemented in the campus to support the students.
- Students are encouraged to excel in NCC, NSS and Swachh Bharat.

### **Institutional Weakness**

- Our initiative towards getting NAAC accreditation is delayed by 19 years.
- Most of the students are from rural areas, first graduates, and financially backward who not even able to buy their text books.
- Lack of communication skills and aptitude among most of the students prevents them from escalating to the next level.
- Close monitoring is required for the progression of the students from rural background.
- As the cost of ICT equipments is increasing day by day, the institution has to spare more on technological development every year.
- Energy produced by the solar panels is not enough to meet the whole power consumption of the college.
- Lack of interdisciplinary competitions within the institution.
- The convention of our College is fading because of the sense of modernity.
- Lack of International Collaboration

### **Institutional Opportunity**

- The college has one of the largest campuses and there is scope for more advancement.
- Our institution is moving towards betterment to get the autonomous accreditation.
- The increase in the percentage of girl students (40%) shows that, platform provided for girls on our campus ensures safety and security.
- Various opportunities are provided to the students through job fairs, for their placement.
- More and more new courses are started to enlighten more students.
- An incubation centre is available to nurture the students to compete with the world

### **Institutional Challenge**

- Generate funds for raising infrastructure to start new courses.
- Make the campus a Wi-Fi enabled one.
- Make the campus fully automated with modern gadgets, projectors in every classroom, chip embedded ID cards, library automation.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Ever since the College got affiliated to the Manonmaniam Sundaranar University in 1993, it follows the

curriculum formed and prescribed by the University. The curriculum is periodically revised in order to make the students updated by all means. The curriculum is designed in such a way to attain the Course Outcomes, Program Outcomes and Program Specific Outcomes. The curriculum is framed with care to tally with the requirement of credits specified by UGC.

The college follows a Choice Based Credit System (CBCS) which provides the students not only resources and ways to learn core subjects, but also gives additional learning opportunities beyond the core subjects for the holistic growth of the students. The curriculum which the college follows incorporates projects for some of the final year undergraduate programmes and all the final year postgraduate programmes. The projects are assessed through reports and viva-voce examination. Many of the departments are offering add-on programmes and career oriented courses for the students in order to develop their skills.

### **Teaching-learning and Evaluation**

With highly qualified staff members, St. John's aims at providing a good atmosphere for the students to learn and enrich their subject knowledge. Many of the staff members are scholars and proficient educators who help the institution in catering for the needs of the students inside and outside the campus. Almost all the staff members have adopted ICT techniques to help the students understand their subjects in a better manner. Mentoring system is followed and monitored for the betterment of the students in all possible ways.

Frequent trainings on new methods in Teaching and Learning are organized for the staff members in order to achieve excellence in teaching and in turn attain the desired/expected learning outcomes. Many of the staff members have adopted novel teaching practices that help the students to learn effectively.

The college has a translucent system of internal assessment and evaluation policy. As per the schedule given by the University, the college conducts three Internal Assessment Tests for the theory papers. The internal mark of a paper is also calculated as per the guidelines prescribed by the University. For undergraduate programmes, the average of the best two marks (out of 20) is taken and the same is added to the assignment marks (out of 5). For postgraduate programmes the best two marks (out of 15) is taken and is added to assignment marks (out of 5) and again added to seminar marks (out of 5). The end semester examination is conducted for 75 marks.

The students are allowed to view their valued answer scripts of the Continuous Internal Assessment tests. The marks of the students are regularly uploaded in ExamPro provided by the university. Every department of the college maintains a record of students' internal marks. Other records like Project Reports, Practical Record notes, University Result copy, Result analysis and Academic Audit are maintained properly.

### **Research, Innovations and Extension**

St. John's aims at building a strong research culture among its staff members as many of them are research supervisors in their respective fields. Almost all the departments in St. John's have become research centres. About 265 research scholars have registered under 57 research supervisors. About 445 research articles have been published in national and international journals among which 208 articles are published in conference proceedings and in edited volumes of books. A number of Seminars, Conferences and Hands-on Workshops have been organized by the institution. The research centres of St. John's have collaborations with other academic and research institutions also. 9 departments offer doctoral programmes. A well developed Sericulture laboratory is maintained at St. John's with a motive of escalating the Zoological research to the next

level.

Various MoUs have been signed with many other educational research institutions in order to make the research arena a wide one. The college also has signed a MoU with Bishop Grosseteste University, England for extensive research in multidisciplinary fields.

Various programmes in collaboration with some Non-Governmental Organizations are organized for the welfare of the people around us. The students of the Economics department are allowed to go for field visit as an extension activity to analyze the life of the people in villages.

### **Infrastructure and Learning Resources**

St. John's College aims at promoting the society with superior quality education through its education system and its programmes and student centred learning approach and additional services to mould the minds of the students. The student friendly staff members provide sufficient support to make the learning and research process a smooth one.

Three hostels (Sharon Hostel, Bishop Selvin's Hostel, and Paul's Hostel) are available for the students to have a comfortable stay and to have a peace of mind to study. There reside a remarkable library to make the students a bookworm, and a study hall, dispensary and all the other basic facilities. Computer laboratories, an internet hub, internet facilitate departments, computerized administrative office, fully automated library, department libraries, RO system and all to go with the recent updates in Collegiate Education. Boys Retiring Room, Girls' Waiting Hall, Open Stage, a big Auditorium, College Chapel, Cafeteria, Seminar Hall, COC Hall, Indoor Gymnasium, ICT Lab are additional facilities available in the college. A Botanical Museum is also available to know more about their discipline. Ramps, Scribes and Braille are also available in the college for the support of the differentially abled students.

Our Central Library is completely automated with Rovam IMS software. Further, E-book, Online Journals, and reference material which are linked with Infilibnet are made accessible for the research scholars.

To enrich the students not only in the studious way but also physically through sports, they have a 400 metre track, proper Football ground, Hockey ground, Kho-Kho field, Basketball court, Volleyball court, Handball court, Badminton court, Ball Badminton court, Tennis court, Kabaddi Court and a Cricket ground.

### **Student Support and Progression**

St. John's College stands high in extending its hands to support the student community. The college has started dynamic efforts in providing remedial classes for slow learners and arrear students and the students also excelled in their studies accordingly. Our College motivates the students to grab meritorious scholarships, scholarships from State and Central Government and endowments. And if needed financial assistance from other possible sources students from poor background can avail free bus pass through our institution. Our College promotes job opportunities through placement cell and many hands on training are also given to students.

Our institution has reduced its fee for the deserving students and it has organized several skill based training for their personal development and as a result it has created several entrepreneurs. Various programs and several

coaching classes are also conducted inside the campus to make the students appear for various competitive examinations. Various Cells, Clubs and Committees including Youth Welfare Cell, Environmental Committee, Scholarship Committee, Nature Club, Anti-Ragging Committee, Women's Cell, Staff Welfare Committee, Entry into Services Cell, Remedial Coaching classes, Blood Donors Club, Youth Red Cross, department wise Students and Women's separate Redressal Committee resolve the problems of the students with transparency are functioning in the campus.

### **Governance, Leadership and Management**

St. John's is governed by The Executive Committee and Governing Board of the college which is the decision-making authority. This Board is headed by the chairman (The Bishop in CSI Diocese, Tirunelveli). The other members are the Secretary, the Principal, representatives from the management, UGC, State Government and the University and a few external experts. A few faculty members are also in the Board as special invitees. The meeting of Governing Board is held once in every six months to discuss and decide on matters in connection with the function and progress of the college. Based on the decisions taken at the Board, actions are carried out in the campus. The Principal is the head of the academic side of the college, while the Secretary takes in charge of the administrative side. The other members of this council are the heads of the departments, the coordinators of various cells of the college, external experts and a few college administrators.

Teaching staff members also represent the college at the Governing Board and staff council. In addition to this, all the cells constituted by the principal have teacher-representatives to support smooth functioning of administration. The following are the committees set up in the college for the welfare of the students: Students Grievances and Redressal Committee, NCC, NSS, Youth Welfare Department, Environmental Committee, Parent Teacher Association, Career Guidance and Placement Cell, Anti-ragging Committee, Women's Cell, Public Relation and Documentation, Entry into Services, Remedial coaching, Youth Red Cross and Red Ribbon Club.

### **Institutional Values and Best Practices**

Plethoric cells and clubs are constituted to recognize, investigate and offer solutions for the issues looked by the genders. Trustworthy endeavors are epitomized in getting sorted out camps, meetings, and face to face counseling to educate the students about gender management. To achieve environmental refulgence, a meticulous waste management system is catalyzed in the premises. Students are given social awareness and environmental education by the cells. The refuse is collected according to international guidelines and procedures.

Our college witnesses an environmental transformation and embraced an environmentally conscious lifestyle. Environmental education projects and campaigns are an integral part of our work. Students' minds are stimulated with go green ideas by insisting regular gardening.

Our college frequently teaches the skills needed to develop students' characters in many ways. One of our college's accomplishments is the development of a well-built social peer model. Furthermore, teachers serve as role models for students in a variety of ways.

Students who have been well-instructed become alumni, and they go on to share their knowledge with others. Many of them have gone to places where there is no light of understanding to bring light and salvation. They

are not only torch bearers, but also candles that can melt and provide illumination to others.

NAAC



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. JOHN'S COLLEGE
Address	Water Tank Road, Near SP Office, Palayamkottai
City	Tirunelveli
State	Tamil Nadu
Pin	627002
Website	<a href="http://www.stjohnscollege.edu.in">www.stjohnscollege.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	S John Kennady Vethanathan	0462-2572218	9442153889	0462-2580009	sjc1878@stjohnscollege.edu.in
IQAC / CIQA coordinator	A Arulgnanam	0462-2908004	9443453744	0462-2586833	iqac@stjohnscollege.edu.in

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

Type of Institution	
By Gender	Co-education
By Shift	Regular Evening

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">AISHE Certificate 2018 - 19.pdf</a>
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

<b>Establishment Details</b>				
Date of establishment of the college	17-06-1878			
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Tamil Nadu	Manonmaniam Sundaranar University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	18-03-2011	<a href="#">View Document</a>		
12B of UGC	18-03-2011	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

<b>Details of autonomy</b>	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Water Tank Road, Near SP Office, Palayamkottai	Urban	56	21693.19

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,History Tm	36	HSC	Tamil	73	67
UG	BSc,Physics	36	HSC	English	55	48
UG	BSc,Chemistry	36	HSC	English	55	47
UG	BSc,Zoology	36	HSC	English	55	42
UG	BCom,Commerce Batch One	36	HSC	English	73	70
UG	BA,English	36	HSC	English	73	70
UG	BA,English	36	HSC	English	73	70
UG	BA,Economics	36	HSC	English	73	68
UG	BSc,Mathematics	36	HSC	English	55	47
UG	BSc,Mathematics	36	HSC	English	55	47
UG	BSc,Botany	36	HSC	English	55	42
UG	BSc,Computer Science Sf	36	HSC	English	53	47
UG	BSc,Electronics Sf	36	HSC	English	48	45
UG	BCom,Commerce Batch Two Sf	36	HSC	English	70	67
UG	BCom,Commerce Batch Three Sf	36	HSC	English	70	66
UG	BCom,Commerce Corporate Secretaryshi	36	HSC	English	70	66

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UG	BCA,Bca Nt And It	36	HSC	English	53	48
UG	BBA,Busines Administration	36	HSC	English	70	70
UG	BA,History Em	36	HSC	English	73	64
PG	MSc,Physics	24	UG PHYSICS	English	25	17
PG	MSc,Chemistry	24	UG CHEMISTRY	English	25	11
PG	MSc,Zoology	24	UG ZOOLOGY	English	25	13
PG	MA,English	24	UG ENGLISH	English	33	19
PG	MA,English	24	UG ENGLISH	English	35	34
PG	MA,Economics	24	UG ECONOMICS	English	25	5
PG	MSc,Mathematics	24	UG MATHEMATICS	English	25	13
PG	MSc,Mathematics	24	UG MATHEMATICS	English	28	28
PG	MSc,Botany	24	UG BOTANY	English	25	13
PG	MSc,Computer Science Sf	24	UG COMPUTER SCIENCE	English	25	12
PG	MSc,Bca Nt And It	24	ANY UG	English	25	12
PG	MA,History Em	24	UG HISTORY	English	15	7
PG	MCom,Commerce Sf	24	UG COMMERCE	English	30	14

Doctoral (Ph.D)	PhD or DPhil, Physics	48	PG PHYSICS	English	22	20
Doctoral (Ph.D)	PhD or DPhil, Chemistry	48	PG CHEMISTRY	English	14	5
Doctoral (Ph.D)	PhD or DPhil, Zoology	48	PG ZOOLOGY	English, Hindi	28	12
Doctoral (Ph.D)	PhD or DPhil, Commerce Batch One	48	PG COMMERCE	English	40	31
Doctoral (Ph.D)	PhD or DPhil, English	48	PG ENGLISH	English	46	41
Doctoral (Ph.D)	PhD or DPhil, Economics	48	PG ECONOMICS	English	4	2
Doctoral (Ph.D)	PhD or DPhil, Mathematics	48	PG MATHEMATICS	English	28	16
Doctoral (Ph.D)	PhD or DPhil, Botany	48	PG BOTANY	English	28	14
Pre Doctoral (M.Phil)	MPhil, Physics	12	PG PHYSICS	English	10	1
Pre Doctoral (M.Phil)	MPhil, Chemistry	12	PG CHEMISTRY	English	8	0
Pre Doctoral (M.Phil)	MPhil, Zoology	12	PG ZOOLOGY	English	10	1
Pre Doctoral (M.Phil)	MPhil, English	12	PG ENGLISH	English	15	14
Pre Doctoral (M.Phil)	MPhil, Economics	12	PG ECONOMICS	English	9	3
Pre Doctoral (M.Phil)	MPhil, Mathematics	12	PG MATHEMATICS	English	15	9

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				23				62			
Recruited	0	0	0	0	15	8	0	23	38	24	0	62
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				69			
Recruited	0	0	0	0	0	0	0	0	31	38	0	69
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				22
Recruited	12	10	0	22
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				35
Recruited	22	13	0	35
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				14
Recruited	11	3	0	14
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	4	2	0	6
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	15	6	0	29	23	0	73
M.Phil.	0	0	0	0	2	0	34	28	0	64
PG	0	0	0	0	0	0	5	11	0	16
UG	0	0	0	0	0	0	0	0	0	0



<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	1	1	0	2	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	662	0	0	0	662
	Female	342	3	1	0	346
	Others	0	0	0	0	0
PG	Male	52	0	0	0	52
	Female	139	0	0	0	139
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	13	0	0	0	13
	Female	25	0	0	0	25
	Others	0	0	0	0	0
Certificate / Awareness	Male	75	0	0	0	75
	Female	95	0	0	0	95
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	6	0	0	0	6
	Female	22	0	0	0	22
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	82	60	63	60
	Female	63	61	54	53
	Others	0	0	0	0
ST	Male	3	1	2	3
	Female	1	1	1	0
	Others	0	0	0	0
OBC	Male	266	239	210	189
	Female	175	151	144	145
	Others	0	0	0	0
General	Male	146	135	106	116
	Female	85	66	74	59
	Others	0	0	0	0
Others	Male	223	207	183	151
	Female	183	199	181	181
	Others	0	0	0	0
<b>Total</b>		<b>1227</b>	<b>1120</b>	<b>1018</b>	<b>957</b>

## Extended Profile

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### 1 Program

#### 1.1

**Number of courses offered by the Institution across all programs during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
606	539	484	479	474
File Description		Document		
Institutional data prescribed format		<a href="#">View Document</a>		

#### 1.2

**Number of programs offered year-wise for last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
27	25	25	25	25

### 2 Students

#### 2.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
1227	1120	1028	957	997
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
1515	1298	1154	1130	1130

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 2.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
941	835	917	780	791

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 3 Teachers

### 3.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
147	125	115	122	117

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
152	152	148	136	136

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 64**

**4.2**

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

2018-19	2017-18	2016-17	2015-16	2014-15
592.5	167.3	303.1	119.6	352.0

**4.3**

**Number of Computers**

**Response: 246**

NAAC

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

###### Response:

The Master Time Table was prepared by the Principal and the IQAC Coordinator in accordance with the Academic Calendar of the institution based on the university norms, and circulated to all the departments. In the beginning of the Academic year, an Academic Council meeting was conducted to discuss the introduction of new courses. In the beginning of the semester, a Department Council meeting was conducted to plan semester, optional papers, lab papers, elective papers, skill based subjects, environmental studies, field projects, project (PG Courses), non-major electives, common papers and extension activity for the semester, working hour distribution, Continuous Internal Assessment, question paper setting and answer script valuation for internal examination, model examination and remedial classes, class tests, English viva, subject retest, Yoga, Computer for Digital Era, Environmental Studies, and non-Major Electives.

With the introduction of new courses, recent courses were allotted to the youngsters for teaching. The faculty members prepare a course plan including course outcome, seminar, assignment, internal tests and model tests. For Arts subjects, four in five of the hours are taken by lecture cum discussion and the remaining hour by seminar method, assignment method, field trip method and project for PG. For B.A History, historical method of teaching was used. The execution of the course plan is recorded, by the faculty-in-charge of respective subjects in the Attendance and Assessment Record for evaluation purpose.

“Field work” as a course is introduced for II year B.A Economics, and I year Commerce and Corporate Secretaryship students. Field work involves observation, data collection, and data analysis; detecting patterns, tentative hypothesis and theory. Field work improves learning and analytical skills. For science subjects, lecture-cum-discussion and lecture-cum-demonstration occupy half of the teaching hours. Remaining half is taken by practical courses in the Laboratory. Teaching aids like charts, tables, rigid and working models, museum specimens, live and preserved specimen, herbarium sheets, 3D models, flipped models, instruments, punch cards, taxonomy keys, microscope, instrumental models, PPT, PDF, interactive panel, ICT tools etc., are used. Apart from these major methods, other methods such as assignment, seminars, individual projects, field trips, outside classroom method of teaching, flipped classroom by online course and coaching methods are followed. There is a definite system to conduct the remedial and enrichment programmes which is conducted after college hours. The study materials including PPT, PDF

and videos are provided to the students for their enrichment in the subjects. Our college constantly upgrades itself with resources like LCD projector, Wi-Fi access in departments, monitoring and feedback mechanisms. The attendance register for each course is maintained to see the progress/completion of the course plan and cross checked by the HOD and the Principal. At the end of an academic term, the teaching plan execution is reported at the department council meeting for necessary suggestions. A course wise result analysis is done at the end of every semester and added in the Academic Audit Report. All the reports are submitted to the Academic Council and the IQAC Coordinator.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

### 1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

#### Response:

The college, every year, prepares an Academic Calendar. This Academic Calendar is modeled by the Academic Calendar prescribed by the Manonmaniam Sundaranar University. Based on this Calendar, the college schedules all its academic functions like the beginning and end of every semester, the observance of important dates, conducting three Internal Tests and one Model Examination and the pattern of its evaluation and so on.

The prescribed internal pattern of assessing the students continuously involves the application of various components during class-hours and the conduct of three Internal Tests and one Model Exam.

Based on this schedule, the classes are handled in a such a way that the students are imparted with components like Assignment Writing, Presentation/PPT presentation of Seminars/Case Studies, participation in Bridge Course, Project Viva, Group Discussions and Field trips and undertaking minor and major projects. The students also get trained in speaking skills.

The college follows the syllabi, prescribed by the University for all the UG, PG and M.Phil.programmes. As per the schedule given by the University, the college conducts three Internal Assessment Tests for the theory papers. The internal mark of a paper is also calculated as per the guidelines prescribed by the University. The average of the best two marks (out of 20) is taken and the same is added to the assignment marks (out of 5). Every department of the college maintains a record of students' internal marks. Other records like the Project consolidated note, Practical consolidated note, University Result copy, Result Analysis and Academic Audit are maintained properly.

The students' attendance is also maintained online and the same is sent to the students and their parents. Hence the Institution strictly adheres to the academic calendar for all its academic functions including the conduct of CIE.



File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

**1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

**1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**

**Response:** 100

**1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.**

Response: 27

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

**1.2.2 Number of Add on /Certificate programs offered during the last five years**

**Response:** 12

**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	2	2	5

File Description	Document
List of Add on /Certificate programs	<a href="#">View Document</a>
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

### 1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

**Response:** 21.3

#### 1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
195	1	219	189	493

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

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

**Response:**

St. John's is at the cutting edge of the efforts to comprehend and face today's social, environmental, physical, and psychological challenges. Therefore, the curriculum formed in adherence to the university adjoins the courses related to Gender, Environment and Sustainability, Human Values and Professional Ethics. The curriculum structure of the college is enriched with these Cross-cutting issues.

Many staff members of our college are being part of the University Board of Studies while designing the curriculum for the courses offered here. The following courses are mandatory for the first year and the second year Under Graduate students:

- Environmental Studies
- Personality Development
- Value Based Education
- Yoga

These courses are taught by the faculty members from all the departments with prior training and orientation programmes organized by the IQAC of our college. Through the above said courses, the students are able to know about gender equality and other gender issues, different forms of environment around them and the measures to make the environment sustainable and also about the Human Values which is the need of the hour for the younger generation.

Human rights, rights of women, individual rights, women empowerment, gender equality, social harmony, social justice and social reformation are also taught to the students through our curriculum. Moreover, Yoga as a course under Part IV various systems of human body, functions of body, physical health, physical fitness, origin and development of Yoga, Yoga as a science, principles of Yoga, Yoga therapies and modern concept of Yoga are taught.

In addition to these specific courses, a large number of courses in the UG and the PG curriculum under Part III also have the course content related to Gender, Environment and Sustainability, Human Values and Professional Ethics.

The Programmes in Tamil, English, Economics, and History imparts knowledge about Gender, Environment and Sustainability, and Human Values and make the students effectively work for the country as true citizens. As a part of academic activity, the students of the Economics department are given socially relevant field projects.

The School of Commerce which includes Corporate Secretaryship and Business Administration offers both UG and PG programmes to inculcate the Professional Ethics, and Environment and Sustainability so that they can acquire Leadership skills and qualities and use them for the betterment of the society. "Field Project" is also a part of the curriculum for the students of Commerce department so that they can understand the life of the downtrodden and act accordingly.

The Science Programmes offered by the institution expose the issues and crisis happening in the environment and make the students aware of the Environmental Sustainability. The periodical hands-on training given to the students of Computer Science and Information Technology make them aware of malwares which affect the Human Values as well as the ethical code of conduct. The curriculum followed by the institution educates and offers training to the students to take part in solving issues and to go hand in hand with the Professional Ethics and Human Values.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

**Response:** 3

#### 1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
17	15	15	15	15

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 53.38

#### 1.3.3.1 Number of students undertaking project work/field work / internships

Response: 655

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni**

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

File Description	Document
Any additional information (Upload)	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

**1.4.2 Feedback process of the Institution may be classified as follows: Options:**

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 85.86

##### 2.1.1.1 Number of students admitted year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1227	1120	1028	957	997

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

2018-19	2017-18	2016-17	2015-16	2014-15
1515	1298	1154	1130	1130

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)

**Response:** 85.86

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

2018-19	2017-18	2016-17	2015-16	2014-15
1227	1120	1028	957	997

#### File Description

#### Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

#### Response:

- At the beginning of the academic year, to bridge the gap among the entire spectrum of students, a bridge course is conducted, this helps the students get introduced to higher level learning.
- To improve the student's communicative ability, a separate communicative English was also conducted along with the Bridge Course. A special weight age is given to this spoken English course.
- The entire 90 working days, is classified into three segments and the portions were divided accordingly.
- The CIA is published periodically by each department then each department assesses the learning levels of the students. The Continuous Internal Assessment (CIA) is also published by the Manonmaniam Sundaranar University along with external examination results.
- The Continuous Assessment has also been associated with seminars and Assignments and other modes of internal components.
- From the analysis of the Continuous Internal Assessment, slow learners are identified and remedial classes were arranged as per the direction of HODs of each department.
- Advanced learners have been encouraged to take seminars, group discussions and asked to look after the slow learners. There by slow learners pick up their ability of learning.
- To inculcate their professional competency, educational tours, internships and visit to various social entities was arranged where their interactive and participative learning were improved.
- After each Continuous Assessment, Mentor – Mentees meeting were held at each department and counselling had been arranged, where ever it is necessary.
- Advanced learners were motivated to join certificate courses.
- With the help of our “Entry into services” centre, students were given training for staff selection examinations, TNPSC, UPSC and other competitive examinations.
- From the St. John's IAS Academy, students were given training for UPSC Group I and TNPSC Group I examinations.
- The career counselling and placement cell will take care of various professional training programme with the goal of placement for the students.
- Students were motivated to participate various competitions conducted at various colleges, Universities / national levels etc.,
- A special coaching classes for NET / SLET / GATE / IAPT etc., Examinations were also conducted for the aspiring students.
- Skill Based Training programs are also conducted (Type writing examination / Stitching / Tally etc.,) through MOUs.
- Hands on training programs for the Computer Sciences, BCA department students were also conducted through MOUs between PSN College of Engineering and St. John's College (Programs like Mobile App developments / Industrial C, C++, Java, Python, etc.,).

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Past link for additional Information	<a href="#">View Document</a>

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)	
<b>Response:</b> 8.35	
File Description	Document
Any additional information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
<p><b>Response:</b></p> <p>In our Institution, teaching process provides an ideal environment where students can interact and learn. This process aims at transmission of information, sharing of knowledge, imparting skills and inculcating values. Teachers possess knowledge and skills with regard to both teaching and assessment practices in order to meet the requirement of the students and standards of education. The learning process is always student oriented and student centred.</p> <p>Moreover, the status of affiliation has bestowed the teachers a standard curriculum and learning strategies for each course designed by the senior faculties of different institutions at university level. Every teacher has the freedom to choose the components for internal assessment.</p> <p>The CBCS curriculum provides a student centred learning, designed and restructured for every 5 years by the Board of Studies. This includes Core subjects, skill based core subjects, Allied subjects, Non- major elective, Environmental studies, Computer for digital era, Value based education / social harmony and extension activities (such as NCC /NSS/ YRC/ YW/ PE / Nature Club / Environmental Cell, etc.), group project and field work. For UG and PG programmes, apart from the regular curriculum and continuous internal assessment, individual projects, study tour, industrial visit, assignments and seminars form the components of the student centric learning.</p> <p>The academic calendar planner gives teaching, learning and evaluation schedules and other events for every academic year. Usage of academic planner booklet by the faculty to schedule every day academic activities, teaching plan, and continuous assessment strategy also play a vital role in teaching and learning process. Student centric methods and activities have been adopted by the faculty at various levels for enhancing learning experiences. Group and individual Projects at UG and PG levels, laboratory sessions for science students, drama fests and role plays in language classes, community outreach programme, and educational study tour to historical places, field and industrial visits pave the ways for experimental learning.</p>



Training by corporate agencies, MOOCs, Expert lectures, and workshops, presentations using ICT and guided seminars, group discussions, peering learning for slow learners, guided library work etc., provide the participative learning opportunities for the students. Soft skill programme, project based learning, developing models for exhibition and case studies developed problem solving skills among the students.

Through our MOOCs / NPTEL centre, almost all the students were encourage to enrol for various online courses. This is easily possible, since our college becomes one of the Local chapter of NPTEL IIT Madras, slowly the enrolment grows, due to their trust on NPTEL Online courses, which creates confidents among the students for their bright future.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

#### Response:

St. John's, being an Arts and Science college, encourages intensive use of ICT enabled tools including online resources for effective teaching and learning process. Almost all the teaching staff of our college is using ICT tools and resources available in our campus. The resources are: Video Conferencing, LCD Projectors, Google quiz, MOOCs and E-learning technology. A well developed ICT centre has been built inside the campus where resources like Smart Board, Public address system, Document camera, Computers, MOOC's Desktops, Laptop, Wi-Fi, LAN connected system are also utilized by the faculty. Almost every department has a LCD projector and desktops in addition to the Labs and Seminar Halls.

General ICT Tools used by our faculties are: Desktops and laptops, LCD Projectors, Digital Cameras, Printer, Photocopier, Tablet PCs, Scanners, Microphones, Interactive White Board, DVDs and CDs. Video recording facility is available in our campus and is used to produce video lectures and upload in the institution's website. The students can access it anytime to use them as additional learning resources.

The faculties develop E-content for their respective subjects. E-learning centre is being developed to meet the teaching and learning objectives. Being one of the local chapters of MOOCs, the institution provides NPTEL courses for the students. The students as well as the faculties are encouraged to do online NPTEL courses. The faculty members use audio- visual aids successfully to explain the ideas to students by using NPTEL tools. Every year a ransom of students join the NPTEL courses and get benefitted.

The institution has provided separate username and password to the faculty members and research scholars to access INFLIBNET. E-books and E-journals are accessed by the scholars through INFLIBNET. Each class has a Google Classroom and all the students of each class have joined it using their email ID given by the institution. E-assignments, PPTs, PDFs, and some video links are posted in the respective Google Classrooms to be accessed by the students.

Moreover, the institution has developed an integrated Management System and comprehensive tool for the

administrators to overcome the issues in the process of students' pre-admission and post-admission. The entire admission process of the college is computerized with online access starting from the submission of application for admission, selection of the students and intimating them to come for further process. This online platform is intended to administer the complete scheme of CBCS: student attendance, internal assessment, end-semester assessment, and declaration of Continuous Internal Assessment marks.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="#">View Document</a>

### 2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )

**Response:** 8.23

#### 2.3.3.1 Number of mentors

Response: 149

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
mentor/mentee ratio	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

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

**Response:** 86.48

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)****Response:** 57.53**2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
87	80	75	70	49

**File Description****Document**

List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)

[View Document](#)

Any additional information

[View Document](#)**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)****Response:** 0.06**2.4.3.1 Total experience of full-time teachers**

Response: 9.494772

**File Description****Document**

List of Teachers including their PAN, designation, dept and experience details(Data Template)

[View Document](#)

Any additional information

[View Document](#)**2.5 Evaluation Process and Reforms****2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

Internal assessment tests which are periodically conducted by the institution to judge the performance of students is done fairly and in an effective manner. Students are allowed to have a look at the valued answer scripts of the internal assessment tests and their doubts concerning evaluation are cleared by the faculty in charge. Every time when the institution conducts the internal assessment tests, the results of the students'

performance are maintained by the faculty to spot out slow and fast learners. Students are encouraged to improve their performance in future by counseling.

Three Internal Assessment tests for 20 marks each are conducted every semester from which the best two is selected for the final calculation. The students have to submit assignments concerning the subjects which comprises of 5 marks. The pattern of Internal Assessment mark is 20 marks (Average of best two Internal tests) added with 5 marks (for Assignment) to get a total of 25 marks. The schedule of the Internal Assessments tests are communicated to the students and the faculty by the start of the semester through the institution's academic calendar which is prepared every academic year based on the university's academic calendar. The Internal Assessment test time table is displayed on the notice board well in advance so that the students can prepare well for the tests.

For Science students, Internal Assessment for practical subjects is also conducted as per the norms fixed by the University. Unlike the theory papers, the Internal Assessment tests for practical subjects are conducted for 50 marks. For practical subjects, the faculty will do the keen evaluation of day to day performance of the student for every experiment which includes promptness, course of action, outcome, viva and submission of records and the marks obtained are recorded against each experiment in the students' record/observation note.

Questions are framed in such a way that the students may be aware of the university question pattern for the semester examination. The Internal Assessment tests are conducted strictly in accord with the University pattern in terms of question papers, evaluation process, seating measures, schedule etc.

For the students those who are on leave on that particular internal test days, on medical grounds, special remedial test will be conducted with the permission of concerned HOD and Principal. This will help the students to align themselves in the stream of evaluation process.

Complete transparency is maintained by the institution in the Internal Assessment. The standards followed are as directed by the university. By the start of every semester, the faculty members let the students know about the various workings in the Continuous Internal Assessment process during the semester. The Internal Assessment marks of the students are entered by the faculty in the ERP tab of the college website and the students can view their marks using the credentials issued to them.

The internal marks and the attendance will also be send through SMS to the parents which will enhances the transparency.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### **2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient**

**Response:**

Meaningful outcome plays a pivotal role in making of the teaching learning process. In this regard, Continuous Internal Assessment (CIA) plays an important role. This Continuous Internal Assessment is a periodic process as per the directions of the Controller of Examinations of the University and the marks are made known to the students. After the CIA marks are recorded in the CIA record of the respective departments and in the ERP section of the college website by the faculty in-charge of the respective subjects, they are audited yearly by the members appointed by the Principal. Each CIA is interlinked with the attendance of the students.

In our institution, we have an examination committee. A senior professor is the convener. In addition, to the convener, teaching and non-teaching staff as follows members handle the issues concerning internal tests and End-Semester examinations. If a student is not able to write his/her internal tests, owing to some serious health issues or any authentic cause, the test is conducted for that student as per the norms of the institution and the University, provided a requisition is made with proper documents.

Late comers also are allowed to write the internal tests if the reason they give proves its genuineness. Malpractice is strictly prohibited both in the internal tests and the end semester university examination. If a student indulges in malpractices and found he/she is charged with some serious punishments or restricted to write further examinations as per the university norms.

As the entire mechanism is web based, this activity has become time bound. This ensures the adherence to the academic calendar and maintains discipline on both the teacher and the students. As a result of the reform in the examination process, both pre-examination and post-examination, transparency in the said process has become an integral part of the system. For example, the revaluation process has two parts: Part A, the student can obtain the photocopy of their answer scripts and Part B, paying for revaluation if the student finds it worth for more marks than what was awarded earlier. This transparency has enhanced the quality of valuation by the examiners and will help in bringing down the number of grievances from the students; side to a negligible level.

The registration of the candidates for the examination, the payment of examination fees through digital payment system, the issuance of hall tickets along with the photograph of the candidate and individualized time table printed on the hall ticket, valuation done using dummy numbers, declaration of the results on time, providing tear proof, encrypted uniform mark statement with photograph and awarding electronically verifiable degree certificates are all evidences of having a perfect system in place.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.**

**Response:**

The Programme Outcomes (PO) is obtained by programs offering a range of compulsory classes and optional courses. The Course Outcomes (CO) are determined for each course and mapped to the Programme Outcomes. The Course Outcomes are quantitatively assessed, and are attached to the Program Outcomes in accordance with the course syllabi. If the Course Outcomes are met, the Program Outcomes are automatically met. In order to attain the correlation between Course Outcomes and POs, specific guidelines in adherence with the university have been used during the introduction/revision of a specified course.

COs are basically the statements of knowledge/ skills/ abilities that the students are supposed to know in their process of learning and also carry out the same with better understanding as a result from their learning experiences in each course. As a well formed CO facilitates the faculty in assessing the attainment of the CO at the end of the every semester. It also helps the faculty in scheming appropriate teaching methods and evaluation methods to attain the designed CO.

The Programme Outcomes and the Course Outcomes of every subject offered by the college are clearly stated in the college website along with the curriculum and also communicated to the faculties and students so that they can evaluate and compare every subject in accordance with the PO and CO. The Course Outcomes and Programme Outcomes along with the curriculum can be viewed using the link provided.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Past link for Additional information	<a href="#">View Document</a>

### 2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

#### Response:

A teacher works directly with the student and they share their hardships openly at the hour of the class. The assignments between the internal and the class assessments and the students' results show that the student has acquired an understanding of the subjects taught. The three internal evaluation marks show the students' results.

Based on performance of students in three internal test and model exam, internal marks are allotted for each student through the university web portal entry and also in the ERP section of the college website. Students can check the internal mark by logging in with their student id in the college website. The average pass percentage of the class in the end semester examination is also an indication of the general progress of the class as a whole. Hence, Continuous Internal Assessment can also be taken as an evaluation method of the attainment of the Programme Outcomes and Course Outcomes.

In our college, other than the above said methods of evaluation, the attainment of the Programme Outcomes and Course Outcomes are evaluated using student seminars and course assignments. The feedback regarding the course also depicts a clear picture of the attainment of PO and CO.



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional information	<a href="#">View Document</a>

### 2.6.3 Average pass percentage of Students during last five years

**Response:** 66.18

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

2018-19	2017-18	2016-17	2015-16	2014-15
620	610	601	498	495

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

2018-19	2017-18	2016-17	2015-16	2014-15
941	835	917	780	791

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.41

<b>File Description</b>	<b>Document</b>
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

NAAC



## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 29.49

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

2018-19	2017-18	2016-17	2015-16	2014-15
15.54	0	0	0	13.95

File Description	Document
List of endowments / projects with details of grants	<a href="#">View Document</a>
e-copies of the grant award letters for sponsored research projects / endowments	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)**

**Response:** 30.61

**3.1.2.1 Number of teachers recognized as research guides**

**Response:** 45

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years**

**Response:** 80

**3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	3

### 3.1.3.2 Number of departments offering academic programmes

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
List of research projects and funding details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Paste link to funding agency website	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

#### Response:

Our Institution has set up Programmes for Transfer of knowledge under various Centres and Clubs. Centre for English Research provides training on Career Oriented Course in Communicative English to the students. It is an approach to language teaching in which a student learns from real life interaction, which can help to reinforce the value of their studies. In this course, techniques were taught on how to improve English Communication Skills, and exploring the Communicative Approach.

The Electronics and Instrumentation Club imparts knowledge on assembling, repair and maintenance of electrical and electronic instruments and gadgets. Software course on PROTEUS, imparts knowledge on Electronics, Embedded Design and Printed Circuit Board (PCB) layout. The Indian Association for Physics Teachers (IAPT) of physics department offers training for the physics student to appear for the National Graduate Program Education test (NGPET) to get the National Scholarship. In the recent years our students grabbed the State Topper title.

The Career Oriented Course on Energy Science is a multidisciplinary in nature and aim to improve their level of understanding of the subject by performing group projects. Participants are given opportunities for gaining knowledge on indirect uses of solar energy, non-solar renewable energy, integration into the grid system; sustainability of renewable energy, future prospects and policies scenario.

The Citizens Consumer Club led by the Department of Commerce transfers knowledge on consumer rights and responsibilities to the volunteer of the club. The Club has been working with great enthusiasm and commitment. It provides business functionalities including accounting, finance, inventory, sales, purchase, point-of-sales, manufacturing, job costing, pay roll and branch management.

St. John's has set up an incubation centre to train and empower especially the girls. Type-writing and Costume Designing cum Tailoring class are conducted in this incubation centre. Department of Botany conducts Programme on Herbal Medicine. Students were given knowledge on identification of herbal plants, prospects and entrepreneurship on marketing of herbal products. A museum is housed with about 350 products of Siddha, Ayurveda, Unani and Homeopathy systems. Centre for Animal Research and Animal Housing conduct programmes on vermi-composting, ornamental fish culture, and poultry farming as a part of applied Zoology was established in the year 2019. Very recently the Centre for Behavioural and Immuno Ecology (CBIE) was established in the year 2019. Apart from the molecular evolutionary studies of a few chropteran fauna, the research focuses on screening the deadliest zoonotic pathogen from Volland and Non-Volland mammals.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

#### 3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

**Response:** 3.97

**3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years**

Response: 119

**3.3.1.2 Number of teachers recognized as guides during the last five years**

Response: 30

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL to the research page on HEI website	<a href="#">View Document</a>

**3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**

**Response:** 1.93

**3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
86	43	35	47	31

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 2.55

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

2018-19	2017-18	2016-17	2015-16	2014-15
50	81	86	52	50

File Description	Document
List books and chapters edited volumes/ books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4 Extension Activities

#### 3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

##### Response:

St. John's College aims at imparting sound learning, building character and personality development with strong moral and ethical values. In addition to academic and research, our institution engages in the students' programmes to create social responsibility and global consciousness through various extramural activities. Extension activities in the neighbourhood community inculcate the spirit of social services among the students to the people in need. Service organizations such as NSS, NCC, Environment Club, Nature Club, Consumer Forum, Women Cell, Youth Red Cross, Red Ribbon Club, Blood Donors Club etc., carry out various social activities involving the students' voluntary participation. All the students from every department of our institution are advised to take part in any one of the social activity and sensitized for social issues and problems and contribute positively to the socio, economic and environmental development. All the students' activities are performed by the student volunteers accompanied by the staff programme coordinator.

**NSS:** The National Service Scheme (NSS) of our institution comprised of six (6) units engaging 300 volunteers. The NSS units conducted Swachh Bharat, Save Thamirabarani, Digital India programme, Voters Awareness, Population Awareness, Green Campus initiative, Adoption of villages, distribution of Nilavembu Kashayam for Dengue fever prevention, Legal awareness programme, National unity day, Blood donation camps, Heart Check- up camps, Eye donation awareness camp, open defecation awareness camp, evils of alcohol consuming and awareness, Social harmony, environmental awareness, Eco-tour recycle and reuse of wastes, Plastic pollution awareness, Save earth, NSS volunteers participated in Mission Clean-up Save Thamirabarani 2017, 2018 & 2019 programmes.

**NSS/RRC/YRC/Blood Donors Club** promotes blood donation and awareness about HIV/AIDS. These units contribute blood donation by student volunteers associated with the local and Tirunelveli Government Medical hospitals. Evils of consuming alcohol, Blood identification camp, World peace day, World literacy day, Run against breast cancer, Drug awareness, Road safety,

**Nature Club/Environmental Club:** This club promotes eco-friendly activities to sensitize the students and the public to the environmental issues related to pollution and climatic change. Environmental awareness programme, Taking oath for cleanliness, Tree plantation, Seminar on conserve nature, Beat the plastic pollution, How to enjoy nature, Visit to KMTR etc.

**Consumer Forum** The students are constantly fed with the degree of democracy, civic duties and fundamental rights through public awareness programmes, seminars, and group discussions.

**Women's Forum** with Centre for Women's studies works in the area of gender sensitization, gender equality and women welfare. Awareness on women protection act & anti-dowry act, Importance of women in the society, Catch them young, Girls nowadays etc

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

**Response:** 6

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	3	1	0	2

File Description	Document
Number of awards for extension activities in last 5 year	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

**Response:** 115

#### 3.4.3.1 Number of extension and outreached Programmes conducted in collaboration with industry,

**community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
35	30	22	18	10

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years****Response:** 312.14**3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
7385	4780	2117	2111	1052

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.5 Collaboration****3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response:** 68



**3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
23	15	13	6	11

File Description	Document
e-copies of related Document	<a href="#">View Document</a>
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**

**Response:** 17

**3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
7	5	3	1	1

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

##### Response:

The Management of our College has provided adequate facilities and infrastructure to support teaching and learning. The institution has the following facilities:

St. John's College stands high with a total area of 56 acres housing 69 Classrooms and 18 Laboratories equipped with required practical apparatus. 04 seminar halls, 17 classrooms with LCD facilities, and 04 Lecture halls with ICT facilities are available to facilitate the conduct of meetings, seminars, workshops and conferences. All Science Departments have separate Laboratories. 57,862 books and 101 print journals, and 25 Video CDs are available in the Computerised Central Library. In addition, 08 Research Departments have separate libraries for PG students and research scholars. 120 computers are available in Computer and Physics laboratories to conduct practical classes, online tests and staff evaluation. 21 computers in MOOCs centre which incorporates a media lab with Audio & Video recording facility, and an Interactive Panel for conducting classes. 150 mbps Fibre Net connectivity and 41 connections are available. Each department provided with controlled Wi-Fi access points and connected network for campus-wide internet access.

Department of Physics is provided with UG Laboratory, C++ computer Lab and PG Laboratory and a separate Research Lab with LCR meter AC/DC conductivity studies. Department of Chemistry accommodates PG Physical Chemistry Laboratory/ UG Major Laboratory and UG Allied Laboratory, and Research Laboratory with computer software facility (Gaussian 16W and Gauss View 06) and Instrumentation room having Double-beam UV spectrophotometer and Multi-wave length Photo-reactor. Department of Botany is provided with UG, PG and Research Laboratory with needed instruments, and a Museum-cum-Herbarium is also available with rare collections. Department of Zoology has UG Laboratory and PG Laboratory-cum-Classrooms. A museum is also accessible in the Department of Zoology that has both Invertebrate and Vertebrate rare specimen. Advanced research instruments in the Zoology Research Centre including Thermocyclers (PCR) obtained through UGC Major Research Project, Night vision goggle, Radio-Transmitter and receiver, and Remi minus 20 freezer, Cooling centrifuge and Bio-Safety Level 2 Class II cabinet sponsored by DST-SERB. UGC, DST, & DoEn funded instruments are available in the labs besides other instruments worth of 23.13 lakhs. Wet Lab provided with fish culture facilities and Animal house with Bat rearing octagonal chamber, cubicles for rearing animals, poultry farming, Pigeon farming Vermiculture, Sericulture facilities are available.

The Department of Computer Science is provided with air-conditioned Laboratory with one server and 86 systems and 5 printers to facilitate Teaching-Learning process. The Department of Electronics and Department of Computer Application are supplied with CRO, AFO, Multi-meter, Ammeter, Trainer kits and other facilities necessary for the students in performing the practical.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

##### Response:

The college has adequate sports facilities for various games like Football, Volleyball, Basketball, Cricket and indoor games like Chess, Carom and Badminton. The college supports and encourages the students who are interested in sports and helps them to reach the pinnacle of fame in sports activities. Every year students from our College represent Inter-College/University in various tournaments and events.

**Sports facilities:** The College has a huge play ground of 10 acres that facilitates various sports activities. All the students are trained by coaches in the field of their preferred sport. Another ground with an area of 2.26 acres is used as NCC parade ground, for conducting Sports Day and other general meetings. This ground is also provided with flood lights for organizing sports during night hours.

##### The college has following sports facilities:

S. No	Facility	S. No.	Facility
1.	400 meters standard track	7.	Cricket ground
2.	Football field	8.	Hockey ground
3.	Volleyball court	9.	Indoor Stadium
4.	Basketball court	10.	Indoor gymnasium
5.	Badminton Court	11.	Weight lifting Station
6.	Kabaddi Court	12.	Indoor games (Chess, Carom)
13.	Yoga Practicing ground		

**Playing kit and facilities available:** Carrom Boards, Chess Boards, Kits for many games such as Cricket, Hockey, Football, Basketball, Volleyball, Throwball, Softball, Handball, Tennikoit, Table Tennis, Tennis, Badminton, Ball badminton, Kho-Kho etc. are made available for the players.

**Cultural Activities:** The Institution encourages and provides the students with opportunities to excel in cultural activities too. The students are involved in various cultural events and equip themselves in positive ways. The Youth Welfare Department of our college takes special care and concerns for the students who are interested in cultural activities. The Youth Welfare Department possesses a hall for the students to plan and practice for cultural events. The students are given proper training and are encouraged to participate in

inter and intra collegiate competitions. "JOMUZERT" (Johns Musical Concert) an Inter-collegiate Audition competition on Christian songs is conducted every year, with renowned musicians as judges and awards are distributed. Youth Welfare Cell / Department conduct Independence day Celebrations, Republic day Parade, Pongal competition, Christmas programme, and Cultural Competitions every year. A 100 voices choir is organized as a singing team including boys, girl students and faculty members headed by two Choir Masters.

#### Facilities for Academic and Co-Curricular Activities:

S. No	Facility	Seating Capacity
1.	Professor Vedasiromani Auditorium	600
2.	Open Outdoor stage	500
3.	Seminar Hall	150
4.	English Research Hall A/C	100
5.	Audio- Visual Hall A/C	75
6.	Council Meeting Hall A/C	20

NCC, YRC and NSS organize many social welfare activities and also help in the collection and distribution of relief materials during natural calamities like floods and cyclones. Women cell and Equal Opportunity cell also organizes International Women's Day celebration, All the Departmental Association meetings also conduct Academic and cultural programmes.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

**Response:** 37.5

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 24

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

**Response:** 33.49

##### 4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
218.8	34.11	120.6	17.38	196.5

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	<a href="#">View Document</a>
Upload audited utilization statements	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

**Response:**

The library of St. John's was established in the year 1878. It is situated in the main building of the campus. The library is provisioned with a separate reading space for the students and the staff members. The total area of the library is 6150 sq. ft. The library has a good collection of learning resources with 61697 text and reference books, 33 Journals of various disciplines, 34 magazines and regional and national newspapers. In addition to the learning resources, the central library has a repository of bounded volumes of previous year university question papers for the benefit of both undergraduate and post-graduate students. The library is having active membership of INFLIBNET-N List consortia and affords more than 6000+ and 1,64,300+ e-books on various disciplines. The e-access of library is user ID and password based for all staff members and research scholars. Apart from the central library, each department of the college has separate libraries with a good collection of text and reference books for the staff and the students. Since 2017, the library is fully automated with Integrated Library Management Software, ROVAN (version 5.1), maintained by Rovani Software Solutions. The components of ILM software support classifying and indexing the books, lending books to students, tracking the books including issue and return of books and barcoding. All the text and reference books are bar-coded and books are issued to users by scanning the barcode of the books. Before library automation, separate library cards were issued to all students for issuing textbooks, reference books and journals. A separate logbook for student entry was maintained. At the end of every academic year, the library conducts stock verification and isolate the damaged books. The damaged books are rebound if possible and/or weeded out.

**Details of Automation**

Academic Year	Name of IMLS	Nature of Automation	Version	Year of A
2014 – 2015	--	--	--	--
2015 – 2016	--	--	--	--
2016 -- 2017	ROVAN	Fully	5.1	2017
2017 – 2018	ROVAN	Fully	5.1	2017
2018 – 2019	ROVAN	Fully	5.1	2017

File Description	Document
Upload any additional information	<a href="#">View Document</a>

#### 4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

**Response:** C. Any 2 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	<a href="#">View Document</a>

#### 4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

**Response:** 2.13

##### 4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
1.57	2.37	1.47	1.11	4.15

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year

**Response:** 7.5

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

**Response:** 103

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

St. John's College updates its IT infrastructure regularly to meet the modern technical requirements. Every Department has an adequate number of desktops / laptops for their technical needs. The 69 rooms are provided with Wi-Fi facility to enhance the teaching - learning process. Nine (09) Departmental Libraries are provided with Rovam LMS facilities. A Library Management Software is installed at the Library to keep track of the books and journals. Four (04) ICT Centres have the facilities of video-conferencing and web- conferencing and it also provides e-learning and training programmes. College also has two internet browsing centres for the students as well as the staff members. A well-equipped Media Lab cum Interactive control panel is available with audio & video recording facilities.

42 Wi-Fi devices and 24 surveillance cameras are installed in the college campus. Biometric Attendance System was introduced for teaching and non-teaching staff. Internet facilities with 150 mbps Fibre Net connectivity and 41 connections are available. Each department is provided with controlled Wi-Fi access

points for campus-wide internet access

St. John's College as it plans towards the usage of Information and Communication Technology at all levels of interactions with the stakeholders. It has a well-established Enterprise Resource Planning (ERP) system that helps the College to collect, store and manage data effectively from various departments and units. The ERP system helps by procuring and storing enormous volume of data and facilitates processes in areas of Planning and Development, Administration, Finance and Accounts, Student Admission, Attendance, Internal assessment Test marks and examinations in the College.

The role of ERP is vital in Student's admission process and it is carried out with ERP Software that collects, and categorises applications, tabulates the selections made and even corresponds with the applicant. Integrated software with an upgraded examination module has been installed. The application for the payment of college fees have all been made online. All offices and Departments of the College promote the usage of the ERP system. The operations of the Administration and Finance are completely computerized thus facilitating timely reporting and efficient resource allocation. Our IT facilities include CC Avenue & Bill Desk for online payments, Peace soft for online Student & Staff management, and College Website management.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 4.99

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Student – computer ratio	<a href="#">View Document</a>

#### 4.3.3 Bandwidth of internet connection in the Institution

**Response:** A. 250 MBPS

File Description	Document
Upload any additional Information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure



**4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)****Response:** 59.77**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
173.69	133.26	182.53	102.26	155.48

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

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

The management oversees the maintenance of buildings, class-rooms and laboratories. Constant maintenance work is taken up round the year to ensure the effective utilization of physical, academic, and support facilities. The management undertakes annual maintenance and periodical works on a regular as well as contract basis. Cleaning classrooms, staff rooms, stair cases, corridors, seminar halls are done daily by the sweepers. Toilets are cleaned twice a day and perfumed liquids are sprayed. Separate dustbins for degradable and non-degradable wastes are the significant Clean Campus initiatives. Attending to leakages, meeting out water scarcity during the summer, maintaining drainage lines, and monitoring garbage disposal are the major challenges tackled effectively by the maintenance- in-charge of the campus. The whole campus is brought under the surveillance by the installation of CCTV camera at various vantage points for protection.

In case of interruption in power supply, diesel generators capacity of 62.5KVA (Main Block), 25KVA (Chapel region) and 62.5 KVA (Self finance block) function as the substitute power source. Electrical and the plumbing related maintenance is done with the help of local, skilled persons and the expenditure is monitored according to the budget prepared by the college. Watchmen & Security Personnel ensure the



safety and security of the college premises throughout the day and night.

### **Academic and Support Facilities**

The academic facilities include Classrooms, Laboratory, Library, Sports and the other platforms support overall development of the students.

#### **Classrooms**

The class rooms are well maintained. Most of the departments maintain Department Libraries. The maintenance and the cleaning of the classrooms and the laboratories are done with the efforts of the non-teaching staff, appointed by the College Board.

In classrooms, boards and furniture are utilized regularly by the students and many a time it is also made available for the other governmental and non-governmental organizations to conduct various exams, give training program for the NGOS and so on.

The Institution has an appealing green campus. It is maintained by the gardener appointed by the Board.

#### **Laboratory**

Students seek admission to desired courses, including a Laboratory Curriculum. They are charged for the laboratory expenses, at the time of the admission, as suggested by the statutory body. In addition to that, a non-salary grant is allocated for the maintenance of the Laboratories and the Classrooms. It is a part of the teaching and the learning processes.

Lab equipments are strictly inspected by Lab Assistants before the commencement of practical classes and examinations. User's Register & logbooks are maintained and the Instruments are used within the proximity of teachers. Maintenance of funds procured from State/Central Governments and the UGC are utilized for the upkeep of specified items. The maintenance expenses that are not specified above are met by the Management itself.

Electrically sensitive equipments are provided with necessary back- up to ensure steady functioning and to safeguard the gadgets against voltage fluctuations.

Chemical substances and acids in Chemistry Department are maintained as per approved norms. Faculty and staff in-charge of the Department maintain and check if the equipments of the Laboratory and Department are well-maintained and well-protected. Worn-out and broken equipments are replaced periodically. Electrical connections are checked every year in Physics and Chemistry Laboratories.

The students wear Overcoats while they are in Science Laboratories. They follow the instructions given by the faculty members.

#### **Computers**

The college website is maintained regularly by the campus computer programmer.

The college has adequate number of computers with Internet connections & Wi-Fi facilities and the utility software is distributed in different locales like Office, Laboratories, Library, and Departments. Open access to internet is provided for the students and the staff. All the stakeholders have equal opportunity to use these facilities as per the rules and the policies of the institution.

The maintenance of UPS and the Generator is carried out on regular basis. The worn-out hardware parts in Computers Laboratories are identified and replaced immediately.

Computer lab equipments such as computers, printers and projectors are constantly monitored by the Lab technicians. They take immediate steps to replace the non-working gadgets. Periodic updating and antivirus spyware scans are run regularly to protect the computer, from malware and hackers.

### **Library**

Accession to library is permitted at the cost of the deposits as caution money. A provision of the budget for the Library maintenance is made by the College management. The activities like fumigation and keeping library clean is done frequently by Library staff.

In the Library, worn-out and damaged books and furniture are identified and replaced regularly based on the needs. The Library is also fully automated with a library Software maintained by Rovon Software solutions.

Paperback reading materials are bounded every semester and The Hindu Newspaper copies are also bounded every month. Drill binding machine is used to repair the worn out books instantly and it is replaced if necessary. Every year stock is verified to maintain the quality and quantity of reading materials. Vacuum cleaner is used to clean the Library every day and the misplaced books are arranged routinely.

### **Sports Equipments Maintenance**

Under Physical Director's instructions, Gym and game equipments are checked periodically for safety purposes. The playground and Badminton court are well-maintained by the Physical Education assistants. The old and obsolete sports equipments are replaced when required. Servicing gym equipments is done every month.

Outdoor play grounds are maintained by the ground maintenance staff. Regular painting is done to all the sports apparatus. The Students are expected to use the sports equipments with care.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 79.48

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2018-19	2017-18	2016-17	2015-16	2014-15
816	804	808	900	862

#### File Description

#### Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

#### 5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

**Response:** 1.67

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2018-19	2017-18	2016-17	2015-16	2014-15
16	23	23	15	12

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View Document</a>

### 5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

**Response:** B. 3 of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

### 5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

**Response:** 96.83

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

2018-19	2017-18	2016-17	2015-16	2014-15
1460	1121	669	602	1367

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

**Response:** B. 3 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1 Average percentage of placement of outgoing students during the last five years

**Response:** 8.49

#### 5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2018-19	2017-18	2016-17	2015-16	2014-15
102	70	66	65	61

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years (Data Template)	<a href="#">View Document</a>

### 5.2.2 Average percentage of students progressing to higher education during the last five years

**Response:** 63.34

**5.2.2.1 Number of outgoing student progression to higher education during last five years**

Response: 596

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

Response: 67.88

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

2018-19	2017-18	2016-17	2015-16	2014-15
18	25	25	19	23

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

2018-19	2017-18	2016-17	2015-16	2014-15
42	37	29	33	27

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

**5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

**Response:** 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)**

**Response:**

St. John's College has never failed to ignore the personality of students by providing them with enough chances to serve the society with a difference. The contribution of the students through NSS, NCC, Council, Clubs, Forums, etc., to the society based on the seasonal needs are appreciable. The students have their own representation to take care of the campus needs. With their valuable suggestions, sincere participation they help the management in solving problems and running the campus smoothly.

Students' Council elections are held following the guidelines and actions as formed by the college management in accordance with the Lyngdoh Committee recommendations. The college has an energetic Students' Council nominated by the Staff Council based on certain qualities including attendance, discipline, and cooperation with staff members. The Council consists of five members and out of that, two reserved for girls' representation. The office bearers are a Chairman, two Secretaries, two Joint-Secretaries and representatives from each class. The office bearers and the class representatives are delegated with certain assignments like organizing Teachers' Day, Fresher's Day, and Cultural Events. The Class



representatives actively include themselves in organizing the Association meetings and other activities in their respective departments.

On the other hand, the students have always been appreciated and uplifted for their latent talents and given chances to facilitate their representation in various co-curricular and extra-curricular activities. Through NSS, our students are trained to cope up with the society, organize programs, negotiate problems, take right decisions and develop interpersonal skills and communicative skills during their career. They hold the very important positions like president, vice president, secretary, and treasurer of various clubs, cells, and forums. A few of our students voluntarily become blood donors.

Through National Cadet Corps (NCC) the minds of our students gets sharpened and it teaches discipline, physical fitness, rifle shooting, dressing sense, cultural activities, field signals, general knowledge (BC) and trekking. Some of the NCC cadets from our college have participated in Thal Sainik Camp (TSC) based on their physical fitness and mental alertness. Some of the NCC cadets from our college have participated in Republic Day Camp (RDC) based on their drill and cultural activities and they got the opportunity to participate in the parade on Rajpath, Delhi before the Honourable President and the Prime Minister on 26th January.

The Youth Welfare department of St. John's College has been working consistently in empowering the students to pursue the two objectives of personality building and nation building & also offers the students a full range of co-curricular and extra-curricular activities to discover and strengthen their capabilities and shape their all round personality. As Jose Rizal says that the youth is the hope of our future, the Youth Welfare department of the college constantly making progress to the welfare of the youth. The Youth Welfare Department offers the students a full range of co-curricular and extra-curricular activities to discover and strengthen their capabilities. To achieve this, the college commemorates national festivals and birth/death anniversaries of great Indian personalities.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 13.8

#### 5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
16	10	34	6	3



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	<a href="#">View Document</a>

## 5.4 Alumni Engagement

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

#### Response:

St. John's College has produced many civil service personnel, statesman, politicians, teachers, entrepreneur, and good citizens of this world. These members whenever they come back to the campus they go to their classrooms to meet the students there and to meet the staff members there in the department. They offer themselves to help the needy, help the talented and deserving candidates to get jobs. Some of the old students give amount to the department and that amount is kept as an endowment fund.

St. John's College always takes pride to say that the members of the alumni association are in touch with the college and their contribution to the campus is immeasurable. The love of the alumni members towards their institution is very much appreciated whenever the members come back to the campus. They feel as if they are stepping into their mother land.

It supports and strengthens the institution to have a wide network of graduates who have graduated from this institution and in turn helps the campus raise its profile by contributing money. This association brings like-minded graduates together. They help to conduct job fairs, special skill development programmes for the students and thus enrich the quality of education.

The Alumni Association of St. John's is an important nerve component, as far as the financial aspect is concerned. The Members of the Alumni are spread throughout the world serving the continents in all possible ways by bearing the torch which spreads knowledge. They take pride in visiting the campus with the members of their family now and then. They have reunion of their batches and they contribute to the welfare of the College financially or in the form of articles. Each department conducts Alumni meeting/Reunion day at a convenient day.

For the past five year period, the Alumni have contributed whole-heartily a sum of Rupees 12,82,236/- towards the up-gradation of facilities in the Institution. During 2014-15, the members of alumni of our college have donated Rupees 2,20,499/- towards up keeping the infrastructure of the college. In the academic year 2015-16, the members of alumni of our college have donated Rs. 4,14,030/- towards the improvement of amenities in the Institution. In 2016-17, the contributions of the members of alumni of our college have come out with a special donation of Rupees 3,01,795/- to update the institutional facilities. In

the year 2017-18, the members of alumni have contributed a special donation of Rupees 1,46,879/- and in the year 2018-19, Rupees 1,99,033/- towards the development of their alma mater.

The contributions from the Alumni have been utilised for improvements of various amenities of the institution. An illustrious alumni Mr. Muthukarupan MP contributed Rupees 5,00,000/- from the MP Fund to furnish the English Research Lab. A notable alumnus Mr. Mohanakrishnan, Founder & Correspondent of Bharath Montessori School, Tenkasi, contributed Rs. 1,00,000/- to furnish the labs. Paver Blocks were laid in front of the main building at the cost of Rs. 6,25,000/- were also from our beloved alumni.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** A. ? 5 Lakhs

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

##### Response:

Providing a beneficial academic ambience with strengthened teaching and learning skills and creating social responsibility and global consciousness among students have been the driving force behind devising the structure of governance of the college. The governance practiced at St. John's College is presented below.

The Executive Committee and Governing Board of the college is the decision – making authority. This Board is headed by the chairman (The Bishop in CSI Tirunelveli Diocese). The next leaders are the Secretary and the Principal. The other members of the Board include representatives from the management, UGC, State Government and the University and a few external experts. A few faculty members are also in the Board as special invitees. The meeting of Governing Board is held once in every six months to discuss and decide on matters in connection with the function and progress of the college. Based on the decisions taken at the Board, actions are carried out on the campus.

The Principal is the head of the academic side of the college, while the Secretary takes in charge of the administrative side. The principal heads the Staff Council which monitors the academic functioning of the college. It also discusses and decides on matters pertaining to the improvements in teaching, learning and evaluation standards. The other members of this council are the heads of the departments, the coordinators of various cells of the college, external experts and a few college administrators.

#### Participation of the Teachers in the Decision - Making Bodies

Teachers are given further responsibilities to be in administrative positions like Vice Principal, HoDs, Director and Bursar. Teachers also represent the college at the Governing Board and Staff Council. In addition to this, all the cells constituted by the principal have teacher – representatives to support smooth functioning of administration. The following are some of the cells of the college, where staff members serve as coordinators

NCC, NSS, Youth Welfare Department, Students Grievances and Redressal Committee, Environmental Committee, Parent-Teacher Association, Career Guidance and Placement Cell, Anti-ragging Committee, Women's Cell, Public Relation and Documentation, Entry into Services, Remedial coaching, Youth Red Cross and Red Ribbon Club.

#### Perspective Plans

The Mission and Vision of the college is the drive force behind the perspective plans.

- Facilitating learning and acquisition of knowledge with the aid of modern technology and other available resources.
- Building the character and personality with a strong moral and spiritual basis.

- Strengthening teaching and learning skills and maintaining a beneficial academic ambience.
- Creating social responsibility and global consciousness.

Leading the learners of this institution from the darkness of ignorance to the light of knowledge and wisdom with definitive focus on steady academic development and achievements.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

#### Response:

The 142 year old college has grown in leaps and bounds over the year due to its able administration. The system has made everyone in the college vested with certain responsibilities, which result in the overall success of administration, by delegating responsibilities to many staff members under various heads; the college has clearly practiced decentralization in administration.

- There are committees, functioning in the college with administrators, or faculty members or students or external experts as its coordinators.
- The responsibilities are delegated by the principal to the staff members in order to achieve effective and efficient administration.
- The vice principal deals with the immediate matters concerning the students and their discipline.
- The Director is vested with the responsibilities to deal with matters concerning the staff and students of self- financed programmes.
- The Heads of the departments coordinates the academic programmes of their respective departments.
- The coordinators of all the committees are responsible for the effective functioning of non-academic programmes of their respective departments and also the college as a whole.
- The Office Superintendent supervises the overall functioning of college office and delegates duties to the non-teaching staff members.

The following are the governing bodies, from macro, operating with the aim to achieve the overall good governance in the college:

- Executive committee
- Standing committee
- Governing Board
- Students grievance and redressal committee
- Women's grievance and redressal committee
- Examination cell
- Environment committee

- Library committee
- E- learning
- Parents Teachers Association
- Remedial Coaching
- Blood Donors Club
- Nature club
- Youth red cross
- Youth welfare Department
- Career Guidance and Placement cell
- Entry into services

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

#### HUMAN RESOURCE MANAGEMENT

#### Fresher undergraduate Orientation Programme

The Research Department of English, St. John's College, Palayamkottai takes initiative every year to orient the undergraduate newly selected students about the various college activities available in the campus. The main objective of this activity is to create awareness towards achieving career improvement. This is a one week programme entirely planned by the department of English.

Both the Arts and Science fresher undergraduate students gather in the Auditorium. The HODs of all the departments, coordinators of various club activities give orientation towards knowing various avenues of future prospects. Every year, the students are getting benefited out of this programme.

In addition to the above mentioned activities by the faculty, specific attention is given to gender issues. Since girl students turn out in good number for higher studies, through counselling they are equipped to face the challenges of the time.

Fresher undergraduate students' orientation is also inclusive of specific focus upon strengthening the four basic skills namely: reading, writing, listening, and speaking. For which the students have been assigned with various skill development activities in class rooms for five days. Work books and feed backs have also been given importance to know the present stakeholders' potentials. Improvement is being carried out considering the feedbacks submitted by the students.

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

### **6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.**

#### **Response:**

St. Johns College has a well-defined organizational structure. St. Johns College is managed by the Tirunelveli Diocese. Important matters such as drawing Institutional Policies, starting of new Programmes, construction of new buildings, sanctioning of posts, staff appointment and salary revision are decided by the Executive Board of Management and the Governing Body headed by the Bishop in C.S.I. Tirunelveli Diocese. The Organogram which can be seen through the link provided depicts the current organizational structure.

The Secretary, the Principal, the Vice Principal and the Staff Council plan for the academic and administrative activities of the college.

The Principal is the head of the Institution. Principal is responsible for the smooth functioning of the College and ensures growth including administrative, academic, co-curricular, extra-curricular and extension activities. The Principal and Staff Council with the Staff Body execute all the academic decisions. The major decisions taken by the Staff Council and decision making bodies are communicated to the staff members of the departments by their respective Heads.

The Vice Principal assists the Principal in the organization, management and conduct of various student activities of the College. The co-curricular activities are planned and monitored by the staff co-ordinators.

The IQAC is an independent body which works to ensure the quality and excellence in the activities of the College. IQAC of the college is involved in developing a quality system for conscious, programmed action to improve the academic and administrative performance of the College.

At the department level, the Heads of the departments are directly responsible for coordinating all the departmental academic programmes. Many of our staff members are has been linked with the Board of Studies of the M. S. University which is responsible for the academic and curricular development of the students. Our staff members have also been designated for various committees and clubs in the college.

The Librarian takes responsibility for updating and maintaining library resources and other facilities available in the college library. The planning Committee plans and prepares a budget for department requirements based on their needs, and with the approval of bursar the grants may be allotted for the departments.

The Office Superintendent coordinates the functioning of the administrative staff members and monitors the work allotted to them. The administrative staff members work according to the duties assigned to them.

Concerning academic matters the administrative staff members are governed by the Principal and for administrative work they report to the Secretary. Parents-Teachers Forum also contributes suggestions

through feedback for student progress and institutional development.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in areas of operation

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

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

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation, Administration etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

**Response:**

A well furnished Staff Retiring Room is available. To invest their time in an efficient way newspaper, magazines, sports articles/equipment including Carom Board, Chess Board, etc are available. A neat and spacious canteen is available at a low rate for the students. A cooperative store is also functioning inside the campus without much profit. Every year a staff retreat is arranged and spent by the management to rejuvenate the staff members (both teaching and non-teaching) and to motivate them to stick on with God.

Medical Leave and Maternity Leave is provided to the staff members as per the rules and regulations of the Government of Tamilnadu. Staff members are allowed to get housing loans and vehicle loans.

Staff members are encouraged to take up their higher education under Faculty Development Programme for doctoral studies, to attend national / international conferences, to attend refresher and training courses, and to publish research papers in indexed journals.



The CSI Tirunelveli Diocese has a TDTA Thrift Society to provide loan for the needy staff members; also they provide Diocese Scholarship for the children of the staff members. Our institution has a Family Medical Fund to help Sick Employee. The college also provide advance for the Regular Non-Salaried Staff members.

As part of the Christmas celebration, a Carol Service is orchestrated in the last working day of every calendar year followed by a Fellowship Dinner to strengthen the relationship among the staff. The institution distributes Christmas gifts in the form of money or dress materials to the non-teaching staff. A Chapel is kept open on all working days to have spiritual fellowship with God. The willing staff members can actively preach students on a turn basis.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

**Response:** 1.97

#### 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

2018-19	2017-18	2016-17	2015-16	2014-15
5	7	1	0	0

File Description	Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	<a href="#">View Document</a>

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

**Response:** 2.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	5	1	3



File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	<a href="#">View Document</a>

### 6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP) during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).

**Response:** 7.74

#### 6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
15	22	1	6	6

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	<a href="#">View Document</a>
IQAC report summary	<a href="#">View Document</a>
Details of teachers attending professional development programmes during the last five years	<a href="#">View Document</a>

### 6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

**Response:**

The college has a healthy practice of Performance Appraisal for teaching staff to compute the Academic Performance Index.

The faculty appraisal system of the college is designed with the objective of helping the faculty to improve and excel as a teacher. It is in operation for many years. The system was developed by the IQAC of our college. In the current system the teachers are evaluated by the students, HoD, peer and the Principal and the HoDs are evaluated by the teachers. The weightage percentage allotted is 50% for self-appraisal, and other 50% weightage by the students, Peer, HoD and Principal. The Faculty Performance Index is calculated for 100% in total.

The entire system is made online. Faculty and students have separate login ID to the college website. Each

teacher can view his/her profile and the Principal has the right to view the profile of all the teachers. In case of any concern, the Principal will have discussion with the concerned faculty and suggest measures for improvement.

Before the system is made operational, the various aspects of the system are explained to the faculty and the students. The teacher's assessment is also based on the feedback they get from the students and from other staff of the department. The staff appraisal by the colleagues is based on interpersonal relationship, cooperation, sharing of knowledge and resources in the department. The evaluation of the staff by the students is done at the end of the semester, subject wise and discipline wise.

The students' evaluation is based on the subject knowledge of the staff, the input given, the availability of the said staff in the department and approachability of the teachers and the role they play as a facilitator and mentor. The student forum feedback is also considered for staff assessment.

For the non-teaching staff, the evaluation is done by the Principal, who assesses on how the work efficiently done by the non-teaching staff, their cooperation with the teaching staff and their support at times of need and how they help students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

#### Institution conducts internal and external financial audits regularly

The Principal and the Bursar meet periodically to review the expenditure of the previous year and also to plan and scrutinize a proposed budget for the upcoming year. This budget proposal is presented at the Governing Board Meeting for approval.

Internal and External financial audit are conducted regularly. The college engages a qualified Chartered Accountant for the Internal Audit.

#### INTERNAL AUDIT

The Internal Audit is conducted twice in a year by a team of expert members from the CSI Tirunelveli Diocese before the Governing Board Meeting. The income and expenditure of the college is audited by the Chartered Accountant in two phases.

#### EXTERNAL AUDIT

Chartered Accountant audit is conducted through the CSI Tirunelveli Diocese Office, once in a year. Diocese audit may be conducted twice in a year to verify all vouchers. Government Audit is conducted by the RJD Office, Tirunelveli.

The following details of both Regular and Self Financed Accounts are subject to audit: All the money-transfers related to salary payment, salary advance, Legal payment, Admission fees, income from accommodation, income from rented building, expenditure on repair works, telephone bills, electricity bills, property tax, water tax, property insurance, Parent-Teacher Association, water and electricity for rented buildings, cultural and religious activities, development expenditure, computer maintenance, Principal's car, college generator, endowment and support by the management to the students etc.,

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 30.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
25	0.2	5	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

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

**Response:**

The sources of funds are fees, grant-in-aid salary, scholarship and interest from banks.

The other sources of funds are Schemes, Projects from UGC, DST, registration fees from Seminars and Conferences. Apart from that funds are raised through the sponsorship from the NGOs, Staff members,

Benefactors, Alumnae, Well-wishers and CSI Tirunelveli Diocese. The college also receives funds as endowment contribution from retiring staff.

The Governing board is responsible for planning and assessing expenditure for college/department activities that is linked to the raising of fund. Some of the well-wishers of the college and philanthropists support the institution by contributing funds for social development through student based activities.

As per the Institutional Policy, the college does not receive donations for admissions and recruitments.

## FUND UTILISATION

As per the availability of funds, the Management plans for expansion of infrastructure and updating ICT lab. Funds generated from funding agencies through common schemes are utilized as per the norms given by the agency. All the funds generated are accounted and audited.

The fund raised from Alumnae Association is utilized in such a way that the students are very much benefitted.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

#### Response:

As a progress for quality, the Internal Quality Assurance Cell (IQAC) of the college has taken two measures namely, Indexing and Initiating.

The IQAC of the college has taken many efforts for the indexing of the teaching staff, the non-teaching staff and the students which helps in the coordination of all the events.

The IQAC has taken initiatives to organize different Skill Based trainings; Hands-on Workshops and Seminars for staff as well as students to the hone their skills. Every year minimum two hands-on training programs, intra-collegiate workshops and seminars, faculty development programs, orientations on quality culture are initiated and conducted by the IQAC in order to make the staff members aware of quality assurance in teaching-learning, evaluation and assessment.

Arrangement for feedback responses from the students, their parents and Alumnae on quality related institutional processes is done by the IQAC. Major quality initiatives taken by the IQAC are Parent-Teacher Meet, Staff Assessment and Conduct of Annual Academic Audit. Academic Performance Index

(API) for the staff members as per the Tamilnadu Government guidelines followed and updated for staff assessment for their enrichment. Non-teaching staff performance index is also maintained by analyzing and evaluating the questionnaire which is prepared by the IQAC exclusively for the non-teaching staff.

Continuous Internal Assessment Audit is carried out regularly which in turn enhance the conduct of internal tests and also the performance of the students. Annual Academic Audit is conducted regularly to monitor the department and to encourage the department to enhance the quality of the staff members and the students.

### **Internal Academic Audit**

The IQAC has taken initiatives to conduct the Internal Academic Audit for all the departments. The Internal Academic Audit team which is chaired by the Principal of the college consists of the IQAC Coordinator and a few members who are selected as per the direction of the Principal.

Audit is undertaken using a format prepared by the IQAC based on the Self Study Report of NAAC.

The outcome of the audit and the recommendations are communicated to the respective departments by the IQAC for further action.

The Annual Academic Audit by the External Experts is conducted as planned in the Staff Council to evaluate the performance of every department in terms of achievements and progress made by the students, staff and the department as a whole.

The IQAC takes responsibility for planning and conducting the Academic Audit and gives a feedback to the Principal and was informed to the Staff Council Members for further implementation.

Preparation of the Annual Quality Assurance Report (AQAR) of the institution based on the quality parameters/assessment criteria developed by the NAAC in the prescribed format is also a major task done by the IQAC.

The IQAC has provided institutional Email IDs to the staff members and also the students using G-Suite. The assignments, quizzes and other assessments are conducted using this channel which is easy to assess the students and keep it as a record for future references

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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 and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation**

**quality initiatives )****Response:**

By initiating quality culture among the staff and the students, the IQAC of the college coordinates and facilitates all the activities to ensure quality and greatness. It plays an important role in contributing to the development of the teaching-learning process for both staff and students by giving various hands-on workshops and seminars.

The IQAC asks for a course plan every academic year to pre-plan everything and it also inquires for an academic plan for the smooth functioning of the college.

The IQAC motivates the teachers to explore innovative teaching skills and evaluation process to inspire the students. It also plays a remarkable role in the process of developing new techniques in teaching-learning and infrastructure which are needed to fetch ICT into the classrooms for better performance and understanding. For that the management has provided 26 LCDs and 5 Interactive panels for the sake of the students to learn everything lively. Virtual Classrooms created via G-Suite to cope up with the emerging trends in learning. Google classrooms give an easy access to the study materials provided by the staff members to the students. E-learning makes the students learn everything rapidly and effectively.

In-service training programmes are regularly organized by the IQAC for the teaching staff members. The IQAC has conducted hands-on training programmes for the staff members on 'Handling Smart Class using Interactive Panels' and 'Preparing E-Content', in order to make teaching-learning process lively.

At the end of each semester, Result Analysis is carried out by the staff members who are in charge of the courses and submitted in the Department Council for suggestions. Further, the Result Analysis Report is added in the Annual Academic Audit Report.

In view of enriching the quality of the teaching staff members, the IQAC continually motivates them to update their API scores. The staff members as well as the research scholars of the college are encouraged by the IQAC to publish their research articles in Indexed Journals. The IQAC motivates the staff members and the research scholars by giving them cash awards as a token of encouragement. Sir Vedasiromani Award, an initiative of IQAC as an incentive plan, is given to the authors/researchers of the college who publish their research article in the Scopus/Web of Science indexed journals.

Our college is one of the local chapters for NPTEL courses conducted by the IIT, Madras. So far, 286 students from various programmes have enrolled their names for Massive Open Online Courses and received their online E-certificates.

Documentation of various programmes and activities of the college, in order to prepare reports required for accreditation process and publishing of IQAC Newsletter letter biannually is also carried out by the IQAC.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>



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

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

**Response:** D. 1 of the above

<b>File Description</b>	<b>Document</b>
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Upload details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

##### Response:

Gender sensitization creates awareness on gender issues and makes subtle, the problem of women. This paves way for the inclination to reason, on diverse improvements obligatory to promote the position of women. Women education is the utmost influential device to transform the status of women in the society. Education imparts maturity in the life of an individual, thereby reducing disparities before creating equality inside families. The education of women at all stages will weaken gender bias. Further, women are enriched with an awareness of gender so that they can gain equality status.

Policies to endorse gender sensitization through college can turn out to be a gadget of change. An institution can produce a positive setting that permits every individual to foster their talent with no gender discrimination. An institution fosters the insight that women are no lesser to men and that they play significant roles at the domestic, public and institutional levels. Gender bias differs according to the socio-cultural and economic settings. Therefore, after a deep understanding of all these, a unique gender identity is guaranteed.

The following plans are promoted to ensure gender sensitization in the campus.

##### In Curriculum and extra curriculum activities

1. All the undergraduate students study a paper on Value Education, which deals with Gender issues and sensitization approaches.
2. Teaching-learning practice is made more participatory. The students' activities in the classrooms are given irrespective of gender, which helps to achieve encoded intentions, resulting in a positive and valued impact.
3. Freedom of space and time eliminate gender anxiety and eventually produce vital milestones for future accomplishments of women in all walks of life.
4. Methodologies that inspire learners to associate, remark and reason about elements that exist in their own milieu are built to help in positively reasoning out the received cultural backend that has basic ideologies about gender, caste and religion.
5. Safety and security are ensured throughout the campus for both the genders.
6. Counselling has become mandatory for all students as the institution provides an active mentor-mentee system, whereby the gender issues if any are settled easily.
7. Moral values among students and equal reverence for boys and girls are taught through educational events and programmes.
8. Various safety measures are provided for girls in the college such as a separate zone for rest, rest room facilities and recreational services like Gyms, indoor and outdoor games etc...
9. Each faculty acts as an expediter to form gender sensitized setting in their workplace, thereby promoting gender equity.

There are common rooms like the PhD scholars' rooms in each department, students' centre etc...,



censored through CCTV. Separate toilets are available for women and men, teaching staff and students. There are two separate hostels, one for the girl students and the other for the male students. Separate blocks are available for Undergraduates, Postgraduates and PhD scholars. The Hostels are managed by separate wardens, with the consent of the Principal.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Link for annual gender sensitization action plan	<a href="#">View Document</a>

### 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

**Response:** C. 2 of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 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:**

**Waste Management**

One of the major problems plaguing the world is waste that is produced from almost all quarters. It is imperative to have different methods to segregate and manage the waste that is generated. Waste management is gathering, carrying, and disposing of waste, sewage and other unused products. Major waste management methods include source reduction and reuse, recycling, composting, fermentation, landfills, incineration and land application.

This process of waste disposal focuses attention on burying the waste in the land. Non-hazardous waste is buried in the college campus using the Landfill method.

Liquid waste is deposited in Settling Tanks. Some amount of water is diverted through bunds to plants and trees. Open well recharge method is used effectively.

Incineration or combustion is a type of disposal method in which the wastes are burnt at high temperatures to convert them into residue and gaseous products. Waste napkins collected inside SJC toilets are incinerated on a regular basis.

Resource recovery is the process of using discarded items for a specific next use. The idea behind recycling is to reduce energy usage and preserve natural resources for future. Water, plastic wastes and electronic items are recycled.

Composting is an easy and natural bio-degradation process that takes organic wastes from the Laboratories, garden and kitchen, and turns those into rich nutrients. The college has five vermi-composting pits, which degrade materials and make manure at the rate of half a tonne every two months.

Waste to energy (WtE) process involves converting non-recyclable waste items into useable heat, electricity, or fuel through a variety of processes. Old, discarded and broken wooden materials are used as firewood in SJC.

This method is used to reduce creation of waste materials. Awareness regarding the reduction of using non-renewable resources and the reuse of the waste products is spread in SJC.

Electronic waste is electronic equipment that has ceased to be of value to users. Electronic goods in SJC are converted with the help of Electronic Club and sold to scrap buyers if not worthy of conversion.

Hazardous wastes such as Microbial stained materials are disinfected by heating it in the autoclave, with the help of disinfectants. The process of fumigation is used to clean the Microbial laboratory. The chemical wastes are decomposed using leach ponds, fumes cupboard and chimneys.

Hazardous wastes must be deposited in so-called secure landfills, which provide at least 3 metres (10 feet) of separation between the bottom of the landfill and the underlying bedrock. Landfills are used in SJC to decompose the leachate obtained from the chemical decomposition leach ponds. Collected leachate is pumped to a treatment plant. There is also in use, a leach tank for depositing hazardous waste.

A fume hood is a ventilation device that is designed to limit exposure to hazardous or toxic fumes. This is used in the chemistry laboratory to reduce hazardous fumes.

A chimney is made of masonry, clay or metal isolating toxic exhaust gases or smoke. Chimneys are used in the chemistry laboratory to reduce smoke.

File Description	Document
Link for Geotagged photographs of the facilities	<a href="#">View Document</a>

#### 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 all of the above

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

**Response:** Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>

#### 7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit

4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

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

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.7 The Institution has disabled-friendly, barrier free environment

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

**Response:** B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 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 other diversities (within 500 words).

**Response:**

St. John's College has always been on the forefront of building tolerance and harmony in the society. As an educational institution that has stood the test of time, for more than 140 years, the moral responsibility of the college in building and developing an environment that is peaceful enough for people from all walks of life to co-exist peacefully. The college is geographically located in a place that is home to people of three major religions. And students from all the three religious beliefs come and study in our college. The college is steady in its policy of maintaining a stress-free environment for all the students.

In order to celebrate the culture of all the different people who study in the college, the festivals of all the

major religions are celebrated. Pongal is celebrated every year, with all the students coming forward and adding colour to it. Sugarcane and *Pongal* are distributed to everyone. Cultural activities are celebrated in the form of contests and competitions. The students come and participate in the competitions with eagerness. Not only the Tamils, but also people from other states and cultural backgrounds participate in the events, thereby splashing a bit of cultural harmony throughout the proceedings.

Most of the students who study here comprise Hindus and Christians. They come from different communities. There are also Islamic students in our campus. In spite of all the different beliefs of the students who study in our college, peace reigns in our college. The harmony among the students is caused by the different kinds of functions that are usually conducted in the campus. The Season of Christmas has many events that are looked forward to by the students. Students of all religions participate in the singing and music programmes that are conducted.

Students speaking different languages as their mother tongue study in the campus. However, there are no conflicts regarding this. The language of communication is English. Students are encouraged to learn and speak English as much as possible. Respect is given to all languages. Awareness programmes on the importance of English as a Language is conducted.

Irrespective of the region from where the students come, the culture of St. John's enables all students to move around with harmony. Using inciting words based on a person's culture, region, community or language is frowned upon. The Staff members' cordial conduct towards the students and the gentle manner in which all matters are dealt with add decorum to the college, increasing the level of tolerance in the minds of the students. Tolerance and harmony are the watchwords of the staff and the students. This results in the serenity of the college being maintained at all times. The countless number of years SJC has maintained this peaceful environment stands as a testimony to the spirit of goodwill so prevalent among the staff and students of the college.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

### **7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

#### **Response:**

There is always a necessity to insist the moral and ethical values, fundamental rights, duties and responsibilities of the humane citizen through various programmes conducted in our college. Some of the programmes conducted on the ideas to instruct the present generations were on emphasizing the importance of respecting others, being honest, doing social service, prohibiting drinking, donating blood and its importance, motivating eye donation, inculcating personality development and acquiring life skills and communication skills. The need of the hour to save water was insisted by sticking bills within and out of the college. These bills had cause and effect of water wastage and corresponding crisis and scarcity. A few preventive measures were suggested to handle this adverse situation.

To help the visually impaired children, the students were encouraged to sell two hundred and fifty flags and donate the collected amount for the welfare of the visually impaired. A few placards were fixed in the college to insist the students on avoiding violence and its ill effects. To create awareness on following traffic rules and restraining accidents in traffic prone areas, a programme was headed by Mr. Jeyaraj, Retd. Traffic Police, Madurai. Youth were warned against rash driving, driving after consuming alcohol, and disobeying traffic rules that preys the lives of young adults.

Besides, an orientation program on “Alcohol Awareness” was conducted to caution the students against the ill effects of this irrational habit. A few rallies were carried out with regard to this to create mass awareness in the society. In addition to this, “First-Aid Training” was conducted by the Youth Red Cross to enlighten the young minds on ‘Acting with presence of mind to tackle critical situations.’ Following this, first aid box donation was carried out throughout the campus.

Another programme was conducted to strengthen the concept of self reliance in the students. The session was led by Dr. S. V. C. Michael, Vice Principal of St. Xavier’s College. There were different types of programmes that were aimed at sensitizing the students towards inculcation of basic and respectable manners. In the view that there is a lack of human values among the youngsters, they offered practical guidelines to act in a sensible manner in the contemporary scenario.

A special lecture was delivered on “Promoting Leadership Qualities” by Dr. A. Shagirtha Begam from Sadakabdullah Appa College and Mr. S. Johnson, Deputy Zonal Manager, LIC. An awareness programme on cleanliness was promoted under “Swachta Hi Sewa” to maintain our habitat and society clean. To inform the students of their rights and responsibilities towards electing an honest leader to lead our nation, an awareness programme on “National Voters Day” was held. As the college focuses on the holistic development of the students, an eye opening session on “In search of true love” was held to mark the Valentine’s Day. The students were cautioned against the follies they might indulge in. The college also provides courses in various disciplines that sensitized the students on human values, duties and responsibilities.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>

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

**Response:** C. 2 of the above



File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

#### Response:

It is the hallmark of a great nation and a well-balanced society to live in harmony with one another. A nation that does not provide security and a sense of safety to all its citizens stands guilty of dooming itself and blocking its own progress for decades. A pitiable state such as that deteriorates the morale of the citizens and pulls down the growth by many years. It sometimes might take a generation for the nation to right itself. Sometimes, the nation fails and falls into utter disarray. On rare occasions, a nation fails to remain a nation.

If such a situation is to be avoided, there are certain measures that have to be taken by the nation or an institution. One of the measures that can be taken is to conduct celebrations to denote commemorative days of national and international repute, special events to mark distinct occasions and to celebrate festivals. When such an event happens, the eyes of the people are opened, their minds broadened to accept different perspectives of people from various backgrounds. Cultural, communal and religious harmony is brought about by the conduct of such happenings.

SJC strives to bring about a sense of harmony and peace inside the college campus by conducting many such happenings. One of the most happening festivals is Pongal celebrations. Cultural events and competitions are held for the students in view of Pongal, every year. *Pongal* is cooked and sugarcane distributed to everyone in the campus. Rangoli, painting and other such contests are held each year and prizes distributed to the winners. This is a much looked forward to period by the students.

Christmas is celebrated with much fanfare every year. The choir starts practice many days before the day of the main function. The skits enacted, the tableau displayed and the songs sung denote the love and meaning of Christmas to all inside the campus. Needy students are identified and their needs met during the time of Christmas, exemplifying the joy of the season.

Teacher's Day is a day looked forward to eagerly by the staff members and students every year. The students gear up for the day each year and greet the faculty members with great respect and affection. A bouquet is usually presented to the staff, as a token of the students' appreciation.

The Republic Day and the Independence Day are celebrated every year without fail. Contests are conducted and the winners given prizes to appreciate their participation and performance. Flag is hoisted on all the Independence Day celebrations.

Birthdays of important national leaders such as Kamarajar and Mahatma Gandhi are celebrated in the college campus. Renowned people are invited as Chief Guests and felicitated. The students get an opportunity to listen to the minds of great people.

Socially important events such as voting are made aware to the students by conducting awareness programme for the same. The students and the staff members who participate in the programme take a pledge to vote.

File Description	Document
Link for Geotagged photographs of some of the events	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>
Link for Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 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:

#### Constructing Students' Character everyday

**Goal:** Education implies cultivating of character through the persistent advancement of intrinsic characteristics of an individual. It means to alter the pace of the individual's reality with that of the public. This change includes fortifying one's character and union of ethics. The current educational framework comes up short on these ethical principles. We aim to train students with ethically and morally sound doctrines that can help construct a better society. The result in the long run would be the realisation of a Utopian Society in the real world, enabling all to live in righteousness and peace, sharing goodwill among others.

**The Context:** "Moral" alludes to reflections, wants, or activities that conflict with or stifle personal responsibilities for the sake of our desires and the society. Moral practice and change of character can be individual or collective. By moral instruction programs we allude to facilitation of College-based etiquette improvement.

Presently, Value Education is largely excluded from institutions across the country. Yet, our ancient Universities such as Nalanda and Taxila, concentrated on conferring moral instruction to their understudies. Those educators laid emphasis on the need to turn students into ideal personalities. Qualities like respecting seniors, teachers, and having order and restriction in life were instilled into students by teachers.

Comprehensively, ethical quality refers to trustworthiness of character, decency in demeanour,



nonappearance of shades of malice like being scornful, jealous, disrespectful, dishonest, unfruitful, and so forth. A definitive target of education in our campus is to install these human qualities in the minds of our students.

**The Practice:** The lifeline of our practice is the Devotions that are conducted every morning. This makes a deep impact on the lives of the students by improving their quality at personal, spiritual and academic levels. Around 100 different students attend the Devotions in the morning each day, filled with the aim of leading their lives purposefully.

Instructions on leading lives with morally correct principles, being honest with one another, the necessity of following certain etiquettes for quality living, the need in the society for bringing up people who can be courteous to one another, having exceptional manners that can be the hallmark of a civilized society, the dire need of leading a virtuous life in an immoral society, and the guidance that can be sought spiritually are some of the foundational pillars on which the Devotions in the morning are conducted. It would be an understatement to say that, at the least, half of the population that participates in the devotions have their lives transformed for the better of the society.

Next in line is the Moral Instruction class conducted for students who show inclination towards the brighter side of life. When such a possibility is told to the students, most of them jump at the opportunity of improving their lives. Many of the students have had no such exposure and guidance towards any such programmes in their lives. This is a dream come true for many. This class brings about startling differences in the demeanour of the students, their lives being transformed dramatically in the process. At the end of the classes, their characters are so much changed that even those very close to those transformed students find it hard to believe what they see. When a character of a person is changed, the very person is changed.

One of the challenges faced in this was the deterioration of the students' quality after one or two moral instruction classes. This was shocking, considering the objective with which the classes were started, the energy with which the students enrolled in the class and the efficiency of the entire proceedings. It was analyzed that the students were in need of continuous classes to enable them gain ground on the new phase of their lives. The societal pressure was too much for the students to be reformed in just a couple of classes. They needed more classes and exposure to the teachings of the classes.

Furthermore, it is to be noted that students from economically poor background (67.33%), socially suppressed (21%) with broken families and students with alcoholic and other addiction servitudes constitute our student population. Most of the student families are below poverty line, urging us to conduct moral and counselling classes for students to develop life skills. Acquiring one or two of the life skills by the students will turn out to bring a drastic transformation in their lives. Their economy will be boosted, their lifestyle changed and their morale charged with positivity.

Some of the life skills imparted to students are painting, jewel-making, typing, cooking, etc... These skills ensure that the students are equipped to fend for themselves when they step out of the portals of the college. The coupling of these skills with the moral instructions that they receive make the students exceptionally good, a rare commodity to find in the society, one that is always in demand. The transformed students are good at heart, gentle in spirit and skilled with an ability to lead their lives.

#### **Evidence of success:**

The Devotions conducted in the morning had various agenda that it needed to convey to the students. A

challenge faced in this was the shortage of time to deal with all these qualities on a regular basis. This was solved by dealing with one topic a day, and thus have a coherent chain of thoughts connected by a common word; values.

The students who participated in Moral Instruction classes slipped back into their old lifestyles after attending just one or two classes. In order to surmount his challenge, once students evinced interest in such moral classes, continuity meetings were arranged to ensure their growth gradually. They started attending those classes regularly. And then, there were seen changes in their lives. This became a roaring success, with the students being handheld by the instructors and teachers of the classes till they succeeded.

Students with terrible addictions have changed and are currently settled comfortably. Many students' life problems disappeared by their good conduct. This resulted in a wholesome development of their families.

**Problems encountered:** One of the most important challenges faced is the disparity in the ratio of the students and the moral instructors available. It is practically impossible to cater to all the students who are in the campus, making individual attention almost impossible. The stirring of every soul in the society needs to be done. And we are at a terrible disadvantage, with the instructors' count at a dangerously low level. We need more number of qualified moral instructors. This can be compensated by having faculty members who are more empathetic towards the souls and lives of the students under their care. When the campus is filled with such faculty members, it would be easily possible to reach the entire student community.

### **For the students and by the students**

#### **Goal:**

One of the best methods of evaluating the students' standards and making them competitive in spirit and action is to encourage the spirit and culture of Peer Learning. This is encouraged at St. John's. Akin to the democratic principles voiced by Abraham Lincoln centuries ago, we advocate a learning environment that comprises students empowering other students. This makes the ordinary extra-ordinary and transforms mortals to immortals, in terms of achievements. Students become illustrious personalities at the end, standing tall in academics and building the society for the betterment of the world.

#### **The Context:**

The institution imparts holistic development in a student's life. The students withstand states of crises, conflicts, trials and innumerable tribulations in their progress towards education. Their obstacles seem insurmountable. But the flights of obstructive fantasy plaguing the students are broken by the education offered in the college, coupled with the various programmes conducted. Students from the financially lower rungs of the society are in need of unusually varied guidance on prevention of drug intake, sexual wellness, etiquettes and leadership qualities. Awareness programmes on sexual abuse, drug addiction, social ethics, manners and etiquette, make them conscientious. Thus, there is a need for such programmes for students with economically poor background, to be identified and given hope and confidence. Lack of such initiatives usually tends to block the creativity of students and prevent them from being responsible and hopeful, citizens with a purpose.

**The Practice:**

The faculty and the student-learners are well aware that it is the end that matters. In order to accomplish this, they incorporate new knowledge, behaviour, good attitude and skills that add to the range of student learning experiences.

The students organize programmes and leadership training sessions. This makes a colossal impact on the student community. The staff members observe, ready to guide them.

The senior students with good academic record help their juniors by taking extra classes. This develops a congenial and friendly atmosphere that promotes healthy relationship between the juniors and the seniors, keeping at bay, stress and tension. The learning that takes place off the working hours helps the poor students, filling them with hope. Around 448 students were involved in this mission.

The student-teachers guide their juniors to get their arrears cleared. They prepare handouts, notes and lead them in open discussions on various subjects. 'Under-the-tree-sessions,' a unique practice, gives light to the old school of learning. Thus, the student-teachers learn a lot by preparing their lessons and developing their leadership qualities. The seniors too, thereby, develop their organizing skills, management skills, accountability, teaching skills, etc...

Another unique practice is, the students handing over their text books and written notebooks to be used by the economically poor students, usually their juniors. This is a great boon for the poor students, who otherwise have no option of buying books for learning. When this practice is prevalent throughout the college, the overall bond of the juniors and the seniors increases, strengthening them against negativity.

Students help a lot in maintaining the general library and department libraries by binding the books, pasting the torn pages, writing the access numbers, rearranging the books, digitalizing the books and dusting the books. 206 students were used as helpers for this mission.

Around 175 students were used in the admission process of the college.

First generation learners and below the 'Poverty Line' students get an encouraging amount as honorarium for their service on the campus.

100 students, with the thirst for a green canopy over the earth, planted saplings on special occasions. Furthermore, 200 students involve regularly for IQAC / NAAC work.

The students of St. John's always leave a positive mark whenever they visit a village to indulge in social work, towards the transition of the village society. Students who hail from remote villages give light to their villages by making the illiterate, literate. They educate the village children and on keeping the environment clean.

Around 600 volunteers were available for all the work, helping in all the programmes for smooth conduct.

**Evidence of Success:**

All the above mentioned programmes have been met with stupendous success. The proof of this is the record of students having completed their degrees with flying colours. Some students who were extremely

poor in their communication skills and writing skills have passed in the examinations. This is a testimony to the success of the 'For the Students and By the Students' programme. The students who have emerged through this programme have good manners that beg attention, societal maturity that can handle any situation and are responsible. All these qualities have made them prominent pillars of the society, adding laurels to the institution. While many of them are placed in various jobs across the globe, some provide employment to others. Thus, this programme makes them stand tall amidst the ruins.

#### **Problems Encountered and Resources Required:**

This initiative was met with good applause and enthusiasm. However, the working hours of the college rained down on the goodwill of many potential participants. Many could not decide freely as to how regularly they could contribute their time and efforts. Students who worked part time could not make themselves available for this. Financial help was expected by many students to come and help in this venture. Lack of some more students who could involve themselves in this noble work was one of the challenges faced in this initiative. It would strengthen the cause of this initiative if students with financial freedom and availability of time were more in number.

File Description	Document
Link for Best practices in the Institutional web site	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### **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:**

##### **Institute Vision:**

Ever since its inception, St. John's College has been on the path of its vision "Leading the inmates of this Institution from the darkness of ignorance into the light of knowledge and wisdom with a definitive focus on steady academic achievements."

##### **Educational Mission:**

St. John's College was founded by the Christian missionaries (First by CMS and SPG, and then by TDTA and CSI), with the mission of delivering people from ignorance, chains of superstitious beliefs and showing them the right path to live on by imparting quality higher education to the local community of the Tirunelveli District. With its 140 years of untiring, incredible and invincible service in a place where many are living as bonded citizens to innumerable kinds of discrimination and discrepancies, it is determined to free them intellectually and spiritually with the vision of "Lighten to be Lightened."

To add cherry to the cake as a Christian Minority Institution, SJC primarily serves the socially and economically downtrodden .

### **Academic activity, Extension activity and Student Development:**

St. John's College in its yeoman service has produced educationists, scientists, Statesmen, Politicians, Administrators and Entrepreneurs who serve around the world leading the people from darkness unto the light. At least half a thousand of graduates, who may be otherwise called sons of the soil, now serve the nation as teachers in reputed and esteemed institutions in Odisha, Bihar, Chhattisgarh, Himachal Pradesh, Rajasthan, Madhya Pradesh and the other Union Territories in our nations. The zeal and passion acquired from St. John's College have energized umpteen number of first generation students to bear the torch of commitment, conviction, and confirmation of the purpose of their life.

### **Leadership Development and Social Commitment:**

The Institution has an operational juxtaposition in teaching and imparting social values. Our students have an unconquerable spirit of social commitment. The invincible record that the college has in the form of having sent reputed statesmen, leaders, social workers, spiritual and moral heroes across the continents is immeasurable. A few of our former students are leaders in various Christian organizations and social development organizations. To mention a few, one of the greatest Evangelists of all time the Late Dr. DGS Dhinakaran - the Founder of Karunya University, the Late Mr. Sam Jebadurai, Writer and Evangelist, Er. Stanley, Founder, BYM are our distinguished Alumni.

The college has had a few great scholars on the role of teaching community. To mention a few, H. A. Krishnapillai, the literary giant who translated "The Pilgrims Progress" authored by John Bunyan. H. A. Krishnapillai's joint venture in translating the Holy Bible with the Rev. Bower into Tamil is unparalleled. Prof. Thangasamy, Former Principal, is a great Philosopher whose theories and explanatory notes are still prescribed in Western Universities for their content. Dr. A. Valanarasu, a renowned contemporary Tamil scholar and teacher is also from The Department of Tamil.

The institution has also produced various national leaders viz., Mr. Thambi Durai, Minister of the Parliament, Mr. Dhanaskodi Athithan, Ex. Member of the Parliament, Mrs. Vijila Sathyananth, Member of the Parliament, Mr. Muthukarupan, Ex- MLA, Mr. P. H. Pandian, Ex-Speaker, Member of the Parliament, etc., Notable academicians such as Dr. Murugan, Scientist D, Botanical Survey of India, MoEF, New Delhi, Dr. Saathik (Retd), Formerly Director, Madras Institute of Technology, Chennai, Dr. Subramanian, Professor, Department of Physics, IIT Chennai, Dr. Natarajan, Professor, Department of Physics, IIT Chennai, Dr. Rajkumar, Founder, Group of St. John's School, Chennai and Publisher, Thinasudar (Daily Magazine) and successful bureaucrats such as Mr. Rama Krishnan IAS and Radha Krishnan IPS and many more. They add laurel to the fame of St. John's College, and their academic standard.

There are a handful of social workers and counsellors working in many parts of India, making sustainable lifestyle of the people groups.

The academic spark that our alumni have left in the minds of the people of our nation can never be blotted out from History as long as men can breath, eyes can see, so long as the torch bearers of St. John's College live and give moral, spiritual , intellectual and ethical values to the generations seen and unseen.

### **Institutional Excellence and Social concern:**

The students of St. John's have been scattered to far flung areas of the Indian sub-continent and have reached uncivilized places with civilization and modern facilities. Many impart education to the tribal teachers and most are social and community development workers and some are counsellors in the unreached interior tribal groups.

### **Conclusion**

The greatest singularity of SJC's Alumni is that many of them are embarked on the mission of civilizing the world by reaching out to the unexplored territories. The remotest parts of India will have our Alumni toiling as a teacher or a social worker, spreading the light and enabling them to step out of the various kind of darkness they might be seeped in. This is one trait that is extremely unique to the alumni of SJC. And the beauty of this whole thing is that alumni such as the ones mentioned continue to step out of our renowned college's threshold every single year. And that is an achievement.

This institution has been a boon for the local community people and has been a milestone in the development of the students for a period of 140 years. Our alumni are working as moral instructors, counsellors and social workers at various parts of the country carrying the same spirit of enlightenment towards serving the unreached public. They also take part in the cultural and societal development of various ethnic groups that are under-civilized.

<b>File Description</b>	<b>Document</b>
Link for appropriate web in the Institutional website	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

Being one of the oldest educational institutions of India, St. John's College has established its own value proposition, as its alumni hold the highest and most efficient positions. Some of them are:

**Dr. K. Radhakrishnan**, IPS is an Indian Police Service Officer of the batch of 1983, belonging to the Tamil Nadu Cadre. Currently, he is serving as the Director General of Police of the Civil Supplies, CID department of Tamil Nadu. He studied B.A. English in our institution (1973-76).

**Dr. T Natarajan Srinivasan**, retired in 2015 as Professor of Physics from IIT Madras after four decades of service and re-employed by Government of India (MHRD) to work as Professor in a newly started IIT at Tirupati. He was a demonstrator in Physics in 1971-1973.

**Dr. D.G.S. Dhinakaran** was an Indian Evangelical Preacher. He was the founder of Jesus Calls Ministries and Karunya University. He studied in our Institution and received a BSc degree in Mathematics from Madras University in 1955.

**Mr. R. Dhanuskodi Adhithan**, our illustrious alumnus, is an Indian politician who was a Member of the 14th Lok Sabha of India. He was also the Minister for States (Youth Affair and Sports Development).

**Mr. M. Thambidurai**, studied PUC in our Institution, is an Indian politician who served as the Deputy Speaker of the Lok Sabha (2014-19). He was Member of Tamil Nadu Legislative Assembly (2001-2009) and Minister of Education (2001-2006). He had served as the Cabinet Minister of Law, Justice and Company Affairs and as the Minister of State of Surface Transport (1998-1999).

**Mr. P. Soundararajan**, our Alumnus, is a politician, formerly a Member of the Parliament in Rajya Sabha from 1996-2002. He studied B.Sc. Zoology in St. John's College (1976-1979).

**Mr. S. Muthukaruppan**, our Alumnus, is a politician, a Member of Parliament, representing Tamil Nadu in the Rajya Sabha (the upper house of India's Parliament 2014-2020). He studied B.A. from St. John's College in 1979.

**Mrs. Vijila Sathyananth**, a proud alumna of our College, is an Indian politician, Educationalist and former Mayor of Tirunelveli Municipal Corporation. She was also a Member in Rajya Sabha from 2014-20.

### Concluding Remarks :

St. John's College has completed 143 years of service in the cause of higher education. All along, the college has not just carried itself successfully, from humble beginning since 1878 to the position where it is right now, but also carried on itself innumerable students, who could reach greater heights in almost all the walks of life in the society. Having been lead to light, the students of the college start leading others from darkness to light.

The college aims at establishing academic ambience, which caters to the needs of both the student community and the society at large. The college does its best to maximize the outcome of the curriculum, prescribed by the

university. The teaching-learning methods have also evolved to greater extent with the addition of modern techno-based educational tools.

For the last few years, many new programmes have been added to the already existing ones for the benefit of the students. In addition to the activities of teaching-learning, there has been a number of research endeavours too, which are being taken care of by the nine Research Departments.

With the view to offer the students a full range of co-curricular and extra-curricular activities are offered only to discover and strengthen their capabilities, which shape their all round personality. By providing enough opportunities to the students, the college taps the constructive and creative energies of the students.

Every department of the college organizes enough programmes like Guest lectures, Conferences, Hands-on Workshops and Seminars so that the students get exposed to what is necessary in the field and academics.

Through mentoring and counseling, the interpersonal skills are encouraged among the students and the staff members. This results in creating a friendly atmosphere on the campus. The college encourages the students through extension activities, to take part in social works also. They offer help to the people in need.



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</b></p> <p><b>1.2.1.1. Number of Programmes in which CBCS / Elective course system implemented.</b>            Answer before DVV Verification : 31            Answer after DVV Verification: 27</p> <p>Remark : As per the HEI documents provided with the SSR and additional documents provided during clarification.</p>																				
1.2.2	<p><b>Number of Add on /Certificate programs offered during the last five years</b></p> <p><b>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years.</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>0</td> <td>2</td> <td>2</td> <td>5</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	6	4	4	4	4	2018-19	2017-18	2016-17	2015-16	2014-15	3	0	2	2	5
2018-19	2017-18	2016-17	2015-16	2014-15																	
6	4	4	4	4																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
3	0	2	2	5																	
1.2.3	<p><b>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</b></p> <p><b>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>195</td> <td>0</td> <td>243</td> <td>157</td> <td>481</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>195</td> <td>1</td> <td>219</td> <td>189</td> <td>493</td> </tr> </tbody> </table> <p>Remark : As per data the value of 2017-18 is 0 but system does not allow to pick 0 hence value of 1 taken</p>	2018-19	2017-18	2016-17	2015-16	2014-15	195	0	243	157	481	2018-19	2017-18	2016-17	2015-16	2014-15	195	1	219	189	493
2018-19	2017-18	2016-17	2015-16	2014-15																	
195	0	243	157	481																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
195	1	219	189	493																	
1.3.2	<p><b>Average percentage of courses that include experiential learning through project work/field</b></p>																				

**work/internship during last five years****1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
21	16	15	15	15

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
17	15	15	15	15

**1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)****1.3.3.1. Number of students undertaking project work/field work / internships**

Answer before DVV Verification : 660

Answer after DVV Verification: 655

**2.1.1 Average Enrolment percentage (Average of last five years)****2.1.1.1. Number of students admitted year-wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1227	1120	1018	957	997

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1227	1120	1028	957	997

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1515	1298	1154	1130	1130

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1515	1298	1154	1130	1130

Remark : as per 2.1.

2.1.2	<p><b>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)</b></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 432 1046 562"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1227</td> <td>1120</td> <td>1018</td> <td>957</td> <td>997</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 645 1046 775"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1227</td> <td>1120</td> <td>1028</td> <td>957</td> <td>997</td> </tr> </tbody> </table> <p>Remark : As per 2.1</p>	2018-19	2017-18	2016-17	2015-16	2014-15	1227	1120	1018	957	997	2018-19	2017-18	2016-17	2015-16	2014-15	1227	1120	1028	957	997
2018-19	2017-18	2016-17	2015-16	2014-15																	
1227	1120	1018	957	997																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
1227	1120	1028	957	997																	
2.3.3	<p><b>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )</b></p> <p>2.3.3.1. Number of mentors</p> <p>Answer before DVV Verification : 154</p> <p>Answer after DVV Verification: 149</p> <p>Remark : As per data</p>																				
2.4.2	<p><b>Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)</b></p> <p>2.4.2.1. Number of full time teachers with <i>Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.</i> year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1496 1046 1626"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>73</td> <td>59</td> <td>53</td> <td>47</td> <td>48</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1709 1046 1839"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>87</td> <td>80</td> <td>75</td> <td>70</td> <td>49</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	73	59	53	47	48	2018-19	2017-18	2016-17	2015-16	2014-15	87	80	75	70	49
2018-19	2017-18	2016-17	2015-16	2014-15																	
73	59	53	47	48																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
87	80	75	70	49																	
2.4.3	<p><b>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</b></p> <p>2.4.3.1. Total experience of full-time teachers</p> <p>Answer before DVV Verification : 9.542</p>																				

Answer after DVV Verification: 9.494772

Remark : excluding lib and phy. education

**3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)**

**3.1.2.1. Number of teachers recognized as research guides**

Answer before DVV Verification : 50

Answer after DVV Verification: 45

**3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years**

**3.1.3.1. Number of departments having Research projects funded by government and non-government agencies during the last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	0	0	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	3

**3.1.3.2. Number of departments offering academic programmes**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
19	18	17	17	17

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

**3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years**

**3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years**

Answer before DVV Verification : 132

Answer after DVV Verification: 119

**3.3.1.2. Number of teachers recognized as guides during the last five years**

Answer before DVV Verification : 30

**3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**

**3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
87	43	35	47	31

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
86	43	35	47	31

Remark : as per data

**3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****3.3.3.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
52	82	87	52	51

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
50	81	86	52	50

Remark : as per data

**3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years****3.4.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	3	1	0	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

0	3	1	0	2
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Remark : excluding lion club award

**3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**

**3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7420	4780	2267	2277	1052

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
7385	4780	2117	2111	1052

Remark : excluding Yoga day and birth Jayanti of sh Abdul Kalam ji

**3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**

**3.5.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
6	5	3	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
7	5	3	1	1

**4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 112

Answer after DVV Verification: 24

Remark : room with ICT Facility

4.2.2	<p><b>The institution has subscription for the following e-resources</b></p> <ol style="list-style-type: none"> <li>1. e-journals</li> <li>2. e-ShodhSindhu</li> <li>3. Shodhganga Membership</li> <li>4. e-books</li> <li>5. Databases</li> <li>6. Remote access to e-resources</li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above</p>																				
4.2.3	<p><b>Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)</b></p> <p>4.2.3.1. <b>Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 835 1046 965"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>4.15</td> <td>1.13</td> <td>1.47</td> <td>2.37</td> <td>1.56</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1048 1046 1178"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1.57</td> <td>2.37</td> <td>1.47</td> <td>1.11</td> <td>4.15</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	4.15	1.13	1.47	2.37	1.56	2018-19	2017-18	2016-17	2015-16	2014-15	1.57	2.37	1.47	1.11	4.15
2018-19	2017-18	2016-17	2015-16	2014-15																	
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2018-19	2017-18	2016-17	2015-16	2014-15																	
1.57	2.37	1.47	1.11	4.15																	
4.4.1	<p><b>Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)</b></p> <p>4.4.1.1. <b>Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1541 1046 1671"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>373.6</td> <td>133.2</td> <td>182.5</td> <td>102.2</td> <td>155.4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1753 1046 1883"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>173.69</td> <td>133.26</td> <td>182.53</td> <td>102.26</td> <td>155.48</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	373.6	133.2	182.5	102.2	155.4	2018-19	2017-18	2016-17	2015-16	2014-15	173.69	133.26	182.53	102.26	155.48
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2018-19	2017-18	2016-17	2015-16	2014-15																	
173.69	133.26	182.53	102.26	155.48																	
5.1.3	<p><b>Capacity building and skills enhancement initiatives taken by the institution include the following</b></p> <ol style="list-style-type: none"> <li>1. Soft skills</li> </ol>																				

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per data in other feilds 2,3,4 are taken

**5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : as per data

**5.2.1 Average percentage of placement of outgoing students during the last five years**

**5.2.1.1. Number of outgoing students placed year - wise during the last five years.**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
102	72	66	65	61

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
102	70	66	65	61

**5.2.2 Average percentage of students progressing to higher education during the last five years**

**5.2.2.1. Number of outgoing student progression to higher education during last five years**

Answer before DVV Verification : 597

Answer after DVV Verification: 596

**5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

**5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State**



**government examinations, etc.) year-wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
18	23	19	13	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
18	25	25	19	23

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
14	11	3	9	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : in all cases it is only participation no award won

**5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)****5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
21	17	41	18	14

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
16	10	34	6	3

Remark : As per data excluding republic day etc

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
9	14	1	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	7	1	0	0

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP) during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
20	30	10	9	16

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
15	22	1	6	6

Remark : as per data

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

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**

	<p>2. <b>Collaborative quality initiatives with other institution(s)</b></p> <p>3. <b>Participation in NIRF</b></p> <p>4. <b>any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)</b></p> <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: D. 1 of the above</p>
7.1.2	<p><b>The Institution has facilities for alternate sources of energy and energy conservation measures</b></p> <p>1. <b>Solar energy</b></p> <p>2. <b>Biogas plant</b></p> <p>3. <b>Wheeling to the Grid</b></p> <p>4. <b>Sensor-based energy conservation</b></p> <p>5. <b>Use of LED bulbs/ power efficient equipment</b></p> <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above</p>
7.1.7	<p><b>The Institution has disabled-friendly, barrier free environment</b></p> <p>1. <b>Built environment with ramps/lifts for easy access to classrooms.</b></p> <p>2. <b>Divyangjan friendly washrooms</b></p> <p>3. <b>Signage including tactile path, lights, display boards and signposts</b></p> <p>4. <b>Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment</b></p> <p>5. <b>Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</b></p> <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above</p>
7.1.10	<p><b>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</b></p> <p>1. <b>The Code of Conduct is displayed on the website</b></p> <p>2. <b>There is a committee to monitor adherence to the Code of Conduct</b></p> <p>3. <b>Institution organizes professional ethics programmes for students, teachers, administrators and other staff</b></p> <p>4. <b>Annual awareness programmes on Code of Conduct are organized</b></p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above</p>

## 2. Extended Profile Deviations

ID	Extended Questions					
1.1	<p><b>Number of courses offered by the Institution across all programs during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> </tr> </table>	2018-19	2017-18	2016-17	2015-16	2014-15
2018-19	2017-18	2016-17	2015-16	2014-15		

615	550	492	492	484
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Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
606	539	484	479	474

**1.2 Number of programs offered year-wise for last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
31	30	30	30	30

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
27	25	25	25	25

**2.1 Number of students year-wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3128	2823	2730	2629	2442

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1227	1120	1028	957	997

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
154	136	132	126	138

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
147	125	115	122	117

**3.2 Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
154	136	132	126	138

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
152	152	148	136	136

4.1 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 112

Answer after DVV Verification : 64

4.3 **Number of Computers**

Answer before DVV Verification : 213

Answer after DVV Verification : 246

NAAC