



Estd. 1882

ST. JOSEPH'S COLLEGE (AUTONOMOUS)

Recognised as College of Excellence by UGC

DBT - STAR & DST - FIST Sponsored College

Post Box No. 27094, 36 Lalbagh Road,

Bengaluru - 560027

SELF STUDY REPORT

2012-17

(FOR THE FOURTH CYCLE OF INSTITUTIONAL ACCREDITATION)

Submitted to

National Assessment and Accreditation Council (NAAC)

Bengaluru

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PREFACE

When Swami Vivekananda was once asked, “Can there be anything worse than losing eyesight?” he is said to have replied, “Yes, losing your VISION.”

As St. Joseph’s College (Autonomous) completes its fourth cycle under accreditation, we in the Josephite family are all too aware of the danger posed by the absence of a robust and holistic vision. When this institution was founded in 1882, its founders visualized it as a place that imparted a life-transforming education, one which emphasized both intellectual excellence and commitment to a life governed by enduring values and principles. This was further deepened when the Jesuits took up the management of SJC in 1936.

The purpose of our education at St. Joseph’s is the “overall development of the human personality,” so that every student who passes through the portals of this College attains wholeness through *metanoia*, i.e. “a transformative change of heart.” The objective is to make possible an educational experience that is not confined to the acquisition of knowledge and skills, but one that equips the student with the capacity to attempt new things, and with the will and resourcefulness to make a positive difference in the lives of one’s struggling fellow-citizens.

In our educational mission here at SJC, we strive to make possible in our students’ lives the flowering of the five C’s: Competence, Conscience, Compassion, Creativity and Commitment. The goal of our education is nothing less than the integral formation of our students - helping them to become men and women for others and with others. By striving for excellence in learning, creative and practical thinking, and co-operative leadership, we stress both academic excellence and human excellence. In this journey to wholeness, we seek inspiration from genuine religious and moral values. We emphasize the need to develop a practical awareness of the prevailing social conditions, from which should flow a commitment to the cause of justice. Thus, according to our vision, a Josephite should be one who lives with a commitment for justice, acts from a strong sense of self-respect and self-confidence, thinks critically and creatively, communicates effectively, exercises power ethically and responsibly, cultivates a positive sense of direction and evokes hope.

The honours that the institution has received at various stages of its journey through time have all been deeply encouraging and have reinforced its sense of mission. The latest such was the conferment of the title “College of Excellence” by the UGC, midway through the present accreditation cycle. While such honours vindicate our commitment to our ideals, they also compel us to introspect even more and strive for greater improvement.

It is in this spirit that we at SJC welcome the valuable opportunity for introspection and self-criticism that the NAAC self-study process makes possible. In the report that follows, we offer the results of this introspection, honestly presenting to the best of our knowledge and ability a picture of the strengths and limitations of this institution. Overall, we find it to be a very encouraging picture. However, the process has undoubtedly made us aware of the need for fresh initiatives in certain areas and for improvement in a few others. We do not wish to fall into the trap of resting on our laurels and hence sincerely hope that the discovery of shortcomings here and there will strengthen our resolve to overcome them.

I congratulate Dr. Subhashini Muthukrishnan, the Coordinator of IQAC and her dexterous team. I also thank our alumni who sojourned with us in documenting this self-portrait of the College.

Dr. Fr. Victor Lobo, S.J.
Principal

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9	Dr. Arul Mani	Member Coordinator: CRITERION I	Assistant Professor Department of English
10	Mr. Clement D' Souza	Coordinator: CRITERION II	Associate Professor Department of Economics
11	Dr. Arun Thampan Varma	Coordinator: CRITERION III	Assistant Professor Department of Physics
12	Dr. Ronald Mascarenhas	Coordinator: CRITERION IV	Associate Professor Department of Chemistry
13	Dr. Berin Lukas	Coordinator: CRITERION V	Associate Professor HOD, Sociology
14	Dr. Syed Wajeed	Coordinator: CRITERION VI	Associate Professor HOD, Microbiology
15	Mr. Madappa	Coordinator: CRITERION VII	Assistant Professor HOD, Biotechnology
16	ALL HEADS OF DEPARTMENTS		
17	STEERING COMMITTEE VOLUNTEERS		

EXECUTIVE SUMMARY

St. Joseph's College, Bangalore is one of the premier institutions of higher education in India. Established in the year 1882 by the Fathers of the French Foreign Mission, and then handed over to the Society of Jesus in 1937 through the Diocese of Mysore, the College strives for a just, secular, democratic, and economically equitable society that cares for the poor, the oppressed, and the marginalized through the formation of men and women who are agents of change in modern society.

College motto: **Fide et Labore**, from the Latin for Faith and Toil‘.

Vision: to prepare men and women for the service of their fellow-citizens, especially the poor and the oppressed.

Mission statement: St. Joseph’s College, seeks to create men and women who will be agents of change, committed to the creation of a society that is just, secular and democratic. The education we offer is therefore, oriented towards enabling our students to strive for both academic and human excellence. The College pursues academic excellence by providing a learning environment that constantly challenges the students and supports the ethic of intellectual curiosity and ceaseless enquiry. We promote human excellence through courses and activities that help students achieve personal integrity and conscientise them to injustice prevalent in society‘.

Criterion I: Curricular Aspects

The granting of academic autonomy to College in 2005 has enabled us to establish an academic system that best implements the Vision and Mission statements. The motto, Faith and Toil‘, encapsulates the institutional vision of creating men and women who are prepared to work in service of their fellow citizens, especially the poor and the oppressed. The academic programs of College are strongly influenced by and ideated through this institutional vision. The curriculum aims to balance excellence in academics with the larger concerns of human excellence and lifelong learning.

St Joseph's College offers a wide range of undergraduate and postgraduate courses, some of which have traditions rooted deep in the history of the College, and others which have dynamically evolved and come into existence as a response to the rapid changes characteristic of modern society. College offers 18 undergraduate courses, 11 postgraduate courses, three professional courses, and two vocational courses which are diversified over several relevant and pertinent fields of knowledge.

In the past four years, responding to local and national needs, College has introduced several new courses including two B.A. programs: English, Journalism, and Psychology (EJP), Communicative English, Political Science, and Economics (CPE); a B. Com. (regular), and a B. Com-BPS (industry-integrated). Two vocational (B. Voc.) courses: Visual Media & Filmmaking and Digital Media & Animation have also been introduced at the undergraduate level. At the postgraduate level, two courses have been introduced - M. Sc. Mathematics, and M. Sc. Big Data Analytics, the latter in collaboration with Tata Consultancy Services (TCS). Choice Based Credit System (CBCS) has been introduced from this academic year.

The development of syllabi for different academic programs in College is undertaken through a robust Board of Studies (BOS) that keeps in focus the larger issues while paying attention to minute details. Syllabi are further enhanced through the inclusion of ideas arising out of informal discussions with students and other stakeholders. The inclusion of eminent personages from research institutions, industry and corporations, and department alumni in the BOS ensures that syllabi are pertinent and relevant to the needs of modern society.

An atmosphere of challenge and stimulation is maintained in all academic, co-curricular, and extra-curricular activities of College to ensure that students are well prepared to meet and withstand the variety of challenges that they will inevitably find in the spheres of life and work.

Criterion II: Teaching-Learning and Evaluation

College follows an admission policy that includes a preferential option for the poor and the marginalized sections of society. While initially instituted for the education of young Catholic men, today College admits and encourages the education of men and women from all backgrounds. Applications are received and accepted today from a diverse student body spanning several socio-ethnic and religious backgrounds from across India as well as from several other countries, including Afghanistan, Bhutan, Cote d'Ivoire, Iran, Maldives, and Sri Lanka.

A carefully planned and monitored admission process ensures transparency and equitable opportunity to all applicants. Admission decisions are made by a specially constituted committee, and adhere to the Reservation Policy of the Government of India as it applies to Christian minority institutions.

The academic calendar is planned well in advance, and is outlined in a detailed fashion in the College Calendar. Lectures are primarily adopted as a method of promoting interest in learning among students. In addition, curricula of the Natural and Physical Sciences include experimental learning as an important tool, while those of the Social Sciences utilise discussions in the classroom and in groups, presentations, quizzes, report-writing, case studies, and management games in their teaching-learning process. The curricula aim at both sharpening the students' understanding of subjects as well as improving their grasp of how their subjects interface with the real world.

College has adopted technology prominently in its teaching-learning process in recent years, equipping several classrooms with projectors, providing students with access to academic resources through INFLIBNET, through the inclusion of software-based learning in many syllabi, and through the recognition of MOOCs for awarding credits. Some of the innovations seen in recent years include the use of case studies, field work, data based research, reviews of literature, screening films and documentaries in the Social Sciences, practical examinations in statistical software in the postgraduate Economics program, the online Learning Management System MOODLE in the postgraduate Physics program, Virtual Lab Experimentation by the Biotechnology Department, and many more.

The mix of staff from different regions of the country brings diversity to the quality of life on campus. A large number of them are PhD holders, and several newer members are currently pursuing PhD programs as well. Teachers are encouraged to enhance their knowledge through seminars, conferences and workshops.

The evaluation system is transparent, fair, and works as planned. The Controller of Examinations (COE) ensures that the examination system follows a clearly outlined process, which helps students and faculty to plan their academic schedules effectively. Flexibility and diversity in the evaluation schemes are encouraged by College to cater to the different needs of students. Following the directive issued by Bangalore University, a 30-70 weightage scheme is now applicable to marks awarded in internal assessment and end-semester examinations.

Criterion III: Research, Consultancy, and Extension

One of the hallmarks of the Vision and Mission of St. Joseph's College is to serve the community through research and extension activities. These activities are seen by College as important catalysts for creating change agents out of its students. In this light, research is actively promoted and encouraged in all spheres of College life. The Bangalore Jesuit Educational Society (BJES) has, as a policy initiative, earmarked Rs 50,00,000 for the promotion of research in College, particularly through seed grants to faculty submitting proposals. Additional support from College towards research includes the reimbursement of travel and registration expenses for staff attending conferences and workshops, availability of leave for faculty, and infrastructural support in terms of electricity, water, office space, equipment and internet for researchers.

Twelve research projects were completed by faculty in the period 2012-16. Two departments (Botany and Chemistry) enjoy Research Centre status granted by Bangalore University, and two more departments (English and Physics) are in line for the same recognition. Grants for 39 research projects were received during this study period, out of which 22 (7 major and 15 minor) are ongoing, and 17 (4 major and 13 minor) have been completed. There is an active output of high quality research from the Institution, with 57 SCI indexed, 110 ISSN, 45 ISBN publications and 20 proceedings. MoUs have been signed with three foreign universities and accommodation facilities for visiting faculty have been provided.

High quality equipment is available with the laboratories of several departments, including Botany, Biotechnology, Chemistry, and Physics, and aid faculty in conducting high value experiments in their various fields. The promotion of a culture of research among students can actively be observed in College. In addition to syllabus-based learning, students are always encouraged to undertake research projects formed out of their own observations and questions. All undergraduate students are required to submit a term paper in any field of their interest that provides them with an exposure to the world of research. Students of postgraduate courses are provided syllabus-based classes on research methodology in order to aid them in their research. They are expected to submit a well-researched dissertation, on which they are rigorously examined. Internships are encouraged at the undergraduate level and

allow students to earn extra credits. Some postgraduate programs include internships as a necessary part of their curriculum.

College also encourages its faculty to provide consultancy services to other agencies and organizations. Funds received through such activities are utilised for College development, and at times even re-injected into the department to help in funding research.

In addition to research and consultancy, College places importance on extension activities and social outreach programs for its students and staff. Sensitization programs are conducted for all new entrants to College at the time of joining, and a variety of extension activities are planned and conducted through the year by the Joseph's Outreach Centre, while the MSW course, and the activities of NSS/NCC ensure that students are constantly kept in touch with the ground realities of the society in which they live. The outreach program has been mandatory for all students of College since 2015. Postgraduate students spend five days in rural Karnataka as part of this program, while undergraduate students visit several city-based social service organizations, serve at traffic signals, teach in government-run schools, carry out environment consciousness projects and participate in rallies and protest marches. They learn several individual and social skills by participating in these programs, and form attitudes that are useful in realising College's Mission and Vision.

Criterion IV: Infrastructure and Learning Resources

St. Joseph's College is located at Langford Road on an 8.4 acre campus which houses several class rooms, well-furnished laboratories and libraries, state-of-the-art auditoria and seminar halls, administrative blocks, and residential facilities. Recent developments include newly completed class rooms, laboratories, studios, an auditorium complex, and extensions to the library. As part of the its drive to upgrade to a University, construction is underway with two new structures: the Multi-Activity Centre which will house sporting facilities, cafeteria, spacious class rooms, research laboratories, a common room for women students, staff rooms; and the New Building with 6925 m² of floor area, containing administrative offices, a new library, and a reading room. 18 undergraduate and 11 postgraduate courses are laboratory-based, and are supported by modern facilities with high quality, well-maintained equipment to meet the learning needs of students and research needs of faculty.

The encouragement of holistic development in students is echoed in the infrastructural facilities provided by College, which promote a wide range of sporting and cultural activities on campus. The Library has been constantly engaged as an important learning resource for students, and provides the OPAC facility and INFLIBNET access. With over 79,000 books and a budget of over Rs. 6,00,000 a year (increased to over Rs. 12,00,000 in recent years) for new additions, the holdings of the Library are increasing rapidly and meaningfully through staff and student inputs. It also houses 83 computers to provide students with access to online learning resources. The campus is equipped with optic fibre and Wi-Fi enabled networks for use by staff and students.

ICT has been increasingly recognized and utilised as a key tool in effective education. College currently has 63 ICT-enabled classrooms, and students are encouraged to use

the facilities for presentations and other academic work. Technology is also being leveraged in order to assist differently-abled students of College, especially during examinations and in the Library through the use of assistive software. All blocks have wheelchair ramps and elevators that allow easier access.

Criterion V: Student Support and Progression

College has instituted a strong culture of mentoring and student support to help in the holistic development of students. Class mentors keep track of students' academic, co-curricular, and extra-curricular performance as well as their regularity and punctuality. Mentors also provide pertinent information to new students of College regarding the facilities and functioning of the Institution. They liaise with HODs, Welfare Officers, administrative departments and coordinators of student outreach programs.

Students have several opportunities to participate in lectures and workshops, both in their own field of study and in others. A total of 80 workshops and seminars were conducted in College during the period 2012-16.

The management offers a number of scholarships and freeships to students from marginalized and deprived backgrounds. In 2012-13, the amount disbursed through management scholarships/freeships was Rs. 7,00,000 - which grew to over Rs. 19,00,000 by 2015-16. Students also receive financial assistance from several other agencies and organizations. These scholarships amounted to over Rs. 5,00,000 in 2015-16. The International Students' Service, established in 2014 in collaboration with the Indian Council of Cultural Relations, seeks to attract more foreign students to College and provides them with a base for information and support.

Support services for the differently-abled are also implemented in several areas of College. Provision has been made for such students to access assistive software and hardware in the examinations, and while using the library. Question papers are modified in order to meet their needs. Skill development courses are conducted for students who have need of the same. A Mid-day Meal Scheme for students from economically deprived backgrounds is also implemented in College. Several grievance cells operate in College to redress complaints relating to ragging, sexual harassment, and examinations.

To allow for smooth and meaningful student progression, College has a functioning Placement Cell that invites participation from all students, and provides them exposure to potential employers. It acts as an interface between students and the world of work, organising interviews, placement talks, mock aptitude tests, and equipping students with the skills required for employment. The Alumni Association aids the Placement Cell through its members, many of whom are placed in reputed organisations and institutions the world over. It is generally observed that half of College's graduates move on to postgraduate courses while 5% of postgraduates pursue M. Phil. courses, and about 3-4% enroll in PhD programs.

Criterion VI: Governance, Leadership, and Management

St. Joseph's College is an institution administered by BJES, and has a governing body. The Principal is nominated by BJES as the head of the Institution, and oversees its operations through a well-structured, consultative administrative system.

Regular and mandatory training programs conducted in collaboration with experts for the staff as well as the management at all levels ensures that College administration remains competent and able to meet the demands and challenges of running a large academic institution.

A system of decision-making bodies is established to oversee the working of different sections of the Institution, and to promote development in all areas. These committees are present at all levels of College, from the student body to the management. Departmental autonomy grants individual departments freedom in syllabus design, career guidance, and in organising co-curricular activities. Several other important decision-making and statutory bodies prominently include staff, and even students where required, so as to ensure that decisions reflect the requirements of College. In this way, College has adopted a system of consultative leadership that seeks inputs and implements suggestions from all its stakeholders so as to reinforce and ensure the culture of excellence. A feedback mechanism is also in place to gather inputs from teaching and non-teaching staff, parents, and alumni.

In order to ensure that quality standards in higher education are met, College established the Internal Quality Assurance Cell in 1999. The policy of the College in this regard is to provide 'inclusive quality higher education with shared responsibility of all stakeholders'. Academic Audits are conducted by HODs through the use of Work Done Diaries, and through Staff Council meetings. The Academic Council regularly reviews the teaching-learning process in College, and consists of several key members of the management and faculty. A documentation centre in College enables complete documentation of all activities, and helps to further reinforce the culture of quality and excellence promoted.

For the present (4th) cycle of NAAC accreditation conducted by College, IQAC has conducted an extensive feedback survey from all stakeholders, as well as a gender audit. While the respondents expressed great happiness with College in almost all aspects, they also pointed to some key areas for possible improvement. The responses received from this survey are of great significance in helping College significantly improve its quality standards in the future.

Criterion VII: Innovation and Best Practices

Several innovations have been implemented on campus these last four years. These include greener practices, such as the installation and use of solar energy to meet College's energy requirements. A sizeable array installed over the Science Block allows for the generation of 425 kWh of energy at peak operating capacity, and is estimated to have reduced emissions by as much as 7600 kg of CO₂ every month.

College collaborates with ITC in recycling 1500 kg of waste paper, saving an estimated 33 trees, 39 kilolitres of water, and 1.7 cubic meters of landfill space per annum. While all used answer scripts are sent to Environment & Recycling Solutions, India, the unused portions thereof are detached, bound, and provided to children in orphanages. College offices also now reuse one-sided paper from photocopies for print-outs. Infrastructure for rain-water harvesting is in place. A system for solid waste management is in operation; this includes segregation of paper and plastic waste and the vermi-composting of wet waste.

The Josephite Outreach Program, named BEMBALA, was introduced in 2015. It aims to create an interface between students of College and vulnerable sections of society. Through visits to local agencies and rural camps, College intends to create a learning process for faculty and students that exposes them to community needs, problems, and issues. Activities that have been undertaken include providing education to children in government schools and orphanages, visits to charitable institutions, conducting traffic awareness programs, rural exposure camps, cleanliness drives, classes for the children of grave-diggers, and spreading awareness of the harmful effects of plastic.

The Josephite Research Forum, established with a view to promoting interdisciplinary research, conducts bi-monthly research-based discussions among students and teachers. A DBT-STAR grant allocation is made to fund small-scale research projects carried out by students.

Career guidance facilities have been made available to students. In addition to career counseling, workshops on preparing for competitive examinations, basic managerial skills, and resume-writing are organized.

On the Information Technology front, state-of-the-art software for attendance and examination management have been adopted, allowing error-free attendance and mark-entry. Examination booklets are bar-coded to ensure anonymity of the student during valuation. Several digital management tools are now employed in the Library as well, including the Galileo Digital Learning Center and EPAC bibliography software. Anti-plagiarism software is being procured. The admission process has now been made completely digital. Students who do not have access to online resources are provided registration facilities in College. Three students have developed a mobile application to share information regarding various events and activities with users.

Best practices implemented by College include a decentralisation of the decision-making system. Counselors have been employed to assist students in academic and personal challenges as well as in the deeply personal disturbances they encounter. The attendance management system is now made available online, with a portal for student logins. Parents/guardians are sent text messages regarding the absence of their wards.

SWOC ANALYSIS

St. Joseph's College has always practised a policy of introspection and is eager to maximise its strengths, recognize new opportunities and capitalize on them, understand weaknesses and work to overcome them as well as perceive the challenges and take necessary creative actions to transcend them.

III cycle NAAC peer team visit

The NAAC peer team visit during the third cycle had granted 3.73/4 with an A grade. The NAAC peer team had identified the following as the strengths of College:

- Dedicated team of faculty and management
- Societal goodwill and positive brand image
- Catering to the educational needs of marginalised and middle class society
- Pro-quality culture with proper infrastructure
- Academic collaborations with national/international institutions

Post accreditation III cycle

While College continues to enjoy these strengths, it has also become aware of emerging strengths, areas of weakness, fresh opportunities and newer challenges. College has adopted the use of the SWOC as a tool for continuous quality improvement. A detailed SWOC analysis for the institution was carried out in 2013-14 and thereafter at the beginning of every academic year, each department deliberates on its functioning and conducts a department-level SWOC analysis. This has been a fruitful exercise as each department has been able to plan its course of action. College is ready for its fourth cycle of accreditation and the following is the consolidated SWOC analysis of the institution, in its current state, presented criterion-wise.

CRITERION I: CURRICULUM DEVELOPMENT

CRITERION I: CURRICULUM DEVELOPMENT	
STRENGTHS	<ul style="list-style-type: none">• Has a well-defined Vision and Mission statement emerging out of an ongoing dialogue over quality, reflected in individual department statements• Faculty has the capability to develop innovative and relevant curriculum to match emerging needs• Faculty has the ability to initiate, create and administer syllabi for multiple CBCS courses• Introduced nine new courses and successfully introduced two industry-integrated courses during the last five years• Offers several skill-oriented certificate courses• Makes periodic revision of syllabi to keep the courses relevant• Collaboration with other institutions and foreign universities

WEAKNESSES	<ul style="list-style-type: none"> • Difficult to balance academic excellence with the needs of academically weaker students • Junior faculty yet to be trained in curriculum development • Difficulty in finding a fit between CBCS and University triple major system leading to limited options and low mobility • Not enough engagement with industry when it comes to designing industry-integrated courses • Packed academic schedule negatively impacts certificate courses
OPPORTUNITIES	<ul style="list-style-type: none"> • Meeting the increasing demand for quality higher education, especially from the marginalised sections • Connecting multi-skilled faculty with the upsurge in learning resources in the outside world • Dialoguing with the University over a possible synthesis of CBCS and triple major system • Developing more industry-integrated courses by taking advantage of greater openness in industry to academic collaboration • Focusing on the rising interest in continuing learning among diverse audiences such as industry and community to offer new forms of instruction
CHALLENGES	<ul style="list-style-type: none"> • Managing affordability for the marginalized while dealing with the rise of private universities • Attrition of trained faculty; retaining competent newer faculty • Market-driven demand for professional/vocational degrees over general education • Industry needs change faster than the institution can predict • Competition from informal learning avenues such as MOOCs

CRITERION II: TEACHING LEARNING EVALUATION

STRENGTHS	<ul style="list-style-type: none"> • Student diversity in terms of region, social class, nationality and knowledge levels • Continuous increase in admission numbers across years for all courses • Introduction of ICT and practical components in traditionally low-tech courses such as Social Sciences and English • Variety of innovative teaching methods used • Culture of regular attendance among teachers at workshops/seminars/conferences/in-house training • Mandatory internships in several UG, PG, and Commerce courses • Mandatory term paper for all undergraduate courses • Dissertation/project-work in most PG courses
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	<ul style="list-style-type: none"> • Bridge/Remedial courses conducted for students in need • Openness to modifying the evaluation system in order to offer optimal challenge • BOE /BOS meetings held regularly in all subjects • Wide network of teachers from other colleges for paper-setting and valuation • Quick publication of results • Effective Examination Grievance Cell
WEAKNESSES	<ul style="list-style-type: none"> • Large classes become unwieldy for attempting innovative pedagogy or to give individual attention • Some academically weaker students drop out due to difficulty in coping • Time required for balancing new courses with required resources • Inadequate time available for all students to use ICT in class • Insufficient internships garnered • Difficulty in balancing syllabi changes with faculty attrition
OPPORTUNITIES	<ul style="list-style-type: none"> • To divide classes into smaller sections for effective teaching-learning • To develop alternative testing and evaluation methods using new technologies • Rapid changes in society and life open up the possibility of new specialisations and courses • To help students acquire multiple skill-sets • To network better with industry and to focus on productive internships • To host workshops that focus on sharing advances made in pedagogy
CHALLENGES	<ul style="list-style-type: none"> • To respond to the demand for education from underprivileged sections in countries in the South Asia region • Need for greater proactivity in engaging with advances in educational technology • Responding creatively to the phenomenon of shrinking attention spans among students who are digital natives • Freeze on grant-in-aid posts by the Government and consequent difficulties in retaining qualified staff • Service policies that do not respond positively to changing autonomy requirements • Difficulty in getting good internship opportunities

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

STRENGTHS	<ul style="list-style-type: none"> • Large number of research publications in SCI, ISSN and ISBN categories • Large number of externally funded projects (UGC/DST/ICSSR/BRNS/SERB) • Resource mobilisation for research from governmental agencies (DST-FIST) • Increase in the number of consultancy projects • Recognised as DBT-STAR College • Culture of regular seminars/workshops/guest lectures • Corpus available for funding research by younger faculty • Regular outreach program built into the curriculum • Many teachers are invited as resource persons for national and international seminars/conferences • Mandatory term paper for all undergraduate courses • Dissertation/project work in all postgraduate courses in the Social Sciences and several Science courses
WEAKNESSES	<ul style="list-style-type: none"> • Percentage of younger faculty involved in research is small • Dependence of faculty on government funding • Time constraints with academic demands to carry out research • Time constraints with academic demands and availability of faculty to accompany students on village visits • Faculty expertise not adequately tapped for resource generation
OPPORTUNITIES	<ul style="list-style-type: none"> • To initiate young teachers into research for developing future researchers • To increase the number of externally funded projects and to fund projects internally • Incorporating outreach learning into the core courses and designing expertise-based outreach activities • To make college a referral centre for expertise in various disciplines • To encourage students to pursue research and learn research skills for employability
CHALLENGES	<ul style="list-style-type: none"> • Training faculty to write successful grant applications • Balancing academic time with research time • To increase collaboration with other institutions of higher learning with matching value framework • To make the expertise known in industry circles • To maintain quality and to ascertain ethical practices

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

STRENGTHS	<ul style="list-style-type: none"> • Acquisition of Knowledge Pro software for student database management • Adequate number of labs and class rooms for current courses • Most class rooms have ICT facility • Adequate space for playground, parking, and canteen available • 1260-seater auditorium with green rooms and conference rooms • Adequate number of computers for teachers and students • Free Wi-Fi facility on campus • Good book/journal collection in library • Listed as one of the country's top three users of INFLIBNET • Library rich in other E-resources (JSTOR etc) • Regular maintenance schedule to keep campus clean • Installed rain water harvesting and solar panels • Facilities such as stationery store and ATMs/bank counter • Hostel for men and for MOU for hostel for women students • Ramps and lifts available in all buildings • First aid and infirmary facilities available
WEAKNESSES	<ul style="list-style-type: none"> • Shortage of labs/class space due to increasing CBCS pressure • Shortage of space for recreation/sports/games due to increased number of students • Current Library building cannot be expanded and the space cannot support more than the present number of computers • Increased digitisation leading to workload pressures compromises time available for teaching and research
OPPORTUNITIES	<ul style="list-style-type: none"> • Error-free administration of student services • Shift system to utilise available infrastructure more creatively • To construct sports complex and modern amenities • To take advantage of digital library facilities and to extend such services to students • To capitalise on available E-resources for assignments and testing
CHALLENGES	<ul style="list-style-type: none"> • Capacity to upgrade and modernise limited by resource crunch • Workforce to adjust to measures such as shift system • Paucity of E-resources in languages other than English • Combating a general laissez-faire acceptance of plagiarism outside the Institution

CRITERION V: STUDENT SUPPORT AND PROGRESSION

STRENGTHS	<ul style="list-style-type: none"> • One Mentor for every forty students • Four counselors available on campus at all times • Student orientation conducted every year for freshers • Strictly a <u>no ragging</u> college • Healthy student-teacher relationship • Elected Students' Council and a variety of cultural and sports activities on campus • Large number of departmental associations to help develop leadership, teamwork and communication skills • Students participate in several intercollegiate sports and cultural events • College extends a large number of scholarships and freships to deserving students and runs a Mid-day Meal Scheme for the needy • Fully functional Placement Cell • Effective system for grievance redressal
WEAKNESSES	<ul style="list-style-type: none"> • Mentor and Welfare Officer network comes under much pressure due to the diversity of student problems • Inability to extend assistive software support and a range of reading material to differently-abled students due to prohibitive costs • Need to extend Placement Cell services beyond employment to academic placement given the high interest in higher education • Need to motivate students to utilise available student support systems and existing placement services
OPPORTUNITIES	<ul style="list-style-type: none"> • To take advantage of the pro-entrepreneurship climate for the benefit of the student community • To maximise contact with the alumni network for placement benefits • To train students to capitalise on the range of government/foreign/private sector scholarships for higher studies • To tie up with industry for supporting sporting activity and skill development courses • To provide affordable formal training for NET/K-SET and other competitive exams
CHALLENGES	<ul style="list-style-type: none"> • Engaging with prospective students in a range of emerging nations • Providing greater support to students who are victims of systemic injustice such as Dalits and Adivasis • Building stronger alumni network across the world

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

STRENGTHS	<ul style="list-style-type: none"> • History of strong, uninterrupted leadership, coupled with an investment in creating a network of participatory decision-making • Distributed academic and administrative leadership • Regular Staff Council meetings and actively functioning IQAC • Well-structured system of mentoring and student welfare that is constantly consulted by College authorities • Gender balance among both students and teachers • Openness to change, and pro-active responses from the leadership to policy changes in higher education • Strong network of aided teachers with an active interest in quality assurance • Responsiveness to feedback from all stakeholders
WEAKNESSES	<ul style="list-style-type: none"> • Teacher attrition tends to compromise the effectiveness of governance mechanisms • The diversity of College causes occasional problems in accessing available information even though a culture of documentation exists • Slow response time to the recommendations made by various bodies and visiting teams • Time constraints reduce the effectiveness of middle-level leadership processes
OPPORTUNITIES	<ul style="list-style-type: none"> • Possibility of being evaluated by more external agencies at the institutional and departmental levels • Using the College website more effectively for extending governance and leadership • Greater interaction with and involvement of parents and alumni
CHALLENGES	<ul style="list-style-type: none"> • Need to evolve a Knowledge Management policy that is more responsive to the fast-changing world • Need to respond to the tenuous University-Autonomous College situation in the city • Need to respond better to a social and political situation that challenges the ideals of liberty, equality and fraternity

CRITERION VII: INNOVATION AND BEST PRACTICES

STRENGTHS	<ul style="list-style-type: none"> • College Research Committee administers a corpus of Rs. 50,00,000 per year • Josephite Research Forum encourages staff and students to pursue inter-disciplinary research • Joseph's Outreach Centre organises mandatory social outreach activities for all students • Effective mentoring system and welfare network • Commitment to sustainable practices
WEAKNESSES	<ul style="list-style-type: none"> • Integrating classwork with outreach work during the semester • Administrative constraints may result in mentoring being assigned to individuals with serious time constraints • Low entry-level awareness among students about sustainable practices • Low motivation among Social Science students to participate in the research forum
OPPORTUNITIES	<ul style="list-style-type: none"> • To broaden the base of students and staff participation in green entrepreneurship • Making policies for nurturing research • To publish student research and to promote such effort through research conferences • To identify new ways of serving society through the interaction between outreach and research
CHALLENGES	<ul style="list-style-type: none"> • To invite more people to undertake research despite other compulsions • Establishing a nodal centre to promote research among junior staff • To motivate staff to accompany students on outreach work • To provide counseling and mentoring skills to mentors

TIMELINE OF THE COLLEGE

St. Joseph's College (Autonomous) Bangalore, established in 1882, is run by the Jesuits through a registered body, the Bangalore Jesuit Educational Society. The Jesuits are a Catholic religious order founded in 1534 by St. Ignatius of Loyola. They work in 112 nations spread across six continents. The Jesuits mainly administer educational institutions and promote and support social justice. St. Joseph's College, Bangalore, is one of these institutions striving to realize the Ignatian philosophy of education by harmonizing academic excellence with human excellence.

1882	Founded by Fathers of the French Foreign Mission, affiliated to the University of Madras as a Second Grade College
1925	Main building put up with enrollment of 350 students
1926	University of Madras granted the Institution the status of a First Grade College
1937	The French Foreign Mission transferred administration to the Jesuits
1949	Following reorganisation of the state, College was affiliated to Mysore University
1967	College is granted permanent affiliation to Bangalore University
1972	Commerce Sections and Evening College Sections separated
1982	Centenary Year visit by H. E. Dr. Neelam Sanjeeva Reddy, President of India
1982	UGC Recognition (UGC Act 1956): 2(f) status (23/12/1982)
1985	UGC Recognition (UGC Act 1956): 12(B) status (28/5/1985)
1986	First affiliated college in Karnataka to offer postgraduate courses
1998	First college in Karnataka to get a Research Centre
1999	NAAC Accreditation I Cycle: Four Star level, Score (70-75%) (09/10/1999)
2002	Karnataka State Policy of Bifurcation: separation of St. Joseph's PU College
2001	Shifted to the New Buildings, its present location at #36 Lalbagh Road
2004	Accredited by UGC as 'College with Potential for Excellence' (CPE) (03/11/2004)
2005	UGC granted College its Autonomous status
2006	NAAC Accreditation II Cycle: 'A' level (Score 85.3%) (02/02/2006)
2007	Celebration of 125 th Anniversary: Chief Guest Sri. Somnath Chatterjee
2009	Release of commemorative stamp by India Post (1/08/2009)
2010	UGC: Extension of Autonomous Status (2010-2011 to 2015-2016)
2012	NAAC Accreditation III Cycle: 'A' level: Score (3.73/4) (10/03/2012)
2014	Accredited by UGC as 'College for Excellence' (CE)
2014	Inauguration of the Auditorium Complex
2015	Granted status of DST-FIST College
2016	UGC: Extension of Autonomous Status (2016-2022)

A. PROFILE OF THE AUTONOMOUS COLLEGE

1. Name and Address of the College:

Name:	St Joseph's College(Autonomous)		
Address:	P.B. 27094, 36, Lalbagh Road		
City: Bangalore	Pin:560027	State: Karnataka	
Website:	www.sjc.ac.in		

2. For communication:

Designation	Name	Contact details
Principal	Dr. Fr. Victor Lobo, S.J.	O: 080-22272299, mob 9449268040 fax :080-22272299 principal@sjc.ac.in
Vice Principal	Fr. Clarence D' Souza, S.J.	O: 080-22272299 clarencesj@gmail.com
IQAC Coordinator	Dr. Subhashini Muthukrishnan	O:08022211429, mob: 9886712142 subhasjc@gmail.com sjciqac14@gmail.com

3. Status of the Autonomous College by management.

- I. Government
- II. Private (Aided)
- III. Constituent College of the University

4. Name of University to which the College is Affiliated: Bangalore University

5. a. Date of establishment prior to the grant of „Autonomy“: 1882

b. Date of grant of „Autonomy“ to the College by UGC: October 2005

6. Type of Institution

a. By Gender

- i. For Men
- ii. For Women
- iii. Co-education

b. By Shift

- i. Regular
- ii. Day
- iii. Evening

c. Source of funding

- i. Government
- ii. Grant-in-aid
- iii. Self-financing
- iv. Any other (Please specify)

X
X

7. It is a recognized minority institution? Yes

If yes specify the minority status (Religious/linguistic/any other) and provide documentary evidence. **Religious – Christian (Roman Catholic)**

8. a. Details of UGC recognition:

Under Section	Date, Month & Year
i. 2 (f)	23 / 12 / 1982
ii. 12 (B)	28 / 05 / 1985

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act): Enclosed

b. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.) Not Applicable

Under Section/clause	Day, Month and Year	Validity	Programme/Institution	Remarks
			Not Applicable	

9. Has the college been recognized by UGC as a College with Potential for Excellence (CPE)? If yes, date of recognition: ...03/11/2004... (dd/mm/yyyy)

Yes 2004

For its contributions / performance by any other governmental agency? No

10. Location of the campus and area:

Location *	Urban
Campus area in sq mts or acres	8.44 Acres
Built up area in sq. mts.	7961.23m ²

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Does the College have the following facilities on the campus (Tick the available facility)? In case the College has an agreement with other agencies in using such facilities provide information on the facilities covered under the agreement.

Auditorium/Seminar Complex	Yes
Sports Facilities	
<input type="checkbox"/> Play ground:	Yes
<input type="checkbox"/> Swimming pool:	No
<input type="checkbox"/> Gymnasium:	No

Hostel		
<input type="radio"/>	Boys' Hostel:	Yes
<input type="radio"/>	Girls' Hostel:	No
Residential Facilities		
<input type="radio"/>	For teaching staff:	No
Cafeteria:		Yes
<input type="radio"/>	Health Center	No
<input type="radio"/>	First-aid Facility:	Yes
<input type="radio"/>	Inpatient Facility:	No
<input type="radio"/>	Outpatient Facility:	No
<input type="radio"/>	Ambulance Facility:	No
<input type="radio"/>	Emergency Care Facility:	No
<input type="radio"/>	Health Center Staff:	No
<input type="radio"/>	Qualified Doctor:	No
<input type="radio"/>	Qualified Nurse:	No
<input type="radio"/>	Other Facilities	
	Bank:	No
<input type="radio"/>	ATM:	Yes
<input type="radio"/>	Post Office:	No
Transport Facilities		
<input type="radio"/>	For students:	Yes
<input type="radio"/>	For staff:	No
<input type="radio"/>	Powerhouse:	Yes
<input type="radio"/>	Waste Management Facilities:	Yes

12. Details of programs offered by the institution: (Give data for current academic year)

SI no	UG PG	Name of programme/ course	Duration Years	Entry Qualification	Medium Instruction	Sanction / student intake	No. of students admitted
1.	UG	B.A. EPS	3	Plus Two	English	100	104
2.	UG	B.A. HEP	3	Plus Two	English	100	99
3.	UG	B.A. IES	3	Plus Two	English	100	104
4.	UG	B.A. EJP	3	Plus Two+ Entrance Test +interview	English	60	59
5.	UG	B.A-CPE	3	Plus Two	English	100	52
6.	UG	BSW	3	Plus Two	English	40	43

7.	UG	BA Visual com	3	Plus Two+ Entrance Test +interview	English	50	48
8.	UG	B.A Visual Media & Film Making	3	Plus Two+ Entrance Test +interview	English	50	58
9.	UG	B.A Digital Media Animation	3	Plus Two	English	50	50
10.	UG	B.Com	3	Plus two	English	400	326
11.	UG	B.Com- Industry Integrated	3	Plus Two	English	100	83
12.	UG	BCA	3	Plus Two+ Entrance Test +interview	English	66	66
13.	UG	B.Sc. CBBT	3	Plus Two	English	45	30
14.	UG	B.Sc. CZBT	3	Plus Two	English	45	50
15.	UG	B.Sc. CBZ	3	Plus Two	English	72	73
16.	UG	B.Sc. CEB	3	Plus Two	English	72	20
17.	UG	B.Sc. CEZ	3	Plus Two	English	72	20
18.	UG	B.Sc. MCB	3	Plus Two	English	72	19
19.	UG	B.Sc. MCZ	3	Plus Two	English	72	53
20.	UG	B.Sc. EMS	3	Plus Two	English	65	57
21.	UG	B.Sc. MEC	3	Plus Two	English	50	48
22.	UG	B.Sc. PCM	3	Plus Two	English	72	72
23.	UG	B.Sc. PEM	3	Plus Two	English	70	61
24.	UG	B.Sc. PMC	3	Plus Two	English	70	66
25.	PG	Botany	2	UG marks (40%) +Cognate subject in UG+ Interview	English	30	32
26.	PG	Big Data Analytics	2	UG marks (40%) +Cognate subjects math &stats/ Comp.Sc. in UG +Interview	English	60	30
27.	PG	Chemistry	2	UG marks (40%)	English	30	25

				+Cognate subject in UG +Interview			
28.	PG	Computer Science	2	UG marks (40%) +Cognate subject in UG+Interview	English	35	34
29.	PG	Microbiology	2	UG marks (40%) +Cognate subject in UG	English	30	31
30.	PG	Mathematics	2	UG marks (40%) +Cognate subject in UG	English	40	30
31.	PG	Physics	2	UG marks 40%)+Cognate subject in UG	English	30	30
32.	PG	Communication and Journalism	2	UG marks (40%) +Cognate subject in UG +Interview	English	30	32
33.	PG	Economics	2	UG marks (40%) +Cognate subject in UG+ Entrance test +interview	English	30	30
34.	PG	English	2	UG marks (40%) +Cognate subject in UG	English	30	36
35.	PG	MSW	2	UG marks (40%) +Cognate subject in UG	English	40	42
36.	PG	Political Science	2	UG marks (40%) +Cognate subject in UG	English	30	29
37.	PhD	Botany		-			
38.	PhD	Chemistry		4			4
Total							2046

13. Does the institution offer self-financed Programmes?
 Yes No If yes, how many? 24

14. Whether new programmes have been introduced during the last five years?
 YES.
 If yes, Number: 10 in all

15. List the departments: (Do not list facilities like library, Physical Education as departments unless these are teaching departments and offer programmes to students)

Particulars	Level	Number	Number of Students
Science	Undergraduate	13	635
	Postgraduate	7	212
	Research Centre(s)	2	4
Arts	Undergraduate	9	617
	Postgraduate	5	169
	Research Centre(s)	2	yet to commence
Commerce	Undergraduate	2	409
	Postgraduate	0	0
	Research Centre(s)	0	0
Any Other	Undergraduate	none	0
	Postgraduate	none	0
	Research Centre(s)	NONE	0

16. Are there any UG and/or PG programs offered by the College, which are not covered under Autonomous status of UGC? Give details: NO

17. Number of Programs offered under (Programme means a degree course like BA, MA, BSc, MSc, B.Com etc.)

a.	Annual System	00
b.	Semester System	36
c.	Trimester System	00

18. Number of Programs with

a.	Choice Based Credit System	All UG and PG courses
b.	Inter/Multidisciplinary Approach	All- triple major
c.	Any other (specify)	00

19. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component	Rs. 25287
(b) excluding the salary component	Rs. 11881

20. Does the College have a department of Teacher Education offering NCTE recognized degree programmes in Education: NO

21. Does the College have a teaching department of Physical Education offering NCTE recognized degree programmes in Physical Education? **NO**

22. Whether the College is offering professional programme?

Yes	√	NO	
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If yes, please enclose approval/recognition details issued by the statutory body governing the programme.(ENCLOSED)

23. Has the College been reviewed by any regulatory authority? If so, furnish a copy of the report and action taken there upon. **NO**

24. Number of teaching and non-teaching positions in the College

Positions	Teaching Faculty						Non-Teaching		Technical Staff	
	Prof		Asso Prof		Asst Prof					
	*M	*F	*M	*F	*M	*F				
Sanctioned by the UGC/University/State Government Recruited	0	0	38	23	2	0	31	2		
Yet to Recruit										
Sanctioned by the Management/society or any other authorized Bodies Recruited	0	0	3	2	50	72	21	6	8	0
Yet to Recruit										

25. Qualifications of the Teaching Staff

Highest qualification	Professor		Associate professor		Assistant professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
PhD	None	None	23	13	1	0	37
M Phil	None	None	9	5	1	0	15
PG	None	None	6	3	0	0	9
NET	None	0	0	0	0	0	0
SLET	None	None	3	0	0	0	3
Total							61
Temporary teachers							
PhD	None	None	3	2	16	13	34
M Phil	None	None	1	0	2	17	20
PG	None	None	0	0	32	42	74
NET			1	1	11	19	32
SLET	None	None	0	1	8	7	16

Total	None	None	0	1	8	7	128
Part Time Teachers							
PhD	None	None	0	0	0	0	0
M Phil	None	None	0	0	0	0	0
PG	None	None	0	0	5	4	9
NET	0	0	0	0	0	0	0
SLET	0	0	0	0	1	0	1
Grand Total	0	0	42	23	57	76	198

26. Number of Visiting Faculty/Guest Faculty Engaged by the College: 9

27. Students enrolled in the College during the current academic year, with the following details:

Students	UG		PG	
	M	F	M	F
From the state where the college is located	467	204	101	475
From other states of India	324	214	84	130
NRI Students	15	12	3	3
Foreign Students	4	3	7	0
Total	810	433	195	608

* M - Male * F – Female

28. Dropout rate in UG and PG (average for the last two batches)

UG	20%	PG	10%
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29. Number of working days during the last academic year: 240

30. Number of teaching days during the last academic year: 180

31. Is the College registered as a study center for offering distance education programmes for any University? NO

Is it recognized by the Distance Education Council?

Yes		No
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a. Indicate the number of programs offered: NONE

32. Provide Teacher-student ratio for each of the program/course offered

Course	Student	Faculty	Course	Student	Faculty
HEP	60	1	CBZ	24	1
EPS	70	1	CEB	13	1
IES	70	1	CEZ	14	1
EJP	50	1	MCB	20	1
CPE	50	1	MCZ	26	1

PCM	65	1		CBBT	26	1
PEM	56	1		CZBT	21	1
PMC	50	1		BSW	45	1
MEC	50	1		BCA	50	1
EMS	32	1		BVC	35	1

PG 10:1

33. Is the College applying for?

Accreditation	Cycle 1	-	Cycle 2	-	Cycle 3	-	Cycle 4	√
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Re-Assessment:NO

34. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	4 star	70-75%	1999	1999-05
2	2 nd Cycle	A	85.3%	2005	2005-10
3	3 rd Cycle	A	3.73/4	2012	2011-16
4	4 th Cycle				

35. a. Date of establishment of Internal Quality Assurance Cell (IQAC)

15/06/1998, in preparation for the first cycle of accreditation.

36. Any other relevant data , the college would like to include (Not exceeding one page)

CRITERION I

CURRICULAR ASPECTS

St. Joseph's College is a minority Roman Catholic institution run by the Bangalore Jesuit Educational Society (BJES). The institution was founded in 1882 and was eventually affiliated to Bangalore University. The College was granted academic autonomy in the year 2005 concomitant with its affiliation to Bangalore University. These facts are important in terms of placing in context the special focus that various aspects of curriculum design and innovation receive in the institution.

1.1. CURRICULUM DESIGN AND DEVELOPMENT

As a Jesuit institution, the College values academic and human excellence equally and our focus on the curriculum derives much of its character from this goal. The institution is committed to using the valuable academic freedom granted under autonomy towards furthering this concern. This translates into a sustained engagement with developing a curriculum that offers the student a truly transformative experience.

1.1.1. How are the institutional vision / mission reflected in the academic programs of the College?

- The institutional vision is an articulation of its motto, 'Faith and Toil'.
- The Vision of the College is to prepare men and women for the service of their fellow-citizens, especially the poor and the oppressed.
- This Vision receives further elaboration in our Mission statement which reads, 'St. Joseph's College seeks to create men and women who will be agents of change, committed to the creation of a society that is just, secular and democratic. The education we offer is therefore oriented towards enabling our students to strive for both academic and human excellence. The College pursues academic excellence by providing a learning environment that constantly challenges the students and supports the ethic of intellectual curiosity and ceaseless enquiry. We promote human excellence through courses and activities that help students achieve personal integrity and non-scientist them to injustice prevalent in society'.
- The Jesuit ideal of *cura personalis*, or *care of the whole person* drives the institution's initiatives. We do not see our students as automatons who must be outfitted to join a work-force but as whole individuals who will need to withstand a variety of challenges in life and work. Our academic programs focus on excellence in the form of a commitment to lifelong learning rather than through a focus limited to examination success. The College focuses equally on developing a sense of social concern among the students, through an active engagement with social causes at local, state and national levels.
- College is committed to the idea of education as a preferential option for the poor and the marginalized and applies this idea rigorously in terms of student intake. It is also committed to providing the academic and motivational support that students from the margins will require.
- This emphasis on student diversity ensures that each classroom is a cross-section of the republic and offers our students and teachers a substantive, continuing

acquaintance with a variety of life experiences. Their education in the ideal of fraternity, which makes possible the other democratic ideals of liberty and equality, begins in the classroom. This engagement continues into formal and academic processes.

- The orientation program, held every year, has discussions on the College's ideals. The academic programs strive to go beyond a limited ethic of success through competition and focuses instead on learning by doing, often calling on students to learn cooperation and team-work. Many of our programs feature a sustained rather than cosmetic focus on ethical practice. Learning does not stop at the classroom but takes concrete form in outreach and social engagement.
- St. Joseph's College strives to maintain a continuum of learning: the student is provided an atmosphere of challenge and stimulation that begins with the curriculum and extends into co-curricular learning and extra-curricular learning. This is reflected in the strong network of co-curricular and extra-curricular fora - 52 in all - within the institution's departments.
- The Jesuit ideal of *cura personalis* thus extends to character-formation of our students. College provides opportunities to students for such a formation through self-discipline, hard work, perseverance, honesty, integrity and sensitivity to others. The Josephite formed thus is capable of moving effectively past barriers of language, religion and caste into responsible citizenship.

1.1.2. Describe the mechanism used in the design and development of the curriculum? Give details on the process. (Need Assessment, Feedback, etc.)

It is with the conferral of autonomy in 2005 that College came into its own in terms of designing a sustainable curriculum.

- The initiatives begun then have, over the last eleven years, developed into well-honed mechanisms that promote critical self-examination and insight. We have developed a culture of conversation around our courses that draw on feedback from teachers, students, their parents, alumni and industry representatives about course experiences and outcomes. These conversations also go a long way in driving the planning and commissioning of new courses. This endeavour is what makes the institution relevant to the times and a transformative influence on its students.
- Our departments are encouraged to pay equal attention to the framing of a syllabus as they are towards thinking actively about the curriculum. They enjoy freedom at the departmental level to develop and make changes. This encouragement takes the form of regular staff interactions at the beginning of each semester with activities such as a SWOC analysis that allow us to look at the big picture while paying close attention to finer details.
- Departments are encouraged to reflect on the experiences of each semester, and out of this feedback from the teachers involved comes the basis for the annual Board of Studies (BOS) meetings where the syllabus is formally examined in terms of teaching and testing, and in terms of broader concerns like relevance and equipping the student for a life in the academic discipline.
- There have been trend setter departments that have set up alternative syllabi by reading the gap in the fields that they are involved in.
- Need assessment -- trends such as enquiries about new courses in College or interest in a particular course in the city or at the national level sets in motion the idea that

there is a need to provide the course. This results in discussions at the departmental level or at higher levels, and an assessment and feedback are collected to pursue the matter. This is how new courses have been introduced in College across the years under autonomy.

The **informal** processes that our departments and faculty draw on are elaborated below:

- Experiential feedback from students, during and after each semester.
- Most of our departments draw on the expertise of faculty from other institutions for practical examinations and end-semester examinations. This allows for a regular, informal feedback mechanism.
- Feedback is collected from paper-setters and examiners about the quality, relevance and stand of the syllabus.
- The COE also collects informal feedback from the external evaluators when they visit the College for evaluation.
- Several departments are able to draw on continuing feedback from alumni who have migrated to institutions of repute both in India and abroad.
- Faculty visits to other autonomous colleges as members of BOS and BOE also help in providing feedback about our curriculum in College.

The **formal** processes are as detailed below:

- Departments work on draft syllabi that are discussed internally.
- Most departments forward the draft syllabi to the BOS members for scrutiny prior to the actual date of the BOS meeting, which helps the external members to contribute more effectively in the meetings.
- These syllabi are then formally presented at BOS meetings held annually. Each department constitutes such a Board comprising faculty, one Bangalore University nominee, alumni, invitees from industry and subject experts from other institutions of repute. This syllabus is discussed extensively, and suggestions are recorded, following which changes may be incorporated.
- Since the BOS is an annual process, it also allows for fine-tuning and continuous improvement through regular reporting and discussion.
- Once accepted, these syllabi are placed before an annual Academic Council, where the relationship between individual syllabi and the curriculum is carefully considered. The Academic Council comprises HOD, representatives from the College administration and management, University nominees and legal experts. Following this scrutiny process, recommendations from the Academic Council are recorded and communicated back to departments even as syllabi are ratified.
- The College Governing Council meets annually to ratify resolutions passed by the Academic Council. The outcomes of the earlier discussions, suggestions and recommendations become a part of the deliberations. This helps in maintaining the connect between curricular aspects and institutional goals. With this meeting, the College calendar for the next academic year is passed.
- Following this, the Finance Committee resolutions are passed for these ratifications to become actions.

1.1.3. How does the College involve industry, research bodies, and civil society in the curriculum design and development process? How did the College benefit through the involvement of the stakeholders?

The long academic heritage and the resulting credibility of the institution allow it the luxury of drawing on the considerable expertise of both reputed academic and industrial experts and well-placed alumni in institutions of higher learning.

- Members of civil society are in close interaction with the College on subjects which require their expertise. This goes a long way towards helping the institution frame relevant and effective curricula.

- Professors from different universities, research institutions like Institute of Social and Economic Change, Indian Institute of Management, National Law School of India University, Indian Space Research Organization, National Institute of Advanced Studies (NIAS), Tata Institute of Fundamental Research (TIFR), Indian Institute of Science (IISc), National Centre for Biological Sciences (NCBS), Indian Institute of Astrophysics (IIA), National Institute of Mental Health and Neurosciences (NIMHANS), professionals from media houses, pharmaceuticals, eminent citizens from non-governmental organizations and the like are invited as resource persons for the BOS meetings.

- In addition, the departments enjoy a culture of constant co-curricular stimulus. Reputed professors and practitioners who are members of the BOS are invited to interact with staff and students and deliver lectures. These lectures and conversations often spark innovation in curriculum design and draw our attention to frontier areas and how we may engage with them.

1.1.4. How are the following aspects ensured through curriculum design and development?

*** Employability * Innovation * Research**

The College's commitment to academic excellence encompasses the aspects of employability, innovation and research. These aspects receive due emphasis in the design and development of the curriculum.

***Employability**

- One key aspect in the regular updating of syllabi and curricula is skill-building in terms of employability. These are encouraged through a variety of classroom activities and through co-curricular activities.

- Regular contact with key industries through industrial visits is incorporated into the curriculum of most departments.

- Students are encouraged to take up internships in several of our courses that have a natural industry interface; the postgraduate students of Economics, Political Science and Mass Communication have compulsory internship programs. Students of MSW have compulsory block placements as part of their curriculum. The postgraduate students of Microbiology carry out projects in industry.

- Alumni are brought in by various departments to orient students towards opportunities and towards skills they might need to acquire.

- The Placement Office organizes and monitors industry intake and as part of this initiative offers basic orientation in terms of resume writing, tests, interviews and the

like. The B.Com. - Business Process Services (BPS) and M. Sc. Big Data Analytics are two industry-integrated courses where the curriculum is designed by the industry and some minor modifications made to match the academic requirements of the discipline were incorporated by the College. These new courses were started during this academic year (2016-17) in collaboration with Tata Consultancy Services (TCS).

- B. Voc. (Digital Media and Animation), B. Voc. (Visual Media and Filmmaking), B.A. (Visual Communication), B.A. EJP (English, Journalism and Psychology) and B.A. CPE (Communicative English, Political Science and Economics) and M.A. Communication and Journalism are the other industry-oriented courses offered by the College.

- The Choice Based Credit System (CBCS) was introduced in the College this academic year. Several of our CBCS courses allow students to add to their repertoire of skills from different departments.

- The Human Resources Development program is compulsory for all UG students and it helps them develop soft skills while also inculcating values that are relevant to society and the work place.

- A foundation course in Computer Skills is mandatory for all students thus enabling them to acquire some additional computer skills. Besides, other foundation courses in areas such as Environmental Studies; Science, Culture and Society; and Indian Constitution help develop students into more responsible citizens.

- Students participate in social outreach and other extension programs which also introduce them to the world of work. They acquire several social skills like leadership, communication, skills of empathy, negotiating, networking and other skills and attitudes required for developing good work ethics and habits.

- Guidance is provided to write the NET/K-SET and other competitive exams by faculty from respective departments and all postgraduate courses incorporate NET requirements into the syllabi.

- There is an increased use of software and internet tools for teaching and research, and computational skills for courses such as Mathematics, Statistics, Economics, Physics, Botany, Zoology, Computer Science, Chemistry, Commerce and Big Data Analytics.

***Innovation**

- The syllabi are designed keeping in mind the creativity of the individual members of the department and the extent to which the syllabi can assist in innovative teaching methodology.

- Often student projects and assignments provide insights into the nature of topics students are interested in and they eventually become part of the syllabi or the assignments and projects given to students later.

- Co-curricular extensions are focused on building problem-solving and practical skills among students.

- The College is committed to innovations in knowledge delivery through an optimal use of available technology.

- Innovative pedagogy which is popular in many subjects is a source of creative thinking for students.

- When students become part of research carried out by teachers in their research projects, it motivates them to think creatively about their own academic interests.

- The Science departments are gearing up to employ Research Based Pedagogical Tools (RGPT) in practicals and Process Oriented Guided Inquiry Learning (POGIL) in theory.

***Research**

- The curriculum demands that ‘Higher education and research go hand-in-hand’. This motivates teachers to be involved in research. This is evidenced by the fact that as many as 40 UGC, DST, CSIR and other government sponsored research projects have been carried out during the past four years.
- Postgraduate programs have a mandatory research requirement in terms of dissertation and/or project work. Some of these courses have a paper on Research Methodology as part of the curriculum.
- The College has mandated a term paper, which is based on independent research by the student, as an essential course requirement. Many of the research findings of the students based on the term papers have been presented in conferences and a few have been published in journals of repute.
- The Departments of Environmental Science and English have made a research-based dissertation mandatory in the undergraduate course.
- As the curriculum emphasizes multidisciplinary and interdisciplinarity, students are encouraged in interdisciplinary research through Josephite Research Forum, where teachers and students meet once in a month to discuss each other’s research.

1.1.5. How does the College ensure that the curriculum developed addresses the needs of the society and have relevance to the regional/national developmental needs?

The processes of feedback identified above constitute one key aspect of this crucial task of measuring relevance to local needs.

- The curriculum designed has always been in tune with the vision and mission of the College and hence has always kept the focus on creating learning experiences which are relevant to the local needs and to the larger goals of development.
- Issues of local, regional and national importance like environment, economic and social issues like informal economy, gender, urban sociology, issues of governance, information technology and science are included in the curriculum.
- At the same time, student activities such as participating in departmental association activities have also helped students to be in touch with social realities. The freedom to design assessment processes translates into innovative ways of engaging with local communities for students of courses such as Social Work, Environmental Science, Journalism, Sociology, Economics and History.
- The College also mandates a compulsory outreach program in addition to these engagements through its newly formed Joseph’s Outreach Centre which ensures that students are exposed to regional realities and development issues in a constructive way. The outreach takes the form of engaging with a rural community and also of dealing with urban issues.
- The NSS, NCC, Social Work and Centre for Social Concern also run initiatives which go a long way in promoting such an engagement.

1.1.6. To what extent does the College use the guidelines of the regulatory bodies for developing or restructuring the curricula? Has the College been instrumental in leading any curricular reform which has created a national impact?

- The College strictly adheres to guidelines laid down by the UGC and the University for developing and restructuring the curricula. The most recent example of this adherence is the phased manner in which CBCS courses were introduced after a due process of planning at the postgraduate and undergraduate levels in the academic year 2016-17. This is in tune with the national plan of providing choice based education to students.
- The successful introduction of two industry-integrated courses namely B. Com - BPS and M. Sc. Big Data Analytics has proved that even colleges of liberal education such as ours can offer industry-integrated courses and may be a model for other colleges to follow, thus creating a national impact. Both the courses have components in the disciplines which the College already has namely Computer Science, Mathematics, Statistics and Economics but has incorporated the industry component from TCS.

In both the courses, study material, teacher training and resources have been provided by TCS. The infrastructure and resources, including a state-of-the art laboratory for the M. Sc. Program, have been provided by TCS under its Corporate Social Responsibility program. Students of both courses will intern with the industry and placement opportunity will also be provided by the industry.

1.2. ACADEMIC FLEXIBILITY

The period following autonomy has been characterized by many learning experiences in making courses optimally flexible in the interests of student learning.

1.2.1. Give details on the following provisions with reference to academic flexibility

a. Core/Elective options

The College offers undergraduate programs ranging from general degree programs (B.A. and B.Sc.) in the three-major format stipulated by Bangalore University, to professional degree programs, namely, Bachelor in Computer Applications (BCA), B.A. (Visual Communication), B. Com., and Bachelor in Social Work (BSW). The list of courses offered at the undergraduate level are as follows:

Table 1.1: List of Undergraduate Courses Offered

1.	B.A. EPS (Economics, Political Science, Sociology)	2.	B. Sc. CBBT (Chemistry, Botany, Biotechnology)
3.	B.A. EJP (English, Journalism & Creative Writing, Psychology)	4.	B. Sc. CEB (Chemistry, Environmental Science, Botany)
5.	B.A. HEP (History, Economics, Political Science)	6.	B. Sc. CZBT (Chemistry, Zoology, Biotechnology)
7.	B.A. IES (Industrial Relations, Economics, Sociology)	8.	B. Sc. CBZ (Chemistry, Botany, Zoology)
9.	B.A. CPE (Communicative English, Political Science, Economics)	10.	B. Sc. CEZ (Chemistry, Environmental Science, Zoology)

11	B. Com.	12.	B. Sc. MCB (Microbiology, Chemistry, Botany)
13	B. Com - BPS (Industry-integrated)	14.	B. Sc. MCZ (Microbiology, Chemistry, Zoology)
15	B.A. (Visual Communication)	16.	B. Sc. PCM (Physics, Chemistry, Mathematics)
17	BCA	18.	B. Sc. EMS (Economics, Mathematics, Statistics)
19	BSW	20.	B. Sc. MEC (Mathematics, Electronics, Computer Science)
21	B. Voc. (Digital Media & Animation)	22.	B.Sc. PMC (Physics, Mathematics, Computer Science)
23	B. Voc. (Visual Media & Film Making)	24.	B. Sc. PEM (Physics, Electronics Mathematics)

Students have the option to choose a language from among the following: Additional English, Hindi, Kannada, Tamil, Sanskrit, French and German.

As the B.A. /B. Sc. programs follow the triple major format, students have a wide range of options in choosing their core subjects. In addition, within a core subject, electives are offered in the fifth and sixth semesters. Table 1.2 presents the list of optional courses offered at the undergraduate level.

Table 1.2: List of Optional Papers Undergraduate Courses

	V SEM	VI SEM
Economics (B.A.)	Environmental Economics, Mathematical Methods for Economics, Public Finance	Financial Institutions & Markets, Basic Econometrics, Entrepreneurship And Business Development
Economics (B.Sc.)	Environmental Economics, Economics of Growth and Development	Financial Institutions & Markets, Public Economics
Political Science	International Relations: Institutions, Process & Issues Advanced Public Administration	
Commerce	Corporate Tax Planning, Accounting for Other Companies, Advance Financial Management, International Finance, Compensation Management, Human Resource Development, Consumer Behavior, Retail Management,	International Financial Reporting Standards, Accounting for Business Decision and Reporting, Investment Banking, Security Analysis and Portfolio Management, Industrial Relations, International Human Resource Management, International Marketing, Advertising
BSW		Environment and Development Social Exclusion

History	History of Modern Europe, History Of China and Japan since 1900	Modern World, History Of West Asia since 1900 A.D.
General English	Science and the Making of Modernity Consuming the City: Bangalore as Text Reading Nature (SEM III)	Science and the Clash of World Views. Consuming the City: Bangalore as Text (SEM IV)
Optional English	South Asian Literature - I Linguistics - I	South Asian Literature - II Linguistics - II
Journalism	Development Journalism - I Arts and Culture - I	Development Journalism - II Arts and Culture - II

The College offers twelve postgraduate courses (Table 1.3).

Table 1.3: List of Postgraduate Courses

1.	Botany	2.	English
3.	Big Data Analytics	4.	Microbiology
5.	Chemistry	6.	MSW
7.	Communication and Journalism	8.	Mathematics
9.	Computer Science	10.	Physics
11.	Economics	12.	Political Science

The postgraduate students can take up optional papers in other related disciplines. Subjects like Economics, Political Science and English offer elective papers.

The optional papers offered by some of the postgraduate departments are as follows:

Table 1.4: List of Elective/Optional Papers Postgraduate Courses

Department	III SEM	IV SEM
Economics		Comparative Politics and Society, Human Resource Economics, Economics and Business Journalism
English	Children's Literature I American Literature I	Children's Literature II American Literature II
Social Work	Health Situation in India, Psychiatric Disorder, Rural & Tribal Community Development, Welfare & Development of Minorities	Medical Social Work, Psychiatric Social Work, Urban Community Development, Environment & Development, Human Resource Management, Disaster Management

Political Science	Introduction to International Law, Forced Migration & Refugees: A Human Rights Perspective	
Big Data Analytics	Multivariate Statistics, Operations Research	
Botany	Plant Tissue Culture, Advanced Physiology	Microbiology, Systematics of Angiosperms
Chemistry	Material Chemistry, Organic Synthesis	
Computer Science	Computer Architecture, Mobile Computing	
Microbiology	Food Microbiology, Industrial Microbiology	
Mathematics	Mathematical Methods, Numerical Analysis	
Mass Communication	Science and Environmental Journalism, Technical And Content Writing	

b. Enrichment courses

The College regularly offers certificate courses to its students and to students from other colleges in the city as well. Presently there are about thirty-five courses in different subjects being offered.

c. Courses offered in modular form

At present, no courses are offered in modular form.

d. Credit transfer and accumulation facility

The undergraduate courses require the student to have earned up to 160 credits in six semesters in order to complete the degree. The credit requirement for postgraduate courses is 80 credits in four semesters.

In principle, the College allows credit transfer on a case-to-case basis considering the curriculum completed in the earlier institution. The student is however required to obtain an equivalence certificate attested by the Registrar, Bangalore University, in keeping with university norms governing such transfers. During the year 2013-15, five students from different states/universities were admitted to the College to join EPS, CBBT and PCM courses.

e. Lateral and vertical mobility within and across programs and courses

Students are permitted a small degree of lateral mobility in that the CBCS courses require them to take up one Open Elective with another department if they are postgraduate students and as many as three electives with other departments if they are undergraduate students. Owing to the three-major format that the University mandates, lateral mobility is not a realistic option beyond this.

Vertical mobility is allowed in some courses. The B.A., BSW, B.A. (Visual Communication) and B. Com. courses are open to all interested students irrespective

of previous academic background as long as they have the basic 10+2 qualification. Similarly, at the postgraduate level the Departments of Communication and Social Work admit students irrespective of their academic backgrounds.

1.2.2. Have any courses been developed specially targeting international students? If so, how successful have they been? If „no“, explain the impediments.

There are no courses targeting international students specifically, though the College has always played host to a small band of international students in its various undergraduate and postgraduate courses. The option of a course aimed specifically has not been explored owing to the current structure of affiliation to the University. In the absence of such a program at the University level, there is no option for designing such courses.

1.2.3. Does the College offer dual degree and twinning programs? If yes, give details.

At present, there is no dual degree or twinning programs offered by the College though informal discussions have been held with potential partners.

1.2.4. Does the College offer self-financing programs? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programs?

- The College offers the following self-financing courses. These comprise courses in Social Sciences, Humanities, Sciences, Professional Courses and Postgraduate Courses.
- The admission requirement to these self-financing courses is governed by the eligibility criteria prescribed by Bangalore University. The admission policies are framed by the Bangalore Jesuit Educational Society (BJES) in accordance with the rules framed for minority institutions. In addition, the BJES frames policies designed to further the preferential option for the poor among other religions while also making provision for admitting students who are Dalit/OBC and from other religious minorities.
- The fee-structure varies according to the nature of the course and its requirements.
- The management is proactive about recruiting qualified candidates with preference for NET/K-SET and PhD. In order to retain talent, BJES ensures that the salaries given to qualified teachers are comparable with UGC entry-level salaries.

Table 1.5: List of Self Financing Courses

UG Courses (Social Sciences and Humanities)	UG Courses (Sciences)	PG Courses
EJP (English; Journalism & Creative Writing; Psychology)	CBBT (Chemistry, Botany, Biotechnology)	English
CPE (Communicative English, Political Science, Economics)	CZBT (Chemistry, Zoology, Biotechnology)	Journalism and Communication

B. Com.	MCZ (Microbiology, Chemistry, Zoology)	Economics
B. Com. (BPS)	MCB (Microbiology, Chemistry, Botany)	Political Science
BCA (Bachelor of Computer Applications)	EMS (Economics, Mathematics, Statistics)	Physics
BSW (Bachelor of Social Work)	PMC (Physics, Maths, Computer Science)	Mathematics
B.A. (Visual Communication)		Computer Science
B. Voc. (Visual Media & Filmmaking)		Big Data Analytics
B. Voc. (Digital Media & Animation)		MSW

1.2.5. Has the College adopted the Choice Based Credit System (CBCS)? If yes, how many programs are covered under the system?

All undergraduate students have to take a course of their choice in the fourth semester and postgraduate students in their third semester. For the postgraduate students, it is a two-credit course of 60 hours while for the undergraduate course it is a 30-hour two-credit course. At the end of the course, students take an examination as well (Tables 1.6 – 1.7).

Table 1.6: Undergraduate Choice Based Credit Courses

CBCS (Social Sciences and Department of English)	Course Titles
Economics	Globalization and the Individual
	Insurance Services
	Agro-Food Marketing
	Economics of Rural Development and Agriculture
	Basic Macroeconomics for Non-Economists
	Basic Microeconomics for Non-Economists
English	Readings in Popular Culture
History	Tourism of Karnataka
Industrial Relations	Human Resources Management
Journalism	Journalism as Storytelling
Political Science	Civil Services
	Ideas of Development
Political Science	Civil Services
	Ideas of Development
Psychology	Psychology
Sociology	Characteristics of Indian Society
Chemistry	Cosmetic Chemistry
	Industrial Material Chemistry

	Chemistry of Food Production
Computer Science	Basic Programming Skills
Electronics	Number System and Logic Circuits
Mathematics	Quantitative Methods for Civil Services
Physics	The Universe and Me
	Logic and its Application in the Ascent of Physics
	Wonders of Physics
Statistics	Descriptive Statistics
Chemistry	Cosmetic Chemistry
	Industrial Material Chemistry
	Chemistry of Food Production
Biotechnology	Biotechnology Now and Beyond
Botany	Applied Botany
Environmental Science	Environment and Health
Microbiology	Microbial Diseases causes Prevention and Cure
Zoology	A Journey into Animal World and Human Life
BCA	Web Development
B.A. (Visual Communication)	Reading Images
	Film Appreciation
BSW	Basic Human Rights Approach
B. Com.	Foundation on Income Tax
	Basic Accounting
	Entrepreneurial Development
	Fundamentals of Stock Market

Table 1.7: Postgraduate Choice Based Credit Courses

1.	Botany	Plant Propagation
2.	Chemistry	Chemistry of Materials
3.	Computer Science	Web Technologies
4.	Economics	Basic Economics for Non-Economists
5.	English	Writing for the Sciences
6.	Masters in Social Work	Human Rights
7.	Mathematics	Making the Right Decision
8.	Microbiology	Microbes and Us
9.	Physics	Astrophysics
10.	Political Science	Readings in Indian Polity
11.	Mass Communication	Indian Cinema

1.2.6. What percentage of programs offered by the College follows?

- * Annual system
- * Semester system
- * Trimester system

All courses offered follow the semester system as College is affiliated to Bangalore University.

1.2.7. What is the policy of the College to promote inter-disciplinary programs? Name the programs and what is the outcome?

- As the College follows the triple major system, students are exposed to a broad spectrum of learning across disciplines in the undergraduate section. This is exploited by the institution in arranging seminars and workshops of an inter-disciplinary nature at both the undergraduate and postgraduate levels. Many term paper ideas also fall into the inter-disciplinary category as do programs organized by associations such as Physical Sciences Association, Natural Sciences Association and Social Sciences Association. A recent initiative towards starting inter-disciplinary courses has been made with the introduction in 2016 of M. Sc. Big Data Analytics. This course is a collaborative effort of the Departments of Mathematics, Economics, Statistics and Computer Science.
- Since many members of the faculty take up research projects (both major and minor), and write papers along with faculty from other departments, students are directly benefitted by interacting with faculty capable of a multi-disciplinary approach to their subjects.

1.3. CURRICULUM ENRICHMENT

1.3.1. How often is the curriculum of the College reviewed for making it socially relevant and/or job oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

- The curriculum of the College is reviewed annually through the BOS. Major changes are made once in three years.
- The BOS comprises subject experts who are often researchers themselves, which helps in making the courses knowledge-intensive.
- The BOS comprises industry experts whose feedback help in forming syllabi relevant to the emerging trends and also makes them job-oriented.
- The presence of alumni helps in improving the course based on their experiences with the subject when they were students and also suggests new units to the course.
- Feedback from students who are currently studying in the institution, members of the department (through department meetings) and parents (through Parent-Teacher meetings) is also considered.
- Feedback from eminent faculty members who visit the College has been taken into consideration in updating the curriculum.

1.3.2. How many new programs at have been introduced UG and PG level during the last four years? Mention details.

*** Inter-disciplinary**

***Programs in emerging areas**

The College in keeping with the emerging needs of the city's educational landscape in the areas of Sciences, Social Sciences, Languages and Professional Courses, has introduced several courses during the last four years. This is shown in the table given below:

The B.A. EJP and B.A. CPE courses have an interdisciplinary element in that they feature collaborations between the faculty of Journalism and the faculty of English in the areas of training in writing, editing, page-design and web-based production. Similar collaborations are underway between the Departments of English and Political Science in terms of promoting a Reading and Writing model for students of the CPE course.

At the postgraduate level, two new courses were introduced namely M. Sc. Mathematics and M. Sc. Big Data Analytics. This course features collaborations between four departments - Mathematics, Economics, Statistics and Computer Science - and is an emerging area of study (Table 1.8).

Table 1.8: New UG and PG Courses Introduced During the Last Four Years

UG Courses	PG Courses
EJP (English; Journalism & Creative Writing; Psychology)	Big Data Analytics
CPE (Communicative English, Political Science, Economics)	Mathematics
B. Com.	
B. Com. (BPS)	
B.A. (Visual Communication)	
B. Voc. (Visual Media & Filmmaking)	
B. Voc. (Digital Media & Animation)	
CZBT (Chemistry, Zoology, Biotechnology)	

1.3.3. What are the strategies adopted for revision of the existing programs? What percentage of courses underwent a major syllabus revision?

Most departments have revised their syllabi three to five times. The syllabus revision policy has always been that of an incremental change rather than a sudden one. The following have been the guiding principles for all such revisions:

- Compliance with UGC and Bangalore University norms.
- Researching syllabi of other autonomous colleges and universities, both in India and abroad.
- Preparation for NET and other competitive examinations.
- Adoption of the recommendations by the members of the BOS.
- Considering feedback from all stakeholders.
- Availing expertise from members of the faculty.

1.3.4. What are the value-added courses offered by the College and how does the College ensure that all students have access to them?

The College offers several value-added courses. These fall under five categories. The first one is optional while the others are mandatory:

- The first category comprises the certificate courses, which are offered as add-on courses. The College offers about thirty-five such courses currently. These courses are paid courses and attract advanced learners. The College offers a fee waiver for deserving students who want to pursue these certificate courses.

- The second is made up of the Choice Based Credit Courses, which are mandatory for all students. The students have to opt for a course of their choice.
 - The third is constituted by Foundation Courses which are again mandatory and include courses such as Indian Constitution; Science, Culture and Society; Computer Science; and Environmental Studies.
 - The fourth consists of skill-based courses in Human Resources Development.
 - The fifth is the course on Theology for Catholic students.
- Software programs which are part of the syllabi of several courses are currently considered as value additions too.

1.3.5. Has the College introduced any higher order skill development programs in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?

No, the College is yet to introduce higher order skill development programs in consonance with the national requirements as outlined by the National Skills Development Corporation. The College has set up a Diploma Course Centre, which proposes to offer skill based-industry-integrated diploma courses from 2017-18 in the evenings.

There are, however, many courses that are very close to the ones proposed by the NSDC in terms of skill development in various fields:

Core Courses:

B. Com. (BPS) and M. Sc. (Big Data Analytics) are courses offered in association with TCS, a leading private sector company.

Certificate Courses:

The College currently offers 35 different certificate courses.

1.4. FEEDBACK SYSTEM

1.4.1. Does the College have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

The College employs a Compulsory Online Feedback Mechanism through Knowledge Pro (ERP Software) where the students anonymously assess their teachers at the end of the semester. One section of this feedback is directly related to curriculum delivery aspects. In this connection, it may be mentioned that the software for this purpose is managed entirely by a non-teaching staff.

The feedback is analyzed and the consolidated report is given to the teacher by the Principal. In case of professional help being required by a given teacher, the Principal makes arrangements for the same.

1.4.2. Does the College elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods adopted to do the same - (conducting webinar, workshop, online forum discussion etc.). Give details of the impact on such feedback.

- Each department has a cycle of BOS once a year for which external subject experts from other reputed institutions are invited. Their recommendations, suggestions and feedback are considered and incorporated and the syllabus is modified accordingly.
- Many of the BOS members have had research and teaching experience abroad and thus their sharing of expertise becomes valuable.
- Some departments have taken specific feedback regarding their syllabus from renowned professors from reputed international universities.
- In a 2016 interaction with the faculty of Seattle University, USA, several of our departments presented details of the curriculum, after which a discussion was held comparing aspects of curriculum delivery. This process came after visits to the said university by some of our teachers who also gave guest lectures there.

***Impact of the Feedback**

The feedback received from the national and international faculty has shaped the discussion around matters of syllabus and curriculum in several departments, and changes were made as and when they were found to be practical and sustainable.

1.4.3. Specify the mechanism through which alumni, employers, industry experts and community give feedback on curriculum enrichment and the extent to which it is made use of.

- The nature of the composition of the board has provided opportunities to elicit information from all stakeholders in the most appropriate and useful way. All departments have enjoyed this goodwill of the members of the BOS.
- The departments ensure that industry experts and alumni who are potential employers in divergent fields are consulted. Departments also earnestly seek guidance in these matters and keep track of suggestions made and the follow-up they have devised in response.
- The Department of Social Work and the Joseph's Outreach Centre along with NCC, NSS have been helpful in sharing their experiences of the community needs and this gets reflected in the syllabi or teaching in some way or the other.
- When CBCS was brought into effect, many departments were able to elicit feedback on syllabi from alumni who are now employed by various international institutions. The Department of English has alumni who are faculty in Colgate University and Roanoke College, Virginia. They are regularly consulted when they happen to visit India.
- Another source of feedback from the alumni is during the annual alumni meets. The alumni are sometimes invited, as and when the rules permit, as external laboratory examiners in some departments. During these sessions, valuable curricular inputs are received from them.
- The Academic Council and Governing Council which are both regulatory bodies are constituted so as to give adequate representation to the larger community. Their meetings are crucial as processes of review for existing and proposed curricula.

1.4.4. What are the quality sustenance and quality enhancement measures undertaken by the institution in ensuring effective development of the curricula?

Quality sustenance and enhancement are top priorities for the institution in all matters relating to curriculum setting to enhance academic rigor and make the courses offered relevant and effective. This can be judged by the active engagement of the IQAC with counterparts in other institutions as well as in the institutional push towards the following initiatives:

- Regular and continuous discussion among the teachers about the working of the curriculum and changes desired generates several new ideas to emerge in terms of quality.
- Regular Staff Council meetings raise issues of quality from a generic perspective which helps in setting benchmarks for departments.
- Regular Departmental meetings with the Principal once a semester has been helpful in sharing concerns of the departments. This practice has been helpful in terms of quality enhancement initiatives.
- Attention to reconstituting BOS with eminent persons is ensured from time to time as specified by university statutes.
- Teachers visit other colleges/research institutes in the city, other parts of the country and abroad to gain insights into the working of their curriculum. Faculty from other colleges visit the College and share experiences about curriculum and syllabi. This has been a proactive step in incorporating quality sustenance measures in the College.
- Faculty participating/delivering lectures in seminars and workshops have been another major source of initiating quality measures in the College curriculum.
- Active encouragement for teachers in research advancement through minor/major projects, in seeking funding, and professional enhancement via Orientation and Refresher courses has been yet another source of quality enrichment.
- The learning continuum of curricular, co-curricular and extra-curricular activities is facilitated by the continuous involvement of teachers and students. This practice helps in curricular enhancement.
- Collecting student feedback on curriculum and library infrastructure has been yet another important source of quality enhancement.

1.4.5. Any additional information regarding Curricular Aspects, which the institution would like to include.

The College enjoys the goodwill of all its stakeholders and they are ever willing to contribute to enhancing the quality of curriculum design whenever required. This makes the curriculum current, relevant, holistic and sustainable for the required academic rigour and advancement.



CRITERION II

TEACHING-LEARNING AND EVALUATION

At St. Joseph's College the teaching-learning process is collaborative and holistic, being built around the needs of the student. The Vision of the College is 'Forming men and women for others' and so the pedagogy emphasizes critical and creative thinking, interactive and inclusive learning. The interactions between faculty and students reflect this nature of learning. The College motto 'Faith and Toil' remains the guiding principle in both academic and co-curricular endeavors.

2.1 STUDENT ENROLMENT AND PROFILE

St. Joseph's College in its early years was predominantly a men's College but today there are as many girls as there are boys. The College has a diverse student body which is drawn from different socio-economic backgrounds that come in from various parts of the country and from around the world as well. St. Joseph's College has students from Afghanistan, Bhutan, Cote d'Ivoire, Maldives, Iran, and Sri Lanka pursuing their studies in what they find to be a stimulating ambience. The distribution of students by their state of origin shows that 0.68% are foreigners, 1.56% are NRI, 36.7 are non-Karnataka while 61% are from the home state of Karnataka.

The students are drawn in by the promise of an educational institution that ensures academic excellence with social responsibility, and in return, the College strives to ensure access, equity and inclusivity along with quality education. Our diversity therefore creates a unique academic and cultural space, which is one of the most important strengths of the College. Each student is given the feeling of being a valued member of the College community.

2.1.1 How does the College ensure publicity and transparency in the admission process?

St. Joseph's College, Bangalore, is a 135-year-old institution which is one of the earliest Colleges to have undertaken the NAAC accreditation - in the year 1999. It received an A grade during the third cycle with a CGPA of 3.73 which is publicized on the College website (www.sjc.ac.in). The College is one of the few in India to have been granted the status of 'College with Potential for Excellence' in 2004, and later declared 'College of Excellence' in 2014 by the UGC. This information is displayed on the College website (www.sjc.ac.in) and is also used in the College letterheads and all official documents.

The College website and prospectus carries all relevant details regarding the history of the College, its Vision and Mission statements, details of the admission process such as the admission schedules, departmental profiles, fee structures, certificate courses and other similarly relevant details. Information about the rich experience of the faculty is put up on the College website which provides publicity about the quality of faculty. Many of the faculty lend their services as resource persons to other reputed institutions and many also undertake various research projects. The College website carries detailed syllabi of all the courses being offered, as well as course objectives, reading lists and an evaluation system. A fairly good overview of the College and its

working is thus made available to interested, potential students. Admission details are posted on the College notice-boards in all three blocks namely, the Humanities Block, the Science Block and the Postgraduate Block. The College thus promises to offer students a rich experience with a multitude of intellectual and cultural opportunities. The admission processes are planned very carefully to ensure transparency and availability of information at all times to all the stakeholders.

Pre-Admission Phase:

A selection committee with the Principal as the Convener, a representative from the Local Superior and a few senior staff members as members is constituted to process all the applications. The selection of the applicants to be admitted is decided by this committee. The College is a Christian minority institution and as a result has an admission policy suiting this status. The College implements the Reservation Policy. The criteria for admission is established and scrupulously observed.

40%: OBC, Hindus, Muslims and others.

10%: SC/ST

50%: Catholics

The broad guidelines to be followed during the admission process are discussed and approved by the Staff Council. A detailed allotment list is prepared to assign admission tasks to faculty members. A committee is set up for the framing of question papers for courses requiring an admission test and for the conducting of these tests, if required.

A detailed set of guidelines for admission, eligibility criteria, fees, list of documents required, hostel admission details, the “No Capitation Fee” notice and a list of answers to ‘Frequently Asked Questions’ are thereafter displayed prominently on the College notice-boards. This information is also printed in the College prospectus and made available, with the application forms, on the College website (<http://www.sjc.ac.in>). Student Volunteers assist the committee at all times.

Publicity and Transparency during the Admission Process:

- The College forms an Admission Committee, which has representatives from all departments. New faculty members are trained in the process in order to help them conduct the admission interviews. A newly recruited faculty member is accompanied by a senior faculty member during the admission process. The coordinator of the committee reviews the admission process on a daily basis to ensure that the admissions are conducted in a smooth and transparent manner. A detailed schedule with faculty names, course lists, dates and timings is created and put up on the notice board to assist in the admission process.
- A Help Desk is created and manned by faculty members, on a rotation basis, which assists all prospective students who visit the College seeking information about admissions. Students seeking admission to the College can apply using the link to the application form which is available on the College website. Students also have the option of coming to the College premises to fill in the application form online using College computers. Adherence to Bangalore University requirements for admission in terms of marks, and cognate subjects is also emphasized on the College website.
- The provisionally selected students are then notified via email/SMS regarding the date and time of interview which is conducted on the College premises. The list of candidates is uploaded on the College website immediately after the list is finalized. The selected student must mandatorily appear for interview with his/her parents. The qualifying marks for different categories and subjects are specified during the

admission process. Information about programs such as Joseph's Outreach program is made available to the parents and students during interview.

- The Help Desk responds to any queries immediately and the College has a Grievance Committee to look into any complaints. Once the interview is completed, the application of the selected candidate is countersigned by the interviewing faculty. The selected candidate meets the Principal with his/her parents who countersigns it for further processes of payment of fees in order to complete the admission process. The candidate is then given twenty-four hours to pay the fees. The College strictly does not collect or accept any donations at the time of admission. Notices to this effect are posted on as many places as possible for the information of the applicants.
- The process is entirely transparent and follows all the norms and procedures laid down, as mentioned above. No eligible student, including those from the reserved categories (including SC/ST/OBC/PH, students from Foreign Boards, and students who apply under the Sports Category) is refused admission, subject to availability of seats. Since the entire admission process is computerized, data on the number of students admitted in each subject on each day is available. After the completion of the admission process an auditor of admissions is appointed to study the process and a report is prepared. Members of the faculty who are part of the admission committee are involved in the admission process on a rotation basis.

2.1.2: Explain in detail the process of admission put in place for UG, PG and Ph.D. programs by the College. Explain the criteria for admission (Ex. (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common test conducted by state agencies and national agencies (v) others followed by the College?

The admissions office takes care to inform all interested candidates about admission criteria to various courses. All courses follow the guidelines of Bangalore University, which is the affiliating university regarding admission requirements. Besides merit being taken into consideration, some courses have merit plus entrance test. All courses have interviews. The requirements are mentioned below:

***Undergraduate Courses:**

Eligibility criteria for admissions to undergraduate courses [B.A./B.Sc./B.S.W./B.A. Visual Communication, B. Voc. Visual Media and Filmmaking and B. Voc. Digital Media and Animation courses]:

The candidate should have completed 12 years of schooling in 10+2 pattern of Karnataka PUC/ISC/CBSE/NIOS/IGCSE/IBor from any recognized Board in India or abroad with any combination of optional subjects or any other examination recognized as equivalent thereto. Such students shall be eligible for admission to the **B.A.** courses, namely

HEP: History - Economics - Political Science

EPS: Economics - Political Science - Sociology

IES: Industrial Relations - Economics – Sociology

EJP: Optional English – Journalism & Creative Writing - Psychology

CPE: Communicative English - Political Science - Economics

B.A. Visual Communication

B.Sc.: A candidate, who has passed two year PUC examination/12th standard consisting of at least two Science subjects as optional subjects shall be eligible for admission into the B. Sc. degree courses. However, for PCM, CBZ and PEM, candidates should have studied all three subjects in the +2 level. A candidate applying for a B. Sc. degree shall opt for at least two of the optional subjects which he/she had studied at the +2 level.

A candidate opting for Physics as an optional subject in the B. Sc. degree course should have studied Mathematics as an optional subject in addition to Physics as another optional subject at the +2 level.

A candidate opting for EMS should have studied Science with Mathematics as a compulsory subject at the +2 level.

A candidate opting for Botany, Applied Botany, Microbiology, Biotechnology and Zoology as optional subjects at the B. Sc. degree course should have studied Biology as an optional subject at the +2 level.

BSW: Candidates who have passed two years Pre-University Course of Karnataka State or its equivalent in any combination of subjects are eligible for admission to this course.

B. Com.: Candidates who have completed two years Pre-University Course of Karnataka State or its equivalent in any combination are eligible for admission to this course.

None of these courses requires an entrance test for admission.

***Marks +Entrance test**

The following courses besides the basic requirements also have an entrance test.

EJP: English – Journalism & Creative Writing – Psychology - Marks + Entrance test

BCA: Bachelor in Computer Applications [Basic eligibility is a pass at the +2 level (Karnataka PUC/ISC/CBSE/NIOS/IGCSE/IB) from any recognized Board in India or abroad. Candidates, from non-Science streams, should have studied Mathematics, Computer Science or Electronics at the +2 level to gain admission to this course].

B.A. Visual Arts

B.Voc. Visual Media and Filmmaking

B.Voc. Digital Media and Animation

***Postgraduate Courses:**

The College offers twelve postgraduate courses of which some courses have admission tests.

***Marks + Entrance test:**

M.A. Economics: Candidates who have secured 40% marks in the aggregate of all subjects and 50% marks in Economics at their Bachelor's Degree level can apply but have to qualify in the written test in Mathematics, Economics, Basic logical skills and writing skills conducted by the department.

M.A. English: Graduates who have secured 40% in the aggregate of all subjects and 50% marks in the cognate subject (Optional English) in the qualifying University Examinations are eligible to apply. Candidates with B.A., B. Sc., and B. Com. Degrees are eligible to apply provided they have scored 55% in English in the degree course - they also need to have done four semesters of English at the undergraduate level. Entry is based on a reading and writing test.

M.A. Political Science: Graduates who have secured a 40% aggregate of all subjects and 50% of marks in the cognate subject at the Bachelor's Degree level OR Graduates who have studied Public Administration (with 50% marks) at their Degree OR those who have studied Political Science as a subject in the first three years of a Five Year B.A.B.L / B.A.LLB Course. Entry into this course is by means of an entrance test.

M.A. Journalism & Communication

Candidates who have a second class Bachelor's Degree with 50% aggregate in all examinations of the degree in optional subjects of Journalism. For Non-Journalism Graduates, Candidates should have passed the Bachelor's Degree examination from any recognized university.

***Only based on marks in the qualifying examination:**

MSW: A Bachelor's degree in any subject of a recognized University with a minimum of 50% marks.

M. Sc. Botany: The candidate should have studied Botany as a cognate subject at B. Sc. level along with two Natural Science subjects and with a minimum of 50% marks in the cognate subject and minimum of 40% in the aggregate.

M. Sc. Chemistry: The candidate must have studied Chemistry as a cognate subject at B. Sc. level and studied Mathematics at 10+2 or Pre-University level and with a minimum of 50% marks in the cognate subject and minimum of 40% marks in aggregate.

M. Sc. Microbiology: B. Sc. Degree of Bangalore University, or any other University equivalent thereto, with 50% marks (45% for SC/ST) in aggregate. The applicant should have studied Chemistry/Biochemistry compulsorily as an optional subject along with at least one of the following optional subjects: a) Microbiology b) Biotechnology c) Botany d) Applied Botany e) Zoology f) Applied Zoology g) Industrial Microbiology h) Environmental Science i) Genetics j) Applied Genetics k) Sericulture l) Home Science m) Life Sciences n) Biological Sciences o) Agricultural Sciences p) Biochemistry q) Dairy Sciences r) Horticulture s) Forestry and (t) Fisheries. In case of Honors students in Biotechnology, Microbiology, Botany, Zoology or Biology where the "class" is decided on the basis of Honors subjects only, marks in other optional subjects may not be calculated for this purpose.

M. Sc. Computer Science: Candidates with B. Sc. (Computer Science) or BCA with at least 50% aggregate marks of all optional subjects (throughout 3 years of B. Sc./BCA courses).

M. Sc. Physics: Candidates who have passed B. Sc. Degree Examination of any University, provided he/she has studied Physics and Mathematics as any two of three cognate subjects and has scored at least 50% marks in Physics and a minimum of 40% in the aggregate.

M. Sc. Mathematics

Candidates who have secured 40% marks in the aggregate of all the optional subjects and 50% of marks in the cognate subject (Mathematics) at the Bachelor's Degree level.

M. Sc. Big Data Analytics (Industry-Integrated Course)

Candidates who have completed the B. Sc. degree with Mathematics and Statistics as two of the optional subjects with 50% marks in aggregate are eligible for the course.

PhD Programs: The College is affiliated to Bangalore University and follows the procedure of admissions through the entrance test conducted by Bangalore University.

2.1.3. Does the College have a mechanism to review its admission process and student profiles annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

Yes, the College reviews the admission process annually. The feedback is then incorporated for improvement. Some of the improvements are:

- The entire faculty is now fully involved in the process, thereby ensuring transparency and fairness and also knowledge about the kind of students appearing for interview enabling them to share valuable insights with the admissions committee.
- The admission process has now been streamlined in such a way that admission data is available to the office and the Principal at any given time. This enables the announcement of available vacancies for each course.
- The application process has also gone completely online. This enables the College to anticipate demands and to be prepared for the current year's admission.
- Student profiles of the admitted candidates are collected during the admission process and the same is updated annually in the administrative office for the preparation of the admission abstract. This is later used by the College for all other administrative and academic purposes.

2.1.4 What are the strategies adopted to increase/improve access to students belonging to the following categories?

*** SC/ST * OBC * Women * Different categories of persons with disabilities
* Economically weaker sections *Outstanding achievers in sports and extracurricular activities**

- The College follows the rules set by the Government of Karnataka in terms of student admission for SC/ST and other reserved categories. Scholarships provided by the state and other minority agencies are put up on the notice boards as information to attract students of this category.
- There is no special effort being taken by the College to increase access for women students as the number of women students applying for the courses is quite high to begin with. In fact in many courses, the number of women enrolled is slightly higher than that of the men.
- The College offers preferential options for the poor and follows certain strategies to increase access to students belonging to various categories. Once students from the marginalized sections are admitted, the College assists them by providing fee concessions/scholarships.
- Mid-day Meal schemes are available to students requiring such assistance. Students with disabilities have access to class rooms, as ramps and lifts are available in all blocks of the College.
- When candidates with disabilities apply, they are summarily given admission. The College informs them about the various facilities available for such students on campus. The use of scribes and laptops during exams, extra writing time, special assignments and special question papers for students with special needs are provided so as to increase access for such students.
- Outstanding achievers in sports and extracurricular activities are given admission with the intention of encouraging sports on campus. Such students are informed about the benefits they get regarding attendance for participating in competitions.

2.1.5 Furnish the number of students admitted in the College in the last four academic years in numbers.

The College has seen a steep increase in the number of students admitted to the different courses. **Tables 2.1** and **2.2** show the statistics for student profile of the last 4 years.

Table 2.1: UG Student Profile of the Last 4 Years

CATEGORIES	2013-14		2014-15		2015-2016		2016-17	
	M	F	M	F	M	F	M	F
SC	37	26	41	27	53	51	63	46
ST	53	40	108	26	86	28	80	30
OBC	230	159	268	192	450	325	381	254
GENERAL	124	134	168	162	228	235	426	347
OTHERS	22	12	23	18	6	3	9	0
TOTAL	466	371	608	425	823	642	959	677

All Catholics, Non-Catholic Christians and Minorities come under OBC category

Table 2.2 : PG Student Profile of the Last 4 Years

CATEGORIES	2013-14		2014-15		2015-2016		2016-17	
	M	F	M	F	M	F	M	F
SC	4	2	4	3	6	9	4	10
ST	15	12	10	22	19	14	14	33
OBC	49	123	50	101	78	157	39	107
GENERAL	25	60	28	75	9	10	51	123
OTHERS	0	0	8	2	0	0	0	0
TOTAL	93	197	100	203	112	190	108	273

All Catholics, Non-Catholic Christians and Minorities come under OBC category

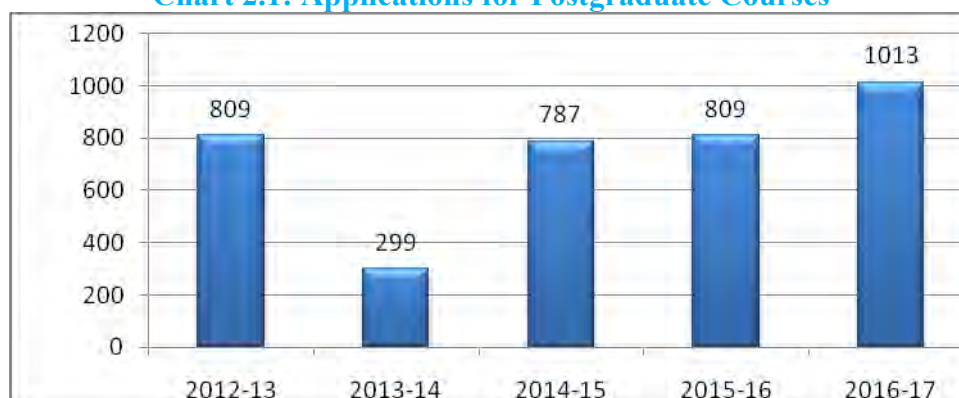
2.1.6 Has the College conducted any analysis of demand ratio for the various programs offered by the College? If so, indicate significant trends explaining the reasons for increase/decrease.

Yes, the College has analyzed the demand for various courses. It was found that for a couple of years, undergraduate basic science courses had a lower demand when compared to social sciences. Commerce was introduced in 2015-16 and has seen heavy rush for admissions. The reason behind this rush was not hard to find. The College waits for the Common Entrance Test results to be announced before filling the seats for the Science courses. Of late, the situation has improved as the College has begun to get good students even before the Common Entrance Test results are announced. The demand for B. Sc. Computer Science (PMC) is an exception. There is a good demand for all Social Sciences courses. The high demand for EJP, CPE, B. Com and professional courses such as B.A. Visual Communication, B. Voc. Visual Media and Filmmaking and B. Voc. Digital Media and Animation is due to the professional nature of courses and also because it targets those students who do not have any interest in other courses. This is presented in **Table 2.3** and in **Chart 2.1**.

Table 2.3: Applications for Postgraduate Courses

Sl no	Courses	2012-13	2013-14	2014-15	2015-16	2016-17
1.	Big Data Analytics	-	-	-	-	54
2.	Botany	20	20	46	63	68
3.	Chemistry	23	23	59	46	77
4.	Communication	32	31	118	109	115
5.	Computer Science	36	35	55	70	68
6.	Economics	34	29	89	88	70
7.	English	31	32	103	164	142
8.	Microbiology	31	31	72	51	97
9.	MSW	42	43	92	84	122
10.	Mathematics	-	-	27	23	56
11.	Physics	63	21	74	63	96
12.	Political Science	48	34	52	48	48
	TOTAL	809	299	787	809	1013

Chart 2.1: Applications for Postgraduate Courses



The demand for postgraduate courses indicates that there has been a steady increase in the demand for the courses such as English, MSW and Communication. This is shown in **Table 2.4** and **Chart 2.2**.

Table 2.4. Applications for Undergraduate Courses

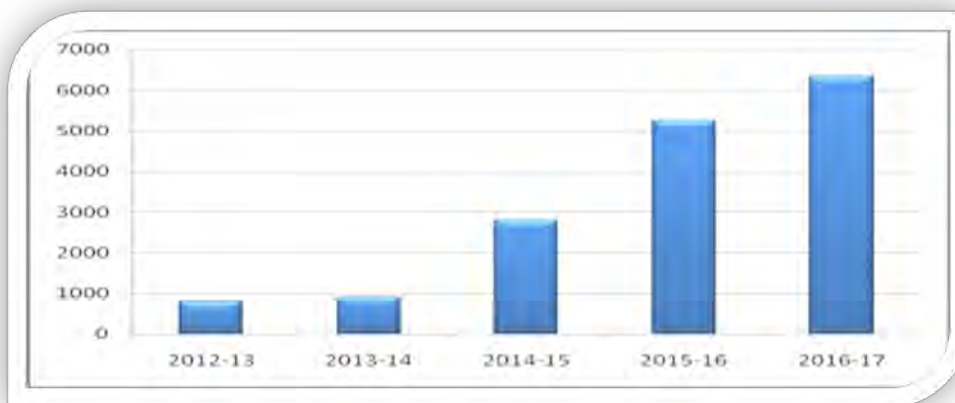
	COURSE	2012-13	2013-14	2014-15	2015-16	2016-17
1.	B.A [EJP]	-	378	443	497	472
2.	B.A. [EPS]	104	94	208	247	276
3.	B.A. [HEP]	91	77	175	210	233
4.	B.A. -IES-	90	79	177	194	214
5.	CPE	-	-	-	-	151
6.	B.Com.	-	-	-	1825	2269
7.	B. Com-Industry-Integrated	-	-	-	-	83
8.	B.Sc.-CBBT-	36	25	54	66	86
9.	B.Sc. -CBZ-	31	39	120	170	195
10.	B.Sc.-CEB-	12	21	24	26	52
11.	B.Sc.-CEZ-	15	16	44	44	70
12.	B.Sc.-CZBT-	-	34	106	163	235

13.	B.Sc.-EMS-	32	38	124	213	219
14.	B.Sc. –MCB	13	20	45	54	47
15.	B.Sc. –MCZ-	46	49	90	126	151
16.	B.Sc. -MEC-	45	54	77	78	110
17.	B.Sc. –PCM-	38	71	178	220	224
18.	B.Sc.-PEM-	27	37	117	109	174
19.	B.Sc. –PMC-	64	64	138	165	163
20.	BCA	69	62	334	429	320
21.	BSW	40	45	82	79	109
22.	BVC	43	46	218	206	253
23.	Digital Media & Animation	-	-	13	45	110
24.	Visual Media & Filmmaking	-	-	26	78	121
	Total	800*	908*	2793	5244	6337

Note: In 2016-17 BVC was changed to B.A. Visual Communication.

*Online applications received

Chart 2.2: Applications for Undergraduate Courses



All courses have shown an increased demand during the study period. The admission process went online in 2014-15. The number of students admitted is shown in Table 2.5.

Table 2.5: Number of Students Admitted 2016-17

Programs	Number of applications	Number of students admitted	Demand ratio
UG	6337	1636	4:1
PG	1013	381	3:1
Integrated masters	0	0	0
MPhil	0	0	0
Ph.D.	Data Not Available – Administered Directly by BU		
Integrated Ph.D.	0	0	0
Certificate	700	600	1:1
Diploma	0	0	0
PG Diploma	0	0	0
Any other(specify)	0	0	0

2.1.7 Was there an instance of the College discontinuing a programme during the last four years? If yes, indicate the reasons.

The College has not discontinued any program during the last four years.

2.2: CATERING TO STUDENT DIVERSITY

The College has a history of admitting students from a variety of socio-economic and regional backgrounds. It is truly cosmopolitan in character as different languages, different regions and nationalities are represented on campus. Not all students joining the College have good academic records as access is given even to students with poorer academic records in order to facilitate the College's commitment to the marginalized.

2.2.1: Does the College organize orientation/induction programme for freshers? If yes, give details of the duration of programme, issues covered, experts involved and mechanism for using the feedback in subsequent years.

With the nature of diversity presented on campus, the College has a long history of conducting orientation programs every year. A one or two-day orientation program for the new batch of students is conducted. Most staff members are involved in this process.

- The students are given an introduction to the history of the College, the working of autonomy, the examination system, the rules and regulations regarding attendance, discipline and other academic concerns.
- The issue of 'Ragging' is highlighted to students and Anti-ragging notices are posted on all notice boards. Students are informed about the working of the various Grievance Cells of the College so as to enable them to seek help in times of need.
- Students are also introduced to each other through ice-breaking sessions.
- In addition to the College conducting orientation/induction programs, department-wise orientation programs are also conducted in the first week of College. Here, students are introduced to the course and are initiated into the course structure and course requirements.
- Members of the faculty interact with students and present teaching plans, and also motivate them to work towards time management and team work.
- The faculty also highlight opportunities that the students may have for higher studies and employment, based on their chosen combinations.
- The Department of Social Work conducts grassroots-level social workers training before students are placed at grassroots-level NGOs. This is in addition to department orientation with field work, "classroom to community" and vice versa.
- The Departments of Communication and Visual Arts conduct workshops on Issues and Challenges in Reporting and Editing, and on Career Opportunities in Design and in Film.
- After a week or two in College, all first year students attend a week long IGNITORS program conducted by the Joseph's Outreach Centre. These weeklong sessions include sessions on:
 - personal goal setting and building self-esteem
 - understanding freedom and responsibility
 - encountering conflicts

- family and sex education
- team-building, leadership and motivation
- social issues such as poverty, substance abuse
- Indian constitution
- gender sensitivity

The resource persons are from among the faculty and also from other Colleges and NGOs.

2.2.2 Does the College have a mechanism through which the “differential requirements of student population” are analyzed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?

Since the College admits students of all denominations, the College is sensitive to the differential needs of admitted students.

- Discussions at Departmental meetings on student performance result in planning actions required for different categories of students and also for individuals with special needs.
- Students with differing levels of competence in English and language skills get admitted into College. In response to this challenge, the English department conducts streaming tests and students are divided into different classes based on their writing abilities. The syllabus and pedagogy are then customized to help the students strengthen their language skills.
- The languages of Kannada and Hindi have different syllabi and question papers for B.A., B. Sc. and B. Com. students.
- The Department of Economics has a mechanism to identify relatively weaker postgraduate students in mathematics and writing skills and provide regular tutorials to build their competencies.
- Almost all departments provide remedial help through various means such as classes on basic concepts, peer learning, joint assignments with academically better students and individual attention, along with counseling, if necessary.
- Several teachers are approachable for one-on-one sessions both online and in person.
- Sports students admitted are paid special attention as they require, since they miss classes during their matches. Teachers arrange special support for them in terms of classes and internal assignments.
- After the commencement of classes, student attendance is monitored for any particular pattern of irregularity and class mentors and counselors attend to this need.

2.2.3: Does the College provide bridge /Remedial /add - on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise?

***Bridge Courses:**

Bridge courses are conducted by different departments.

- Departments of Sociology, Political Science, Economics, Chemistry and Physics conduct courses to help students refresh their basics and bridge knowledge gaps.

- Department of Commerce conducts a bridge course in quantitative methods.
- Department of Mathematics conducts a non-linear dynamic course for all the students to initiate research orientation in the field.
- Department of Social Work conducts a course in basic Kannada for the non-Kannada speaking students to equip them with colloquial language skills required for field work.
- Students with poor written and spoken skills in English are informally sent to the Department of English for remedial work.
- Department of Economics provides tutorial classes and encourages peer support for postgraduate students who are weak in mathematics. They are inducted into guided library work so as to enable them to improve upon their reading and writing skills.
- All departments provide informal individual support and encourage peer support in academics for the academically weaker students.

***Remedial classes**

Some departments like Chemistry provide special classes before the commencement of examination for the needy students. The academically weaker undergraduate students of Economics are given remedial classes by the postgraduate students.

***Add - on courses**

These courses take the form of certificate courses which are offered by individual teachers to interested students during weekends.

2.2.4 Has the College conducted a study on the incremental academic growth of different categories of students; student from disadvantaged sections of society, economically disadvantaged, physically challenged and slow learners etc.? If yes, give details on how the study has helped the College to improve the performance of these students.

The office of the Controller of Exams has a centralized database of students and their academic performance. This data is available to departments and to individual mentors. Individual departments and mentors access this data after each set of examinations and assess the performance of different categories of students to help them stay on par with others. The College enjoys healthy and cordial student-teacher relationship which has been playing a pivotal role in providing individualized attention to students.

***Economically disadvantaged:**

Individual Teachers, Mentors, Welfare Officers and Heads of departments are responsible for recognizing individual needs of students through their continuous interaction with these students. Needy students are encouraged to apply for scholarships, mid-day meal scheme, books from book banks. They are also provided with books available with the departments.

***Slow learners:**

Sometimes individual teachers identify such students; at times parents come and meet class mentors and share their concerns and the teachers provide support in whatever way possible. For example, a student with phocomelia dyslexia is exempted from learning languages. Following the result analysis and individual feedback, separate

question papers without answers requiring graphs are prepared for the visually challenged students in Economics, a separate question paper is prepared in Statistics for dyslexic students, examination time is extended for slow learners and so on.

***Physically challenged:**

For physically challenged students needing to write exams, the COE's office arranges suitable ground floor rooms. They are given different types of assignments suiting their abilities. For example, a postgraduate student of Economics was given concession in carrying out his dissertation using secondary instead of primary data. These efforts by individual mentors and departments have helped in improving the overall academic experience of students.

Following is the analysis of data relating to different categories of differently-abled students.

Table 2.6: Incremental Academic Growth of Differently-abled Students

Sl. No.	Register number	Semester Exam Results (Overall Percentage)					
		I Sem	II Sem	III Sem	IV Sem	V Sem	VI Sem
1.	12HEP1002	40 (Failed in Eco)	47 (Pass)	51 (Pass)	44 (Pass)	55 (Pass)	Not Available (NA)
2.	12IES1338	48 (Failed in Eco)	52.4 (Pass)	52.6 (Pass)	50 (Pass)	56.17 (Pass)	NA
3.	12BCA4252	77	76.38	80.88	82.5	91.33	90.33
4.	13PEM2246	56.17	58.83	64.5	65.17	69.3	67.75
5.	13EPS1261	69	57	57	61	64	60.33
6.	13HEP1015	79.80	79.60	79.8	73.4	77	74.67
7.	13HEP1028	45 (Failed in Language, History)	48 (Failed in Eco)	52.4 (Failed in Pol Sci)	44.2 (Pass)	48.2 (Pass)	45.54 (Pass)
8.	13HEP1067	79.20	80	78.2	80	82.5	80.17
9.	14BVC4338	62.14	67	71.5	69		
10.	14HEP1001	54.60	55	58.8	59.4		
11.	14HEP1055	64.60	65	61.0	67.80		
12.	14IES1304	41	42.8	44	63		
13.	14ECO5312 (M.A.)	57.40	64.8	65.4	67	NA	NA
14.	14PLS5107 (M.A.)	67.40	75.6	74.67	83.71	NA	NA
15.	15VOF6104	61.29	56.38				
16.	15HEP1071	68.20	76				

2.2.5 How does the institution identify and respond to the learning needs of advanced learners?

As mentioned above, individual teachers are attentive to student needs based on their interaction and they are guided appropriately. Several certificate courses are offered to students who have the inclination to go beyond the regular classroom curriculum. They are willing to spend money, time and effort to take up courses of their choice. The courses include GIS and Remote Sensing, Ecological Sampling Techniques, Ornithology, Statistics using MS Excel, Connecting People and Plants, Course on R Software, Data Science Analytics, Accounts, Practice Teaching, Research Methodology, Life Skills, Gender Studies, Space and Rocket Dynamics, Spectroscopy, Economic Botany, Environmental Science, Wildlife and Conservation. **Table 2.7** presents the number of such courses offered. These courses are conducted after class hours and are popular among students. These courses also award students with credits.

Table 2.7: Number of Certificate Courses Offered

Category	2012-13	2013-14	2014-15	2015-16	2016-17
Natural Sciences	4	1	6	9	7
Physical Sciences	1	1	2	3	4
Social Sciences	1	2	4	7	4
Skill-based	1	2	2	4	5
Arts & Theatre	2	2	4	4	3
Journalism Courses	1	1	4	6	1
Language Courses	1	3	1	4	1
Computer-based Courses	7	9	9	12	10
	18	21	32	49	35

- The Josephite Research Forum, a platform for discussion in research, encourages advanced learners to take up research projects by interacting with faculty from different disciplines in an attempt to help students get different perspectives of research on the subject. This has motivated advanced learners and some of them have applied for funding of their small research projects under the DBT program.
- Undergraduate and postgraduate students from both the Sciences and the Humanities are encouraged and enabled to attend conferences, present papers and publish them. Choosing a challenging topic for writing their term paper is another way to meet the needs of advanced learners. They are also suggested advanced books in the subject of their interest.
- Both social sciences and basic sciences courses at the postgraduate level require students to obtain internships in research institutions and in industry, which motivates them to apply their classroom learning to the field of work. Here students search for internships depending on their abilities in research institutions and for research projects. Academically oriented students are helped with their research proposals when applying for higher studies.
- Students are encouraged to participate in summer projects with research labs and internship programs at institutions such as JNCASR, IISc, (sponsored by Indian Academy of Sciences), IIM, ISEC, IGIDR, ‘Reap’ conducted by Nehru Planetarium, NCBS/ NPCC/ NAP etc.
- The postgraduate students engage foundation course classes for undergraduate students in Environmental Science and Indian Constitution which offers them an opportunity to develop teaching skills.

2.2.6 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

The departments, which have students with special needs, such as visually challenged students, arrange for special question papers without questions requiring graphs. Dyslexic and visually challenged students are permitted to use a scribe or a laptop to answer exams, and are also given extra time for writing exams.

Customized assignments are given to students with special needs. For instance, a physically challenged student of M.A. (Economics) was helped to choose a dissertation topic which required only secondary data analysis. The College exempted him from outreach activity. Ramps and lifts make it easier for physically challenged students to access classrooms and academic spaces.

In addition, an Equal Opportunity Cell, Gender Sensitization Cell, Tibetan and North-Eastern Students' Forum, International Students' Association, create awareness to ensure that the students are enabled to express their specific needs and concerns, which are then addressed by the management.

2.3. TEACHING-LEARNING PROCESS

2.3.1 How does the College plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print and so on)

***Academic calendar:** As an autonomous College, St. Joseph's College devises its own teaching plans and methods of evaluation. The College has an academic calendar which is designed by the Principal and Controller of Examination in consonance with Bangalore University and UGC norms. According to this, there are 180 teaching days each year. There are additional days for tests, examinations, and valuations. The College works for more than 240 days in each academic year.

***Planning teaching and learning:** Based on this academic calendar, the BOS of individual departments design the syllabus, along with the sub-divisions and the respective time-slots required. Based on this, a well-defined plan for teaching, learning and evaluation is developed. The College adheres to this plan throughout the academic year. Regular staff meetings are held to monitor the calendar of events and keep it on track. In case of unusual events resulting in loss of working days, the schedule is reworked with approval from the Staff Council.

***Timetable:** The College prepares a master timetable incorporating theory and practicals in core subjects, and the languages. The time table is prepared well in advance of the commencement of the next semester. This is another step in planning the teaching-learning process and ensuring that it works in an organized manner.

***Teaching plan:** At the departmental level, the faculty decides the portions of the syllabus that need to be completed before each academic event. The College follows the practice of each member of the faculty writing the Work Done Diary, which is countersigned by the HOD and finally signed by the Principal. From this semester onward, the College has gone digital in recording activities in the Work Done Diary.

Discussion on completion of portions to match the examination schedule ensures that all faculty members teaching the same paper are on par with each other.

***Evaluation schedule:** The College calendar announces the dates for internal assignments, mark entry and end-semester examinations. This enables both teachers and students to plan their work. Upon discussion with faculty, the HOD makes question-paper setting allotments, prepares schemes of evaluation and the list of evaluators, all of which are given to the COE. The COE announces the dates of BOE meetings. The BOEs, which include external examiners, review the question papers for moderation, if required, content and grammatical errors, scheme of evaluation and allotment of marks. All members attending the meeting together finalize the papers after making corrections in the soft copy, after which the papers are ratified by the BOE, with the final document carrying the signatures of all the members.

The examination schedule, with invigilators list and non-teaching staff duties, is prepared by the COE's office well in advance and put up on the notice-board. The elaborate arrangements ensure that the evaluation process is conducted in the best possible manner.

Once a paper of the end-semester exam is conducted, teachers listed in the BOE, submitted to the COE earlier, can begin valuation. This list contains both internal and external evaluators. The answer booklets are bar-coded, ensuring that the student's identity is protected. After evaluation, a review is carried out and the marks are entered immediately using ERP software. This ensures faultless and speedy entry of marks. With the cooperation of faculty, the College is able to complete the entire evaluation within ten days for undergraduate papers and in about a fortnight for postgraduate papers. The results are announced on the College website within ten days of the conduct of the undergraduate examination. For the postgraduate courses, this process takes about twenty days due to the system of double valuation, which involves external examiners.

2.3.2 Does the College provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?

- The various departments finalise the syllabus along with the course-specific objectives, reading lists and evaluation pattern after the BOS meetings. The syllabus is then posted on the College website.
- The College website hosts details of all courses. The availability of the syllabus online ensures that the students take up a course with full knowledge of the rigour involved.
- Subject teachers discuss the outline of the syllabus in class to familiarise students with the subject. Students are made aware of the syllabus available online. Till a few years ago, a printed copy of this was given to students but this practice was discontinued once computer-use became routine for all students.
- Students track the completion of syllabus, ensuring that they too are involved in the teaching-learning process.

2.3.3 What are the courses which predominantly follow the lecture method? Apart from classroom interactions, what are the other methods of learning experiences provided to students?

- The lecture method, being a proven pedagogical approach, is adopted uniformly across courses
- Science courses have practicals as a part of their curriculum. The Natural and Physical Sciences have practical units incorporated into their curriculum, which permit them to use experiential learning.
- The Social Sciences and Languages use different methods of classroom interactions like group discussions, classroom presentations using PowerPoint, quizzes, report writing, case studies and management games. In addition, students are exposed to their subjects through field work, screenings of films and documentaries, panel discussions and museum visits, inter-class and intra-class competitions, collection and discussion of published material/objects of historical, sociological and economic value, role-plays and rural camps.
- Inviting guest lecturers is a method favoured by teachers across the faculties. The curriculum has been designed in such a way as to make room for such inputs.
- Participating in exhibitions is another way of learning, across the faculties.
- Students are encouraged to undertake research with a view to producing term papers at the undergraduate level and dissertations at the postgraduate level.

2.3.4. How is „learning“ made more student-centric? Give a list of participatory learning activities adopted by the faculty that contribute to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.

The approach to teaching-learning at St. Joseph’s College is learner-centric, rather than teacher-centric. It makes use of innovative pedagogical techniques that combine the theoretical with the practical. The aim is to not only to sharpen critical understanding of a subject, but to understand its interface with a changing world.

- The attempt is to blend the chalk-and-talk method of teaching with e-learning to make the classroom a truly interactive space.
- To enhance independent learning among students, faculty use non-conventional pedagogical practices, such as films, workshops and interaction with experts. These encourage discussions on a range of issues beyond the classroom. Another important enrichment of the teaching-learning process is the use of field trips.
- The classroom being an interactive space, students are expected to contribute their own perspectives to discussions and question established forms of knowledge. Classroom presentations by students using e-resources are an integral part of the teaching-learning process for many faculties. Presentations often are collaborative endeavors, with students complementing each other’s strengths and learning from peers.
- The faculty use creative methods of evaluation to strike the right balance between following time-tested norms and innovation in the evaluation process to take into account the differing capabilities and needs of a heterogeneous student body. The aim is to assess how critically, analytically and aesthetically a student has engaged with

the cognitive and affective dimensions of the subject, as well as the skill sets that he/she has acquired in the respective domain.

- Students are encouraged to take the initiative to bring out journalistic papers which enables them to gain practical experience in editing and peer-reviewing. The College fosters an interdisciplinary approach to teaching-learning by holding joint seminars involving two or more departments. Providing avenues for internship assists students in self-directed learning and makes it possible for them to work with research institutes and in research projects in famed institutions.

2.3.5 What is the College policy on inviting experts/people of eminence to provide lectures/seminars for students?

All Departments engage in conducting seminars, workshops and association-level activities where opportunities to invite resource persons in specific fields of study are possible. More than 180 such lectures/seminars/panel discussions were arranged in College by various departments during the current assessment period. Visiting resource-persons are provided accommodation on campus. Numerous eminent personalities have visited the College during the past four years. When it is known that an eminent scholar is in the city on academic work, faculty members acquainted with them invite them to College. The College has begun a ‘scholar on campus’ program. The following list is a mere sample of names of resource persons from different departments. More details are available in the individual departmental profiles presented elsewhere in this report.

Table 2.8: Select List Of People Of Eminence Invited To College

2012-13	Dr. Thimappa Hegde	Dean of Neurosciences at Narayana Hrudayalaya.
	Mr. Pu Lalrokhuma Pachau	Director General and the Inspector General of Police, Karnataka
2013-14	Shri Oscar Fernandes	Union Minister for Rural Transport and Highways
	Dr. Gulshan Relhan	Former Scientific Advisor, visiting scientist at Bhabha Atomic Research Centre, Mumbai
2014-15	Dr. Deviprasad Shetty	Founder, Narayana Hrudayalaya
	Dr. Shakeel Ahmad	Deputy Secretary, University Grants Commission (UGC)
2015-16	Shri Shankarappa	Director, Department of Collegiate Education, Government of Karnataka
	Shri Syed Kirmani	Cricketer
2016-17	Dr. Shiv Vishvanathan	O.P Jindal University, Eminent Social Scientist
	Shri P. Chidambaram	Former Finance Minister of India
	Dr C.N.R. Rao	Bharat Ratna, scientist par excellence.

Table 2.9: Select List of „People of Eminence“ Invited by Departments

Department	Resource person	Field of expertise	Institutions
Botany	Dr. K.M. Mathew	Membrane Biophysics	NCBS, TIFR, Bangalore
	Dr. R.R. Rao	Ethnobotany	CIMAP & ex-director BSI, Kolkata
Chemistry	Dr. Aninda Bhattacharya	Solid State and Structural Chemistry	Indian Institute of Science, Bangalore
	Dr. Gulshan Relhan	Nuclear Sciences	Bhabha Atomic Research Centre, Mumbai
Economics	Dr. Bruce Stokes	Global economic attitudes	Pew Research Centre
	Dr. C.R. Mohan	Currency Management	Reserve Bank of India RBI
English	Ms. Rachel Long	Poet and Performance Artist	British Council
	Shri. Christos Tsiolkas	Novelist	Australian Council for the Arts
Environment	Shri. S. Kartikeyan	Chief Naturalist	Jungle Lodges, Karnataka Forest Department
	Dr. Savitri Sambamurthy	Ayurveda	Ayurveda Academy
Microbiology	Dr. Mary Dias	Infectious Diseases	Dept. of Microbiology, St John's Medical College, Bangalore
	Dr. Sandhya S. Visweswariah	Molecular Reproduction	Dept. of Molecular Reproduction, Development and Genetics, Indian Institute of Science, Bangalore
Psychology	Dr. Ashok	Organizational Psychology	Dept. of Psychology, Bangalore University
Communication	Ms. Sanjana Bhatt	Art Director	Stirred Creative
	Shri. John Crowley	Editor-in-Chief	International Business Times, UK
Social Work	Swami Agnivesh	Religious	Arya Samaj Movement
	Shri. Thangarajan	Information Commissioner	Govt of Karnataka
Statistics	Shri. Krishna Prasad	Consultant	Fractal Analytics

	Shri. Sandeepa MS	Data Scientist	Cognizant Technology Solutions
Political Science	Dr. M. Amarjeet Singh	North-East Studies	Jamia Milia Islamia (University)
	Shri. Ashraf Haidari	Deputy of Chief Missions	Afghanistan
Biotechnology	Dr. Ramamohan	Regulatory and Scientific Affairs Lead	Monsanto India
	Prof. John Kirby	Applied Immunology and Transplantation research group	Newcastle University, UK

2.3.6. What are the latest technologies and facilities used by the faculty for effective teaching? Ex:Virtual laboratories, e-learning, open educational resources, mobile education, etc.

Most of the classrooms are equipped with LCD projectors. The Computer Science Department considers the completion of MOOCs by students for credits. Students and faculty members have registered and been given user ID and passwords in order to enable them to make use of the electronic library INFLIBNET. The Physics Department uses MOODLE to structure a significant part of the coursework. The English and Political Science Departments require students to produce individual and class blogs for certain courses. Software such as SPSS, STATA, R, MATLAB, Tally and Wings are also used to teach certain subjects.

2.3.7. Is there a provision for the services of counselors/mentors/advisors for each class or group of students for academic, personal and psycho-socio guidance? If yes, give details of the process and the number of students who have benefitted.

Yes, the College has provision for providing the services of counselors and mentors as it is concerned about the mental health and well-being of students. It believes that any problem in this area of life adversely affects students' experience of learning and their life on campus.

***Mentor**

Each class has a mentor; the mentors contribute to the holistic development of the students and help them in attaining their academic, cultural and sport potential. These mentors begin their association with students during their first year of joining College and journey with them till they complete the course. They collect personal details of students and interact with them on a regular basis. They are the supportive link between the student and the department. Mentors know their students well and provide specific and personal guidance to them. The mentors keep track of academic performance of the students, their regularity and punctuality and their participation in

various College activities. They refer the students to professional Counselors in case he/she requires counseling help.

***Welfare Officers**

Besides the mentors, the College has eight Welfare Officers, four of whom are women who cater to the welfare of women students. There are separate Welfare Officers for Social Sciences and Humanities, Commerce, Sciences, Professional Courses and Postgraduate students. They address the needs of students when they have any personal or attendance related issues, such as prolonged illness or other personal issues like the death of a dear one, or visits to other cities or countries for some competition or research.

***Counselors**

Since the mentors are in close contact with their mentees, they may chance upon conditions that warrant a meeting with professional counselors. The College has four such counselors who function from each of the three blocks. Many senior teachers are also trained counselors and provide assistance to students in addition to the designated counselors. They provide academic and personal help to the students. The counselors maintain a case diary and provide follow-up care, if required.

***Peer Counseling**

The counselors have begun what is known as peer counseling. The students who have benefitted from this, address classes on their own initiative, and encourage the others to seek help. This has resulted in more than two hundred students being helped.

2.3.8. Are there any innovative teaching approaches/methods/practices adopted/put to use by the faculty during the last four years? If yes, did they improve the learning? What methods were used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?

The College has believed that being innovative in pedagogical practices is what makes teaching-learning-evaluation an effective and fulfilling experience, both for the teacher and the student. It's a challenge to the teacher to be creative and for the students to challenge their known practices of learning, thus making the teacher as much engaged in ongoing learning as the student. This makes the whole system learning-centric rather than student-centric. Most departments in College have experimented with well known innovative methods or with methods that have been created by them to suit their classroom requirements. ICT tools such as YouTube learning, video screening, e-learning and accessing online open educational resources are popular methods.

- The Economics Department makes use of case studies and management games; gives individual assignments based on fieldwork and country studies; screens movies, mandates use of library and INFLIBNET for assignments. The Department engage postgraduate students for teaching and conducting exams for first year undergraduate students who need remedial work. The postgraduate course has introduced practical exams for learning software programs such as SPSS, STATA, Excel and R to enable students to use such tools effectively without wasting time during their dissertation.

The Department has organized nearly thirty five lectures by external resource persons during the last four years. The students undergo mandatory internship.

- The Department of English uses the dialogic method, seminars, tutorials, social media interface, and audio-visual teaching aids. Over the course of the past four years, the Department has also brought to the College, scores of distinguished men and women of letters, artists and filmmakers to interact with students and staff.
- The Botany Department undertakes visits to well-known laboratories to expose students to the advances made in research.
- The Environmental Science Department uses peer-teaching, colloquia, YouTube, TEDx Talks, INFLIBNET, field visits, student videography of environmental issues, dissertation and participation in rallies.
- The Electronics Department gives opportunities to develop projects using latest techniques.
- The Mathematics Department uses digital resources from YouTube and uses new educational software to make classes innovative.
- The Psychology Department uses games and activities, field exposures, street plays, quiz and movie reviews.
- The Sociology Department encourages students to conduct field-based studies and chronicle social issues in their publications.
- The Social Work department uses a wide variety of teaching methods ranging from community programs, research studies, case study analysis, policy and societal analysis, role plays and participation in rallies besides other common methods to make classes innovative.
- The Political Science Department organizes a large number of lectures, symposia, panel discussions and talks by external resource person. As a part of their innovative method of teaching they have organized nearly fifty such activities during the last four years. Besides this, they have taken students on field trips to learn about the working of various institutions. Postgraduate students have a compulsory internship and dissertation.
- The Commerce department, besides using case studies, also uses practical cases emerging from discussion and reflection in the class room.
- The Computer Science students complete online certificate courses such as MOOCs in place of assignments. This allows the students to learn new techniques, methods and practical application of knowledge in the respective topics.
- The Physics department makes use of MOODLE (Learning Management System) for two lab courses and the Computer Algebra System to demonstrate mathematical concepts.
- The Chemistry department ensures student-centric learning through POGIL and RBPT. Several departments have incorporated industrial visits and ICT-enabled practical classes in their pedagogy.
- The Physics department uses MOODLE and interesting experiments to make teaching interesting and effective.
- The Biotechnology department arranges for Virtual Lab experimentation, Industrial mentor-based programme conducted by Curricooler, interaction with Biotech industry experts, interactions with farmers at GKVK and Krishi Mela. Zoology students undertake field visits to understand animal-human conflicts.
- The Big Data Analytics course has an industrial mentor-based unit in its curriculum.

2.3.9. How does the College create a culture of instilling and nurturing creativity and scientific temper among the learners?

The College views education as a transformative experience. The pedagogy that is employed in the classroom is expected to stimulate their creative and critical thinking. Sustained efforts are made to encourage critical and creative thinking among students.

- Students are encouraged to take up term papers and research projects under the mentorship of faculty members and are trained in quantitative and qualitative research methods. Students are exposed to a range of pedagogical practices through interaction with teachers and during their internships with research institutes.
- Several assignments are creative in nature but at the same time follow known scientific methods of research. Students are encouraged to read widely and engage not just with the text but with the larger context.
- Classroom discussions allow for different kinds of subjects to be introduced, examined and debated. Guest lectures and seminars often provide a window for students and faculty to listen to research-based lectures.
- Encouraging students to organize and participate in several co-curricular and extra-curricular activities helps them to be both rational and creative as they learn both managerial skills and the process of analysing alternatives before making decisions.
- Papers on research methodology, the certificate course on research methods in sciences, and dissertations are other methods to encourage scientific temper.
- The Biotechnology department organized a visit to TATA tea factory, Kodagu as part of the industrial visit, and organized a one-day workshop on bio-chemical techniques in 2015. It also set up innovative models for the visit by government school students from rural sectors at Tackle Fest, and organized industrial visits to Labland Mysore, to Defence Food Research Laboratory, to Drosophila Stock Lab, Mysore University, and to GKVK.
- The Commerce Department held a seminar on emerging trends in marketing, as well as EMPORIO, an intercollegiate business meet.
- The Sociology Department organized visits to villages around Bangalore, and a visit to Yercaud to study the concerns of tribal communities.
- The English Department chooses readings on science and society and in the class discussions, students are encouraged to think critically about the prevalence of pernicious superstitions in the country, some of them clear violations of basic human rights.

2.3.10. Does the College consider student projects a mandatory part of the learning programme? If so, for how many programs is it made mandatory?

*** Number of projects executed within the College**

- Teaching undergraduate students the basic skills of research is viewed as necessary in this age of rapid changes in science, technology and society. To meet this need, the College introduced the Term Paper concept in 2008. This mandates that all undergraduate students must choose a research supervisor who guides them in their areas of academic interest. This term paper has four credits and is carried out in the third year.
- The Environmental Sciences students have to undertake a project in their final year.

- All four postgraduate courses in the Social Sciences and Humanities, namely Economics, English, Political Science and Social Work, require students to undertake mandatory research work in the form of a dissertation as a prerequisite to complete their course. These students also have to complete a viva voce in defence of their research paper.
- Postgraduate students of Economics and Political Science have a compulsory internship program of eight weeks, which they record in the form of a mandatory report.
- The postgraduate students of Microbiology complete an internship in their fourth semester.
- Students of Social Work collaborate with NGOs and other organizations.
- Students of the Science courses work in research labs during the summer as interns, and round off their experience with project-writing. In all cases, faculty is engaged in guiding students for their research work. Working in other research institutes instills in many students the desire to pursue research later.

*** Number of projects executed within the College**

Since it is mandatory for all final year undergraduate students to write a term paper for the completion of the course, the number of term papers submitted is in the region of 800 every year. Around 100 projects are completed in postgraduate programs where internship/dissertation is mandatory.

*** Names of external institutions associated with the College for student project work**

Several research institutions of local, national and international importance help students in carrying out their research and offer assistance in writing projects. Institutes such as NIAS, IISc, ISEC, IIM Bangalore, ISRO, NCBS and several institutions are often involved.

*** Role of the faculty in facilitating such projects**

- All undergraduate students have to register with faculty to pursue their research activities in the form of a term paper. Thus almost all teachers are engaged with research work on campus. Teachers guiding research projects help students in identifying a research problem and help them to follow scientific methods.
- The Economics Department conducted a day's workshop on research methods to help Social Sciences students with research. In the postgraduate courses, dissertation work follows a clearly announced time-line and is spread over the last semester of the course to ensure that all students complete work on time, and also to ensure that the teachers are able to closely monitor their work.
- Other departments journey with students during their literature-survey work. Science teachers assist their students in conducting project-related experiments in labs.

2.3.11. What efforts are made to facilitate the faculty in learning / handling computer-aided teaching/ learning materials? What are the facilities available in the College for such efforts?

All teachers are computer users. Many of them create their own resources or creatively use the available resources. Students also download online materials to

serve as a resource base for their presentations. The College has provided computers in all department staff rooms. Besides, the College has studios that the faculty can use in order to produce e-learning material.

2.3.12. Does the College have a mechanism for evaluation of teachers by the students/alumni? If yes, how is the evaluation used in achieving qualitative improvement in the teaching-learning process?

Collecting feedback from students about individual teachers is an important component of the ongoing drive to improve the quality of teaching. Every year, students provide feedback on the teachers who teach them. Three years ago, a shift was made from collecting the feedback on paper to online forms. The data is collated and a printed copy is given to the individual teachers by the principal, along with individual counseling to enable them to improve. This process puts the onus on the individual teacher to improve his/her own performance in the areas where the score is low and strengthen their strong areas further. This improves teacher quality, which in turn improves the quality of teaching and research.

Feedback has been collected online by the IQAC from 426 alumni across classes and years, and they have given largely positive feedback about the teachers who taught them. Most of them have good memories of the College mainly due to the quality of the faculty.

2.3.13. Does the institution face any challenges in completing the curriculum within the planned time-frame and calendar? If yes elaborate on the challenges encountered and the institutional approaches to overcome these.

The academic calendar is monitored by HODs and by the COE. The conduct of regular Staff Council meetings has ensured that the given curriculum is completed on time. The syllabus is framed keeping the realistic number of hours available to complete it, as the College has to balance academics with extra-curricular activities. Since it is well planned and monitored, the departments do not face any major hurdle to the process of completing the curriculum. However, student presentations and interactive classroom discussions are time-intensive, requiring scheduling of extra classes on the part of the concerned department to complete work. Occasionally, when unexpected holidays or shut-downs are declared, the College either extends the semester, or the timetable is modified for a week or two to enable the faculty to make up for the classes missed.

2.3.14. How are library resources used to augment the teaching-learning process?

The library is a vital resource and is relied on by teachers while giving students assignments like book reviews, reviews of journal articles, and term papers. Students are also given guidance about the availability of online resources. Many students are registered users of INFLIBNET and the College is currently one of the top users of INFLIBNET in the country. The College library is now an institutional subscriber to

JSTOR and DELNET. Many departments also have departmental libraries, thus offering greater access to library books.

2.3.15. How does the institution continuously monitor, evaluate and report on the quality of teaching, teaching methods used, classroom environments and the effect on student performance.

There is a constant monitoring of the quality of teaching-learning at various levels.

- At the departmental meetings, the faculty discusses student performance and analyzes attendance records of students. It is here that teachers share their experiences of classroom pedagogy and classroom environment and seek each other's help in understanding these issues better. These enable the faculty to gauge the effectiveness of their pedagogical practices and make required adjustments. Question papers, assignments given, industrial visits to be undertaken, topics for seminars and guest lectures are all discussed in these departmental meetings.
- A Staff Council meeting is held at least once in two months to discuss these issues. Vice Principals, Deans, COE, HODs, Coordinators of postgraduate courses, and Welfare Officers under the leadership of the Principal collectively discuss the issues under consideration and initiate suitable actions. A detailed analysis of the results of the students in the end-semester examination is discussed by the Staff Council after reopening with a view to finding effective solutions when issues of quality arise.
- The subject teacher ensures that assignments and projects are carried out on a regular basis and results are uploaded for students to check their marks. Class mentors closely monitor the performance of students, guide them and counsel them as the need arises.
- Any student requiring personal help as identified by the subject teachers or the mentor is guided to meet the Welfare Officer/Counselor. Those who have not attended the stipulated minimum number of classes and tutorials are counseled and if still found wanting, they are held back from taking the end-semester examinations.
- Many faculty members request written feedback from students and also gather feedback informally. Further, the College has a web-based feedback form to assess teaching-learning methodologies, infrastructure and other student resources available. This is administered at the end of each semester. The reports are shared by the Principal with individual teachers.

2.4. TEACHER QUALITY

Teachers in the College function as teachers, mentors, Welfare Officers, Deans, counselors, heads of various committees, and in grievance redressal. Some are creative, some analytical, some desire to provide counseling and some are engaged in high-end research. The diversity, quality and commitment of the faculty are the strengths of the College.

2.4.1 What is the faculty strength of the College? How many positions are filled against the sanctioned strength? How many of them are from outside the state?

- The faculty strength of the College is 198. Many sanctioned posts have fallen vacant owing to the freeze on recruitment into government-aided posts. The

management however makes every effort to recruit new staff whenever possible. 95.45 % of the positions are full-time positions while 4.5% are part-time positions.

- The distribution of faculty by gender is equal, with 50% women and 50% men.
- 20.2% of the faculty (40 in all) have completed their postgraduation from the College, 25.75% from Bangalore University (51), 30.8% have completed their postgraduation from other universities (46), and 30.8% are from universities of other states (61). This is presented in **Table 2.12**.
- Faculty members from other states include those hailing from Tamil Nadu, Kerala, Andhra Pradesh, Maharashtra, West Bengal, Bihar, Madhya Pradesh, New Delhi, Jharkhand, Gujarat, Uttar Pradesh, Manipur and Assam. **Table 2.10** presents department-wise detailed information on faculty strength.

Chart 2.3: Distribution of Faculty by Gender and Tenure

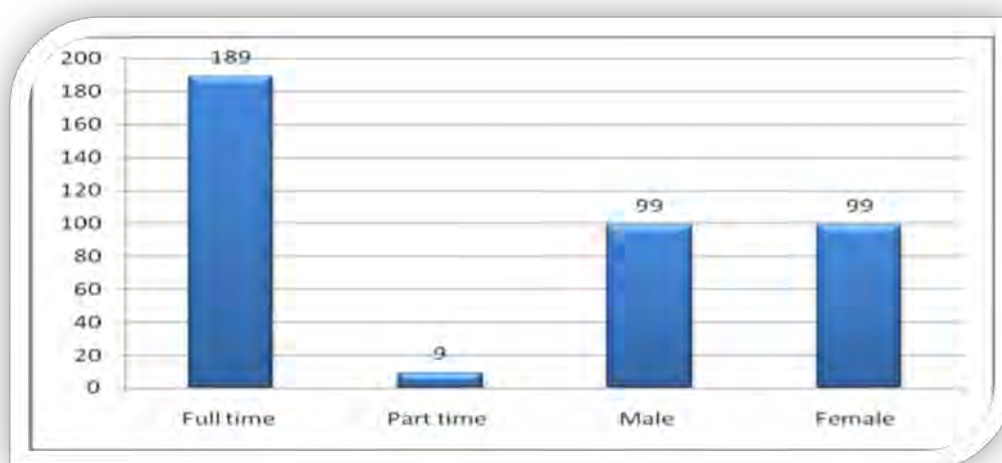


Table 2.10: Faculty Strength of the College

Departments	Total	Departments	Total
Big Data Analytics	1	History	3
Biotechnology	3	Industrial Relations	1
Botany	15	Kannada	3
Chemistry	22	Library	3
Commerce	9	Mathematics	12
Communications	13	Microbiology	8
Computer Science	13	Physical Education	3
Economics	8	Physics	14
Electronics	5	Political Science	5
English	21	Psychology	4
Environmental Science	2	Sanskrit	1
French	1	Social Work	9
German	2	Sociology	3
Hindi	3	Statistics	2
History	3	Tamil	1
Industrial Relations	1	Zoology	8

2.4.2. How are the members of the faculty selected?

The procedure for new recruitment follows a clear set of norms. Workload of the courses, introduction of new courses, superannuation of teachers or teacher's resignations – these and related issues necessitate recruitment of new teachers. The HOD concerned takes these into consideration, and gives in writing to the Principal the need for additional staff. The Director or Jesuit Principal informs the Vice President, BJES, of the vacancies and with his approval starts the recruitment process. This includes issuing advertisements, inviting applications and holding interviews. The minimum requirement expected of potential appointees is postgraduation in the concerned subject, but candidates with PhD /NET/K-SET are preferred.

Each institution under BJES has the same standard format for evaluating the candidates during the personal interview. The panel consists of HOD, subject experts, and a management representative. The applicant is informed beforehand to come prepared for a demonstration class. After the interview, each member of the panel records the marks in the evaluation form, signs it and submits it to the Principal in a sealed envelope. The sealed envelopes are submitted to the Vice President/Rector who then submits them to BJES for final selection.

*Selection Process of Part-time/Temporary Staff

The Principal is empowered to appoint part-time and temporary staff. If the Principal is a lay person, then the Jesuit director may appoint part-time or temporary staff. In either case, the appointment is made after a due interview process. Part-time positions are created only when the number of teaching hours per week is less than 14 hours per week, which is not enough to create a fulltime position.

2.4.3. Furnish details of the faculty

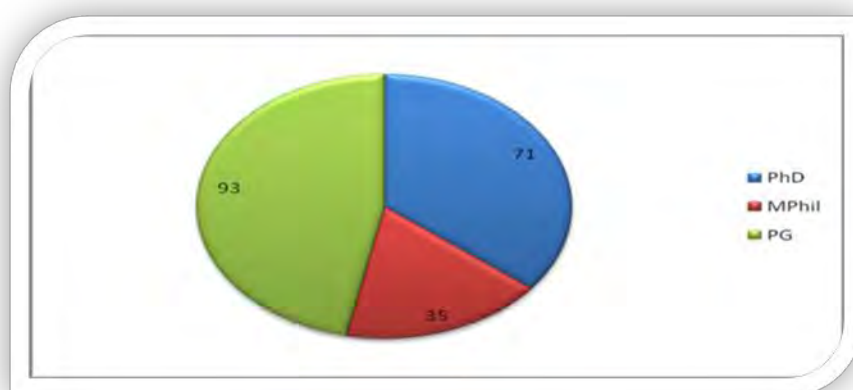
The College has 61 government-aided Associate Professors and 2 Assistant Professors. In the management-paid category, there are 5 Associate Professors and 122 Assistant Professors. The distribution of faculty by qualification is show in **Table 2.11** and in **Chart 2.4**.

Table 2.11: Distribution of Faculty by Designation, Qualification and NET/K-SET

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Government Aided Teachers							
PhD	None	None	23	13	1	0	37
MPhil	None	None	9	5	1	0	15
PG	None	None	6	3	0	0	9
NET	None	0	0	0	1	0	1
SLET/K-SET	None	None	3	0	1	1	5
Total							67
Management Paid Teachers							
PhD	None	None	3	2	16	13	34
MPhil	None	None	1	0	2	17	20

PG	None	None	0	0	32	42	74
NET			1	1	11	19	32
SLET/K-SET	None	None	0	1	8	7	16
Total							126
Part Time Teachers							
PhD	None	None	0	0	0	0	0
MPhil	None	None	0	0	0	0	0
PG	None	None	0	0	5	4	9
NET	0	0	0	0	0	0	0
SLET	0	0	0	0	1	0	1
Grand Total	0	0	42	23	57	76	198

Chart 2.4: Distribution of Faculty by Qualification



2.4.4 What percentage of the teachers have completed UGC-CSIR-NET, UGC-NET, and SLET exams? In that what percentage of teachers are with PG as highest qualification?

The teachers who joined before 1993 were not required to pass NET. All the staff (100%) recruited into government-aided posts after 1993 have the required qualification of NET, SLET or PhD. 16% of the management-paid faculty have cleared NET while 8% of the have cleared SLET. 0.5% of the part time faculty have cleared NET. Among the NET/K-SET-qualified teachers, 32% report postgraduation as highest qualification.

2.4.5. Does the College encourage diversity in its faculty recruitment? Provide the following departments-wise details

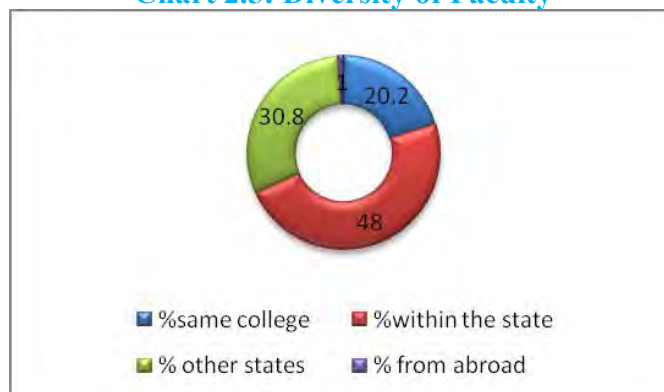
Yes, the College emphasizes diversity in its faculty recruitment. This is seen in the table below. 20.2 % of faculty are from the same College, 48.9 % are from other colleges within the state and 28% are from other states. Two members had their studies abroad. Faculty members from outside Karnataka have pursued their education from institutions located in Tamil Nadu, Kerala, Andhra Pradesh,

Maharashtra, West Bengal, Bihar, Madhya Pradesh, New Delhi, Jharkhand, Gujarat, Uttar Pradesh, Manipur and Assam. All positions are filled up against the sanctioned strength. Thus the composition of faculty is truly cosmopolitan.

Table 2.12: Distribution of Faculty by Diversity of Institutions

SN	Department	No. of faculty who are product of same College	No. of faculty from other colleges within the state	No. of faculty from other states	No. of faculty from abroad	Total
1.	Big Data Analy.	0	1	0	0	1
2.	Biotechnology	1	2	0	0	3
3.	Botany	6	5	4	0	15
4.	Chemistry	3	10	9	0	22
5.	Commerce	0	8	1	0	9
6.	Communication	3	8	2	0	13
7.	Computer Science	3	6	4	0	13
8.	Economics	1	3	4	0	8
9.	Electronics	0	4	1	0	5
10.	English	8	6	6	1	21
11.	Environ. Sci.	0	1	1	0	2
12.	French	0	0	1	0	1
13.	German	0	2	0	0	2
14.	Hindi	0	2	1	0	3
15.	History	0	3	0	0	3
16.	Indust. Relations	1	0	0	0	1
17.	Kannada	0	3	0	0	3
18.	Library	0	3	0	0	3
19.	Mathematics	1	9	2	0	12
20.	Microbiology	4	1	3	0	8
21.	Phys. Education	0	2	1	0	3
22.	Physics	0	4	10	0	14
23.	Political Science	2	0	3	0	5
24.	Psychology	0	3	1	0	4
25.	Sanskrit	0	1	0	0	1
26.	Social Work	3	1	2	1	9
27.	Sociology	2	1	0	0	3
28.	Statistics	0	2	0	0	2
29.	Tamil	0	0	1	0	1
30.	Zoology	2	3	3	0	8
	Total	40 (20.2%)	96 (48%)	60(30.8%)	2 (1%)	198

Chart 2.5: Diversity of Faculty



2.4.6. Does the College have the required number of qualified and competent teachers to handle all the courses for all departments? If not, how do you cope with the requirements? How many faculty members were appointed during the last four years?

The College has always had the required number of qualified faculty to handle courses. Care is taken during recruitment to ensure that only teachers with required qualifications are taken. Preference is given to candidates with PhD, followed by those possessing NET/SLET qualifications, and it is only when a suitable candidate is not available that those with only a postgraduate degree are taken. The College has not had much difficulty in attracting qualified candidates as the salary paid is close to the UGC scales. However, one of the challenges the College faces is that after the Karnataka government stopped appointment of teachers in private aided Colleges, the attrition among management-paid faculty has been rather high as better job prospects, both in private universities and in the corporate sector, are available in Bangalore. Almost all departments have had to make recruitments somewhat more frequently due to this attrition. The table below explains the reasons for appointment with abbreviations explained in the footnote.

Table 2.13: New Faculty Members Appointed

1.	Big Data Analytics	1(N)	Industrial Relations	0
2.	Biotechnology	0	Kannada	2(A)
3.	Botany	4(S+A)	Library Staff	1(N)
4.	Chemistry	5(R+A)	Mathematics	7(N)
5.	Commerce	9(N)	Microbiology	2(A)
6.	Communications and B.Voc.	8(A+N)	Physical Education	1(N)
7.	Computer Science and BCA	4(A)	Physics	6(R+A)
8.	Economics	3(A+R+N)	Political Science	3(A+N)
9.	Electronics	2(R+A)	Psychology	4(N)
10.	English	11(A+N)	Sanskrit	1(R)
11.	Environmental Science	0	Social Work	7(A)
12.	French	1(A)	Sociology	1(R)
13.	German	1(N)	Statistics	1(A)
14.	Hindi	1(A)	Tamil	1(R)
15.	History	2(R)	Zoology	4(R+A)

Note: A-attrition, N-new course, R-retirement

2.4.7. How many visiting Professors are on the rolls of the College?

The Communications Department has four visiting faculty in their specialized area of work relating to filmmaking and animation.

2.4.8. What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, nomination to national/international conferences/seminars, in-service training, organizing national/international conferences etc.)

The members of the faculty are actively encouraged to attend seminars and workshops in order to recharge themselves. When invitations are sent to College, the Principal informs the concerned department and when a faculty member responds and chooses to attend the program, he/she is given permission, leave, registration fees and TA. The aided faculty are required to attend refresher courses conducted by the Academic Staff College. Management-paid teachers update their knowledge by writing, publishing and attending seminars and workshops.

Moreover, regular departmental meetings on research activities of the academic year are conducted. The PhD guides of Botany and Chemistry departments supervise research by faculty members registered from within those departments as well as other allied departments of the College. In other departments, where dissertations are compulsory, teachers keep abreast with emerging knowledge by guiding students in their research work.

i. Give the number of faculty who received awards/recognitions for excellence in teaching at the state, national and international level during the last four years.

Teachers of the college have not received awards/recognition of the kind specified above, but have reported recognition by other bodies. These are shown below:

1. **Communication:** Shri. Johnson Rajkumar: Named among the top 25 _Teachers Transforming the Landscape of Education‘ in India by the magazine, Campus Diaries 2016.
2. **Chemistry:** Dr. Michael Rajamathi received a Teacher Appreciation Award –Guru Vandana”, from Rotary Bangalore South and Karnataka Civil Defense Corps in 2013.
3. **Environmental Science:** Dr. M.R.E. Wilson received a Teacher Appreciation Award –Guru Vandana”, from Rotary Bangalore South and Karnataka Civil Defense Corps in 2013.
4. **NCC:** Lt. Akshay D.M. – Best in Drill, Best Contingent Commander, Best in Weapon, Training (Silver Medal); Awarded Deputy Director General Commendation card.

2.4.10 Provide the number of faculty who have undergone staff development programs during the last four years. (Add any other programme if necessary).

All teachers in the College have attended training/enrichment program/orientation programs throughout the four years. All management-paid teachers necessarily go through orientation and most of them also go through HRD training. The entire faculty body attends talks of general interest, including those pertaining to gender sensitization and intellectual property rights.

Table 2.14: Participation in Staff Development Programs

Academic staff development program	Number of faculty
Refresher courses	5
HRD programs	100+
Orientation programs	123+
Staff training conducted by the College	197
Staff training conducted by University/other Colleges	25+
Summer/winter schools, workshops, etc.	15+
Any other (please specify) NAAC-AQAR	69 (teachers who joined College after the last accreditation in 2012)

2.4.11. What percentage of the faculty have

***been invited as resource persons in Workshops/Seminars/Conferences organized by external professional agencies:**

20% of the senior faculty have been invited as resource persons for seminars/workshops

*** participated in external Workshops/Seminars/Conferences recognized by national/ international professional bodies:**

50% of teachers have attended at least one seminar/workshop

***presented papers in Workshops/Seminars/Conferences conducted or recognized by professional agencies:**

20% teachers have presented papers in seminars workshops/conferences

***Teaching experience in other universities/national institutions and others:**

Many teachers who have joined as management staff have had experiences in teaching in other Colleges and universities.

***Industrial engagement:**

Teachers involved in the B. Com – BPS and M. Sc. Big Data Analytics courses have active industrial engagement.

***International experience in teaching:**

In the last four years, the College has started certain exchange programs. An MoU has been signed between Seattle University, USA and St. Joseph’s College. Several teachers have had experience in teaching in other universities outside the country.

2.4.12. How often does the College organize academic development programs for its faculty, leading to enrichment of teaching-learning process?

- * Curricular Development
- *Teaching-learning methods
- * Examination reforms -
- * Content/knowledge management
- * Special/guest speakers in subjects
- *Any other (please specify)
- * Leadership team work and change management

- The College has many senior teachers who are well trained in curriculum development and many of them are members of BOS of other city colleges and are also invited as resource persons on curriculum development and related areas. This has the advantage of providing departmental level training to the younger faculty as and when required.
- Formal training on examination reform is shared with all faculties by the COE as and when required. The College conducted a workshop on Bloom's Taxonomy of educational objectives in 2012-13. Since many new teachers have joined the College recently, the College proposes to repeat this training this academic year.
- As far as knowledge management is concerned, the College organized two lectures on intellectual property rights during these four years for all staff.
- Continuous discussions happen on this issue as many teachers are guiding students to complete their research work both at the undergraduate and postgraduate levels.
- Talks of an enlightening nature on leadership have been held earlier during this period. Teachers attend the several seminars that are organized in College from time to time with a view to keeping themselves abreast of advances in their subjects or for acquiring knowledge in newer areas.

2.4.13. What are the teaching innovations made during the last five years? How are innovations rewarded?

Whenever a teacher has been granted a research project or has made a significant contribution like guiding a research scholar for a doctoral degree or has contributed to the College's efficient working in some way, they are acknowledged through public acts such as an announcement and a tribute on the staff notice-board, entries in the College magazine, and also announcements by the Principal during the College Day.

2.4.14. Does the College have a mechanism to encourage

*** Mobility of faculty between institutions for teaching?**

*** Faculty exchange programs with national and international bodies?**

If yes, how have these schemes helped in enriching quality of the faculty?

The College does not have a mechanism to encourage mobility among institutions as it is not possible within the given university and Government of Karnataka rules. Faculty exchange between universities is done on the basis of MoUs signed between them. A few teachers have visited universities with whom the College has an MoU. However, a few teacher-researchers do go abroad during holidays and teach in universities or carry out research during their international visits.

2.5. EVALUATION PROCESS AND REFORMS

Evaluation is central to the teaching-learning process. Continuous improvement in the quality of this process ensures that the College is able to meet its educational and social objectives as set out in its Vision and Mission statements. The College has completed ten years of autonomy, and each year has seen efforts being put in to

improve the evaluation system. Today, the College has a well-functioning evaluation system which is appreciated by the student body and faculty.

Several colleges in the city and outside have visited the College to gain insights into its working processes. A review of the evaluation process was conducted with teachers of all departments, and data was collected from a random sample of 300 students using a survey questionnaire during the academic year 2015-16. The results are encouraging and motivates the College to improve its evaluation system further. Suggestions which are implementable by the COE's office have been incorporated and put into force. Other suggestions requiring permissions from the Governing Council and Finance Committee for further action will be taken up during the next meeting of the Governing Council. Similar feedback has been collected on infrastructure and services, including questions on administrative aspects of examinations, and the COE's office is making suitable changes in this light.

2.5.1. How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes that are operative?

As stakeholders, students and teachers are fully aware of the working of the evaluation system in the College. The Student Handbook describes in detail the evaluation process as this sets out the road-map for students to plan their academic career in College.

- The College follows the Credit Grade Based Performance Assessment (CGPA) for all courses.
- The Student Handbook contains all details regarding the evaluation system followed, the system of continuous assessment, and end-semester examinations with their weighted average.
- It also contains details of marks required for passing; common rules such as attendance requirements; make-up tests, improvement examinations, and promotion to the next semester; revaluation and challenge-evaluation; practical examinations, supplementary and special supplementary examinations; rank certificates; foundation courses and evaluation patterns thereof; and details of the credit system including extra credits to be earned. Students are made aware of the evaluation system at the commencement of the academic year during the orientation program. They are frequently reminded of the need to go through the handbook, and teachers also educate students about the system.
- Teachers are informed of any changes in the evaluation system during department meetings, General Body meetings, BOS meetings, Academic Council meetings and BOE meetings. These are the main occasions for the College to share the evaluation process as well as the details of any new reforms that might have been introduced.

2.5.2. What are the major evaluation reforms initiated by the College and to what extent have they been implemented in the College? Cite a few examples which have positively impacted the evaluation management system?

St. Joseph's College has made efforts to innovate and accurately assess the learning process of students. Since the College is affiliated to the Bangalore University, it is obliged to adhere to the evaluation pattern outlined by the University.

- The College policy on assessment is to have flexibility and diversity so that different capabilities and needs of the students are catered to by teachers who also have different kinds of skills.
- The assessment system is geared towards mapping individual differences in performance (written/oral expression, comprehensiveness and accuracy of information, analysis and coherence of presentation). At the same time, it takes into account the individual student's progression/improvement over time on the performance parameters and gives quantitative and qualitative credit for the same.
- Multiple written assignments (class/home) are arranged for the students to help them enhance their writing skills, prepare for examinations and improve their performance.
- Other kinds of creative evaluative strategies, like oral tests, quizzes, objective tests are also used. For both assignments and projects, students are encouraged to explore and research on topics beyond the curricula. They are also encouraged to make presentations on these topics to help them hone their presentation skills and strengthen their confidence.

Major evaluation reforms of the university:

The College adheres to the Bangalore University rules as received. The latest was to introduce 30 marks for internal assessment and 70 for semester examination marks. The corresponding changes have been introduced in the College evaluation system. Thus from the academic year 2016-17, the College has been conducting its end-semester examination for 70 marks only while CIA activities account for 30 marks.

Reforms initiated by the institution on its own:

The College has been innovative in ensuring that its evaluation processes are more effective, more organized, more accountable, less time-consuming, more inclusive and characterized by minimal resource wastage, freedom from error, efficiency in utilization of faculty resources and time. Overall, the College has increased the benefits to students by making the evaluation process well-planned and executed and in conformity with the Vision and Mission of the College. Improving the quality of the evaluation system has been central to the teaching-learning process in the College.

- To achieve these objectives, continuous feedback is collected from BOS meetings, the question paper setting process, conduct of examinations and the evaluation process. The inputs are shared during Staff Council meetings and action is planned, and then tabled by the COE at the subsequent Staff Council meeting, following further discussions in the Examination Committee. Suitable action is then planned for the conduct of the next examinations. If any proposed change is of a structural nature, it is placed before the Governing Council where sanction is obtained for executing it after discussion. Once this permission is obtained, the COE's office executes this decision.
- The other efforts have been to help students in terms of completing the courses, and reducing dropouts, regularization of BOS meetings, making question-paper setting more inclusive, making evaluation more efficient, making the examination system more confidential, and reducing administrative burden by evolving more efficient methods in the conduct of examinations.

2.5.3. What measures have been taken by the institution for continuous evaluation of students and ensuring their progress and improved performance?

The College has been insisting on internal assignments and tests to ensure that students undergo a continuous learning cycle and are aware of the examination system. Their results are monitored by the mentors. HODs often discuss student performance with their colleagues, thus getting valuable feedback and also planning changes, if required. Based on these, the departments design their remedial classes.

2.5.4. What percentage of marks is earmarked for continuous internal assessment? Indicate the mechanisms strategized to ensure rigor of the internal assessment process?

The weightages mentioned in the **Table 2.15** are applicable for both undergraduate and postgraduate courses. From 2015 onwards, the CIA weightage has been reduced to 30% in accordance with Bangalore University rules.

Table 2.15: Marks Allotted for Continuous Internal Assessment

Year	Percentage of marks earmarked for CIA	
	Theory	Practicals
2012 admission	50	50
2013 admission	50	50
2014 admission	50	50
2015 admission	70	30
2016 admission	70	30

The various methods used for assessing internal assessment are:

Seminars, assignments, projects, quizzes, discussions, model-making and written tests.

For students enrolled prior to 2015: One centrally organized mid-semester test and two activities, one before and one after the mid-semester test. One such activity is a written test.

For students enrolled in 2015 and 2016: One centrally organized mid-semester test and one activity after the mid-semester test.

Teachers discuss the nature of assignments being given among their colleagues and often innovative topics and methods are designed to ensure that mere copying from each other is avoided. While some follow field work, others do their testing through interviews, specific problem-solving, MOOCs and so on. All these innovative methods ensure that the assignments are not mechanical and routine.

2.5.5. Does the College adhere to the declared examination schedules? If not, what measures have been taken to address the delay?

Yes. The College has always adhered to the declared examination schedule.

2.5.6. What is the average time taken by the College for declaration of examination results? Indicate the mode / media adopted by the College for the publication of examination results e.g., website, SMS, email, etc.

The College publishes its undergraduate examination results within ten days of the conduct of the last examination. The results are uploaded to the College website. Since the postgraduate courses follow the system of double valuation, it takes longer, as the College has to wait for the external examiner's convenience. Once all papers have been valued for a particular course, the result is released.

2.5.7. Does the College have an integrated examination platform for the following processes?

*** Pre-examination processes – Time table generation, OMR, student list generation,**

***Time table generation**

Yes, the COE's office is a well-planned and organized set-up with adequate manpower and resources. Timetable generation is done by the COE keeping in mind the College calendar and the dates fixed for the conduct of examinations.

***Student list generation**

The student list is generated nearly ten days before the examination when hall tickets are announced on the College website after meetings among the Welfare Officers and the Examination Committee. Adherence to prescribed attendance requirement, as per the norms of Bangalore University, for qualifying to write the examination is taken into account. Genuine issues faced by some students during the year due to participation in national and international events like Republic Day Parade and sports are taken into consideration, and adjustments are made accordingly. The examination fee is collected along with annual College fees.

*** Examination process – Examination material management, logistics**

The College procures the stationery well in advance with the support of the finance committee. The answer booklets are now bar-coded for increased confidentiality.

***Preparation of Evaluators list**

The COE invites the HODs to provide a list of teachers, both internal and external, who can be assigned the task of setting question papers. Once the list of question-paper setters is received by the COE, he contacts the designated faculty, and indicates the papers to be set, together with code numbers, and dates by which they need to be sent.

***Question-paper setters**

Internal question-paper setters are required to submit their question papers to the COE. External examiners also submit question papers to the COE. Teachers are informed about the need for maintaining secrecy at all costs. In this way, the College has been able to maintain secrecy regarding question paper setting.

***Board of evaluation meeting**

Once the papers are received, the COE allots days during the study holidays for BOE meetings, wherein all members of the faculty and external members gather in the COE's office, scrutinise all papers, and make necessary corrections in terms of both language and content. The final edited version is returned to the COE. Confidentiality is maintained all through.

***Picking question-paper**

The COE picks any one question paper out of the available three sets on the previous day and photocopies are made under his supervision.

***Packing of question-paper**

It is done in a secure room by select members of the faculty nominated by the Examination Committee. This is done according to the seating arrangement, under the COE's supervision.

***Question paper bundle**

These are delivered to the assigned room five minutes before the second bell for the examination.

Conduct of examination

- The Deputy Superintendent of Examinations is responsible for the smooth conduct of the process, ensuring that there is no shortage of examination material, invigilators, seating space, attenders on floors or support in any room.
- An invigilators' list is prepared with invigilation units for all teachers, except for those who assist in the conduct of the examination such as the Vice Principals and staff involved in packing and other administrative duties.
- Students stick the bar-code against their number, sign in the invigilator's diary and get their hall tickets countersigned by the invigilator on duty.
- The examination squad visits all three blocks during examination to ensure that the sanctity of the examination is honoured. The invigilators are informed about handling malpractices cases and if any are found, they are immediately reported to the COE.
- The Examination Coordinator oversees the seating arrangement, invigilation list, allotment of room, adequacy of answer script according to student allotment, and allotment of relief work for invigilators.

***Post-examination process – attendance capture, OMR based exam result, auto processing, generic result processing and certification**

- After each examination, the answer scripts are centrally collected and arranged subject-wise and class-wise. After entry in log books, they are stored in respective cupboards and in designated pigeon-holes. Invigilator diaries are collected and bound for safe keeping.
- Valuation is done centrally in the COE's office.
- Teachers often begin their evaluation immediately after the examination if they are free, as papers get arranged within a few minutes. The HOD usually calls for a quick meeting to review the question paper, and suggests the use of the scheme of valuation for the paper. Teachers are allotted a specific number of scripts for valuation. Review and retotaling are arranged to ensure that valuation has been fair, and mistakes in totaling are avoided.

- Marks are entered using the bar-code on the booklet and three machines have been kept in the COE's room for generating bar-codes.
- Four scanners are available for the administrative staff to compile the marks. This ensures error-free entry and speeds up the process of declaring results.

2.5.8. Has the College introduced any reforms in its Ph.D. evaluation process?

The College has recognized research centers for Chemistry and Botany affiliated to Bangalore University to carry out research leading to PhD. The process of PhD evaluation is performed by Bangalore University.

2.5.9. What efforts are made by the College to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved process and functioning of the examination division/section?

The COE's office has taken a series of initiatives to streamline the operations of the examination system based on the feedback received from teachers and also on the basis of difficulties faced during the process of conducting examinations. The Examination Committee discusses these issues and decisions are taken to bring in the required changes. Some of the changes made recently have been: downloadable hall tickets, bar-coding of answer booklets, error-free mark entry and compilation and speedy redressal of examination-related grievances.

2.5.10. What is the mechanism for redressal of grievances with reference to evaluation?

An Examination Grievance Cell addresses all grievances pertaining to continuous assessment (CA) and the semester exams (SE). Students have to meet the subject teacher, if they feel that injustice has been done to them. If they are not satisfied with the evaluation made by a teacher, the matter may be referred to the HOD. The Examination Grievance Cell could be approached with a written complaint if the student still feels the issue has not been addressed satisfactorily. If the Cell orders a re-valuation, the marks awarded after the re-valuation will be final.

2.6. STUDENT PERFORMANCE AND LEARNING OUTCOMES

2.6.1. Does the College have clearly stated learning outcomes? If „yes“ give details on how the students and staff are made aware of these.

St. Joseph's College believes in intergrating the following educational objectives with subject-specific learning outcomes:

- Providing a total learning experience that integrates the classroom with the world outside
- Seeing things from different perspectives and understanding the complexities and interconnectedness of issues
- Developing the core intellectual skills of critical thinking and analysis

- Engaging with issues of profound significance for the community
- Learning to appreciate diversity and having a deeper understanding of one's own culture

Individual departments add more specific outcomes of learning when they construct their syllabi. These learning objectives are emergent and are often discussed in BOS meetings, and in the end-of-term meetings of departments. Students are informed about them in the College orientation and the department orientation programs. They determine the choice of teaching-learning methodologies as well as the design of extra- and co-curricular activities.

2.6.2. How does the institution monitor and ensure the achievement of learning outcomes?

- The results of class tests/assignments/projects are analyzed at the departmental level and communicated to the students in the class with suggestions for improvement.
- College has a policy of conducting detailed results analysis for each department comparing percentage of first class/second class/third class/failures for each year. The detailed analysis is shared in the Academic Council meetings.
- The achievement of the non-quantifiable outcomes are assessed through informal mechanisms.

2.6.3. How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?

- Every lecture/interaction is an occasion for the faculty member to determine student progress and the outcome of the units taught.
- Since the student database management is done using ERP, it has become easier for the COE's office to compile the results and announce it at the Staff Council meetings. Planning for remediation emerges from patterns that the individual teacher may notice, and from courses of action suggested at the Staff Council.
- Active mentoring system helps teachers to monitor each student and plot his/her learning trajectory, enabling the institution to offer customized learning strategies that address each student as unique and endowed with a specific set of skills and potentials.
- The End-Semester exam is an evaluation of student performance at a higher level. These results provide a comparison of the student's achievements against a broader base. This provides the institution with a comparative analysis of the results of every discipline.
- All faculty members keep track of the students' results.
- The Principal conducts an annual review of department results with the faculty members and suggestions for enhancement of academic quality are discussed.

2.6.4. Give Programme-wise details of the pass percentage and completion rate of students

Given below in **Tables 2.16** and **2.17** are figures for the pass percentages and course completion among undergraduate and postgraduate courses.

Table 2.16: Pass Percentage and Completion Rate of UG Students

	2009 - 2012			2010 - 2013			2011 - 2014			2012 - 2015			2013 - 2016		
C	A	C M	%	A	C M	%	A	C M	%	A	C M	%	A	C M	%
HEP	64	37	57.8	46	29	63.0	65	35	53.8	68	25	36.7	65	32	49.2
EPS	63	46	73.0	53	35	66.0	64	30	46.8	83	48	57.8	89	51	57.3
IES	68	43	63.2	66	40	60.6	72	49	68.0	76	48	63.1	72	44	61.1
PCM	45	29	64.4	42	23	54.7	29	14	48.2	35	24	68.5	59	31	52.5
PEM	40	28	70	35	14	40	29	17	58.6	18	10	55.5	37	14	37.8
PMC	60	44	73.3	61	42	68.8	49	23	46.9	49	31	63.2	61	36	59.0
MEC	42	28	66.6	46	27	58.7	36	19	52.7	40	17	42.5	46	25	54.3
EMS	--	--	--	23	12	52.1	32	24	75	21	15	71.4	35	25	71.4
CBZ	32	20	62.5	28	18	64.2	29	15	51.7	22	16	72.7	37	28	75.6
CEB	6	3	50	7	1	14.2	12	5	41.6	3	2	66.6	18	16	88.8
CEZ	11	3	27.2	22	13	59.0	18	13	72.2	6	5	83.3	16	10	62.5
MCB	17	12	70.5	16	8	50	8	4	50	12	8	66.6	15	8	53.3
MCZ	32	26	81.2	27	21	77.7	23	15	65.2	40	23	57.5	45	29	64.4
CBB T	48	25	52.0	34	24	70.5	32	15	46.8	38	25	65.7	22	11	50
CZB T	--	--	--	--	--	--	--	--	--	--	--	--	36	16	44.4
BSW	34	25	73.5	38	28	73.6	34	28	82.3	38	21	55.2	43	32	74.4
BCA	63	52	82.5	61	48	78.6	62	40	64.5	62	53	85.4	61	42	68.8
BVC	--	--	--	31	23	74.1	44	32	72.7	36	27	75	34	27	79.4
EJP	--	--	--	--	--	--	--	--	--	--	--	--	36	27	75

*C: Course *A: Admitted *CM: Completed

Table 2.17: Pass Percentage and Completion Rate of PG Students

C	2010 - 2012			2011 - 2013			2012 - 2014			2013 - 2015			2014 - 2016		
	A	C M	%	A	C M	%	A	C M	%	A	C M	%	A	CM	%
Eco	29	20	68.9	18	13	72.2	24	14	58.3	28	22	78.5	28	21	75
English	28	27	96.4 3	26	23	88.4	26	25	96.1	28	26	92.8	31	25	80.6
Pol Sci	13	9	69.2	19	12	63.1	14	11	78.5	23	20	86.9	20	15	75
Botany	20	17	85	18	18	100	20	19	95	20	19	95	29	29	100
Chem	15	13	86.6	16	12	75	21	17	80.9	21	6	28.5	20	8	40
Comp. Sci.	25	23	92	31	27	87.1	31	29	93.5	34	34	100	31	27	87.1
Microbio	30	30	100	29	26	89.6	29	27	93.1	29	22	75.8	28	18	64.2
Physics	19	15	78.9	21	9	42.8	20	16	80	22	11	50	21	11	52.3
Maths	--	--	--	--	--	--	--	--	--	--	--	--	18	16	88.8
MSW	21	20	95.2	21	12	57.1	36	26	72.2	42	33	78.5	41	35	85.3
MA Comm	26	22	84.6	29	13	44.8	29	15	51.7	31	12	38.7	30	20	66.6

*C: Course *A: Admitted *CM: Completed

Any additional information regarding Teaching, Learning and Evaluation, which the institution would like to include.

Along with academics, stress is also laid on extra-curricular and co-curricular activities to promote both informal and nonformal learning. St. Joseph's College has an extremely active National Service Scheme (NSS), Sports organization, and National Cadet Corps (NCC). In addition, there are more than 50 associations for extracurricular activities like Dramatics, Dancing, Music, Creative Writing, etc. These student associations work throughout the year at an impressive pitch providing avenues for the expression of the creative potential of the student community.



CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION

The College encourages its talented faculty to undertake research. Serving the community through research, consultancy and extension services is one of the hallmarks of the College. These three activities are important for the College as they define the mission and vision of the College, namely, creating change agents who will become men and women for others. While research engages the academic component, consultancy and extension are designed to serve the society. Extension activities provide the much needed space for experimentation and questioning the injustices prevalent in society.

3.1. PROMOTION OF RESEARCH

3.1.1. Does the College have a research committee to monitor and address the issues of research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

Yes, the College has a research committee. The College provides support to teachers involved in research in terms of financial, academic and human resources required. It also provides timely administrative support to enable faculty to pursue research in their chosen field. The greatest asset for research is the freedom, encouragement and recognition that researchers enjoy in the College. The College has over the years passionately encouraged research orientation among its students and faculty members. In pursuance of this goal, the College has a research committee to provide more focused attention to meet the needs of the researchers. The committee comprises teachers from various departments having a leaning towards research and those who have shown significant proof of their commitment towards research through their publications, projects and/or through obtaining research grants from external funding agencies.

Currently, the members are:

Dr. Rev. Fr. Dr. Richard Rego S.J. (Director; Department of Mass Communication)

Dr. Michael Rajamathi (Department of Chemistry)

Dr. Subhashini Muthukrishnan (Department of Economics)

Dr. K. M. Divakar (Department of Botany)

Dr. Priyanca Mathur Velath (Department of Political Science)

Dr. Sandra Misquith (Department of Chemistry)

Dr. Etienne Rassendren (Department of English)

Dr. Stephen Titus (Department of Mathematics)

Dr. Syed Wajeed (Department of Microbiology)

Dr. Arun Varma Thampan (Department of Physics)

- The Research Committee has met at regular intervals and had proposed to the management of St. Joseph's College, Bangalore Jesuit Educational Society (BJES) that funds are allocated in the College budget for research projects. The BJES has allocated a sum of Rs. 50,00,000 for the year 2016-17 towards facilitating research.

- During its meetings, several issues relating to balancing research with teaching, sabbatical for faculty pursuing doctoral programs, supporting researchers in terms of leave of absence to present papers, attending conferences, assisting teachers to write research proposals by conducting workshops, funding agencies and support system available were discussed. It has critically looked into the need for purchasing large databases for carrying out research.
- The research committee called for proposals and received 18 proposals from 9 departments. The proposals were subject to intense scrutiny by a panel comprising internal and external members. The authors/scholars of the proposal made a presentation of their intended work. Four proposals were shortlisted for funding and seed money has been allocated. Invitation for another round of submission of proposals for seed money has been communicated to the staff and is in the process of allocating the same. An interim review of the funded projects was carried out in March 2017. **Table 3.1** lists the College-funded projects.

Table 3.1: College Management (BJES) Funded Research Projects

SN	Faculty	Department	Amount sanctioned (Rs)	Amount disbursed (Rs)
1.	Dr. Popy Dutta	Microbiology	1,05,000	15,000
2.	Dr. Libi Thomas	Chemistry	2,00,000	50,000
3.	Dr. Priyanca Mathur	Pol. Sci.	1,00,000	50,000
4.	Dr. Manojit Bhattacharjee	Economics	23,818	23,818
5.	Dr. Richard Rego SJ	Mass Comm.	10,178	10,178
6.	Dr. Richard Rego SJ	Mass Comm.	25,000	25,000

Another initiative taken was to organize a two-day workshop on Research Methodology with a common program for the entire faculty on the first day followed by different resource persons for Social Sciences and Humanities, Physical Sciences and for Natural Sciences on the second day.

- It set up the research colloquium group to share research findings and has conducted two such meetings.

3.1.2. What is the policy of the College to promote research culture in the College?

The College is convinced that research is an integral part of improving teaching, learning and extension activities. It actively promotes research through financial support (seed money) and enables reduction in teaching hours for those involved in research. Some salient promotional activities of the College are:

- The BJES has earmarked Rs. 50,00,000 per annum for the promotion of research in the College.
- In addition to this, the College has the policy of routinely providing assistance to faculty in terms of leave, travel costs and registration costs in case of workshop/conferences - both national and international.
- The College also provides material support in terms of office/laboratory space, electricity, water and internet.
- In some cases, the College has also allowed researchers to plough back the consultation earnings into research costs.

3.1.3. List details of prioritized research areas and the areas of expertise available with the College.

The teachers of the College have research interest in a variety of subjects and are invited as resource persons for seminars and conferences in their committed areas. Given below (Table 3.2) is the list of subjects they specialize in:

Table 3.2: List of Research Areas of Expertise

No.	Name of the teacher	Department	Area of expertise
1.	Dr. Susan Mary Philip	BioTech	Gene Expression Regulation, Molecular Stress Responses in Plants
2.	Dr. Grace Prabhakar	BioTech	Classical and Molecular Genetics, Plant Breeding, Immunology, Plant Biotechnology, Biostatistics
3.	Mr. Madappa M. B.	BioTech	Genetic Conservation , Biotechnological Tools, Mushroom Culture Technologies, Entrepreneurship
4.	Dr. Betty Daniel	Botany	Cancer Biology and Infectious Diseases
5.	Dr. Diwakar K. M.	Botany	In vitro Seed Germination, Micro Propagation
6.	Dr. Jacob Abraham	Botany	Aerobiology, Melittopalynology, Taxonomy
7.	Dr. Jacob Paul	Botany	Medical and Environmental Microbiology
8.	Dr. Jayaram Reddy	Botany	Biotechnology and Bioinformatics
9.	Dr. Nagaraju N.	Chemistry	Heterogeneous Catalysis, Supercapacitors, Carbon Nanotubes: Synthesis and Applications
10.	Dr. Michael Rajamathi	Chemistry	Solid State Chemistry, Materials Chemistry, Nanoscience
11.	Dr. Vijayakumar Reddy	Chemistry	Electrochemistry and Catalysis
12.	Dr. Melwin Colaco	Chemistry	Green Synthesis
13.	Dr. Ronald J. Mascarenhas	Chemistry	Modified Electrodes, Electro-organic Reactions, Electroanalytical Techniques, Nanoparticles, Biosensors
14.	Dr. Somasekhariah B.V.	Chemistry	Phytochemical and Biochemical Studies of Medicinal Plants.
15.	Dr. Sandra Misquith	Chemistry	Enzymology, Lectin Chemistry, Anti-coagulants
16.	Dr. Shanty Mathew	Chemistry	Heterogeneous Catalysis
17.	Dr. Libi Thomas	Chemistry	Conducting Polymers
18.	Dr. Joyce Q. D ^c Souza	Chemistry	Heterogeneous Catalysis

19.	Dr. Suhas	Chemistry	Nanotechnology for Tissue Engineering and Therapeutics
20.	Dr. Nachappa N.	Computer Science	Multimodal Biometric System, Data Compression, Techniques for Synchronization, Localization and Navigation of Resources
21.	Ms. Banu M.	Computer Science	e-Wallet, Web Search Tools, Digital Currency and Cryptocurrency
22.	Ms. Mrinmoyee B.	Computer Science	Genetic Programming
23.	Dr. Subhashini Muthukrishnan	Economics	Higher Education, Environmental Economics, Labour and Health Economics
24.	Mr. Clement D' Souza	Economics	Informal Sector
25.	Mr. Keshav Murthy	Economics	Agriculture, Agricultural Trade Aspects
26.	Dr. Manojit Bhattacharya	Economics	Macroeconomics, Informal Credit Markets, Growth and Development
27.	Dr. Priyanka Parmar	Electronics	Conducting Polymers
28.	Dr. Etienne Rassendren	English	Cultural Studies
29.	Dr. Arul Mani	English	Literary Studies
30.	Ms. K. S. Jyothsna	English	Cultural Studies, Education
31.	Ms. Nalini Pai	English	Pedagogy
32.	Dr. Syed Wajeed	Microbiology	Signal Transduction in Prokaryotes, Bioremediation and Antimicrobial Drugs and their Assay
33.	Dr. Vanitha N.M.	Microbiology	Agricultural Microbiology, Environmental Microbiology, Food, Dairy and Industrial Microbiology, Bioinformatics
34.	Ms. Jothy Williams	Microbiology	Agriculture Microbiology
35.	Dr. Arun Varma Thampan	Physics	Neutron Stars, High Energy Astrophysics, General Theory of Relativity
36.	Dr. Lora R. Goveas	Physics	Condensed Matter
37.	Dr. Priyanka Mathur Velath	Political Science	Migration
38.	Mr. Kiran Jeevan D.	Social Work	Rural and Urban Youth
39.	Ms. Maria A.	Sociology	Street Vendors
40.	Mr. Jayshankar	Zoology	Ethnozology

3.1.4. What are the proactive mechanisms adopted by the College to facilitate smooth implementation of research schemes/projects?

- In general, the College promotes research by providing basic facilities like space, internet, electricity, water and permission to go out to visit labs in the city during working days when teachers are free, and granting leave relating to research provided the concerned teacher makes up for the hours of teaching lost.
- Researchers are given full freedom in the utilization of the grant according to the guidelines given by the granting agency.
- The auditing and accounting services are available for all researchers.
- In many cases, the College advances the funds for projects based on sanction letter.

3.1.5. How is interdisciplinary research promoted?

- Several members of the faculty who conduct research in the Life and Chemical Sciences have multidisciplinary collaborations with faculty in other related departments. This is seen in the publications of research among faculty.
- The College has introduced Choice Based Credit System (CBCS) that allows interdisciplinary teaching. Since teaching interdisciplinary courses is the first step towards interdisciplinary research, the College expects to see a furthering in research outputs that use interdisciplinary collaboration.
- The undergraduate programs carry with it a requirement of Term Paper in the final semester. Term Paper has been a vehicle to encourage interdisciplinary research both among students and teachers. Students learn research methodology, planning new research, carry out research experiments, collect data, writing computer programs, carrying out a thorough literature survey, writing a research paper, finding proper good impact journal for publication etc. within the ambit of the term paper. Some of the student term papers have also been published.
- The newly founded Josephite Research Forum set up under the DBT star program encourages students and teachers from different disciplines to work together. All these result in resource sharing among faculty and students.
- A few interdepartmental national state level workshops and seminars too have been held indicating interdisciplinary approach to research.

3.1.6. Enumerate the efforts of the College in attracting researchers of eminence to visit the campus and interact with teachers and students?

- Researchers and eminent personalities in individual fields known to faculty visit the College during related events such as workshops or conferences held in the city.
- Many of the resource persons who are on the various boards of studies are eminent researchers themselves and are invited to deliver lectures.
- Alumni also come over to deliver lectures in their areas of expertise. The program ‘_scholar on campus’ has been discussed and the College hopes to make use of this program soon and accommodation is also available for guest researchers.
- In addition to this, the College has good facilities for hosting events like an excellent 1300-seater auditorium with attached satellite rooms for smaller congregation and six halls to carry out smaller talks and discussions. These facilities

are frequently sought after for public lectures as well, which benefit the College teachers and students.

- The Science departments regularly organize Academies Sponsored Lecture Workshops on different themes almost every year.
- Typically, each of the 30 departments have had between five and fifty visits by eminent researchers, totaling to at least 200 researchers visiting the College in the last four years.

3.1.7. What percentages of faculty have utilized sabbatical leave for research activities? How has the provision contributed to the research quality and culture of the College?

While the College currently does not have a facility for sabbatical leave for the increasing number of management paid teachers, two of the government-aided faculty had availed the UGC-Faculty Improvement Program to complete their Ph.D. The College provides leave for faculty in the crucial stages of their Ph.D. program and is sensitive and supportive during the PhD course. Such measures have increased the number of faculty taking up research emphasizing the efficacy of the program despite lack of sabbatical leaves. Currently ten members of faculty are pursuing their research program.

3.1.8. Provide details of national and international conferences organized by the College highlighting the names of eminent scientists/scholars who participated in these events.

A total of 33 workshop/conferences were conducted in the past four years. Of these, 20 were National Level workshops and 2 were at the International Level. The following (Table 3.3) is the list of national and international level seminars organized. The Departmental evaluative report has the list of departmental level seminars and conferences organized.

Table 3.3: List of National and International Conferences

	Title of Workshop /Seminar	Year	Sponsors	Prominent Resource Persons
Biotechnology				
1.	Practical Biochemistry– Hands on Experience (IISC & NCBS)	2015-16	DST	Dr. Vishnu Janardhan
2.	National Seminar on Emerging Trends in DNA Research	2014-15	UGC	Dr. Jagadish Mathur Dr. Malali Gowda Dr. Suryanarayan Dr. Ravi Kanth
Botany				
3.	Recent Trends in Cellular Mechanism and Gene Expression	2015-16	Indian Academy of Sciences	Dr. K M Mathew Dr. Rajalakshmi Gopi Dr. Malali Gowda
4.	International Conference on Green	2015-16	UGC	Dr. Mang Hung Wong Dr. Ramakrishna Y.

	Technologies for Sustainable Ecosystems and Trade Show			Dr. Sushma Nagaraj
5.	National Academies Lecture Workshop on Plant Taxonomy and Biodiversity	2014-15	IAS Bangalore INS Academy New Delhi NAS Allahabad	Dr. Sundararajan Dr. R. R. Rao Dr. Shivanna
Chemistry				
6.	Electrochemical Concepts: Materials for Energy Storage and Sensing	2014-15	ECMESS-2015	Dr. V. Lakshmi Narayana Dr. Sampath Dr. Sheker Kumar
7.	Spectroscopic and Microscopic Methods for the Analysis of Materials – Workshop	2016-17	IAS- Bangalore IMS-New Delhi NAS- Allahabad	Prof. S. Vasudevan Prof. E. Arunan Dr. Chandan Srivatsava
Communications				
8.	National Conference on Media and Social Responsibility	2013	UGC	Mr. B. G. Verghese Mr. M. N. Venkatachaliah (Former Chief Justice of India)
9.	National Conference on Media Challenges in the Age of Globalization and Digitization	2014	Self-financed	Mr. Pradyod Barman
Economics				
10	National Conference on Human Capital Formation: Issues and Challenges	2015-16	UGC	Dr. Abdul Aziz Dr. Chiranjib Sen Dr. Manimekalai Dr. Usha R.
11	National Seminar on Financing Micro, Small and Medium Enterprises	2015-16	UGC	Mr. Suresh Savekar Dr. Mahadeva Dr. Robert Clive
Mathematics				
12	Workshop In Mathematics	2014-15	Science Academies	Dr. Mithily Ramaswamy Dr. Koushal Varma Dr. Venky Krishnan
Environmental Sci. , Zoology and WAAC				
13	National Seminar on Ecology, Sustainable Development and Wildlife Conservation	2016-17	Self and AROCHA	Dr. K. N. Ganeshiah Dr. Karthic Shanker Dr. M. S. Rao

Microbiology				
14	Kaleidoscope – Seeing the Unseen (State level)	2014-2015	UGC	Dr. Renee Borges Dr. Dipankar Nandi Dr. Binay Panda
15	Emerging And Re-Emerging Infectious Diseases (State Level)	2016-2017	Indian Academy of Sciences	Dr. Saumitra Das Dr. Uday Kumar Ranga Dr. Hemalatha Balaram Dr. Sandya Visweswariah
Physics				
16	Science from Space: New Findings and Challenges Ahead (State Level)	2015-16	ISRO	Prof. G. Srinivasan Mr. Shivaram Dr. Shyama
17	Modern Optics :Raman Research Institute Outreach Program	2016-17	RRI	Prof. Regi Philip Prof. Andal
Political science, Economics, Sociology and English				
18	National Seminar on Teaching Social Sciences	2012-13	UGC	Dr. Vanamala Vishwanatha Dr. Shobha Raghuram Dr. Sandeep Shastri
Social work and psychology				
19	International Conference – Higher Education in the 21 st Century: Trends and Challenges	2013-14 In Collaboration with St. Louis University, USA	UGC + St. Louis University, USA	Dr. Krishnan (Vice Chancellor, Karnataka Open University)
20	International Conference – Community Mental Health: Trends and Challenges	2013-14 In Collaboration with Univ. of North Carolina, USA	UGC	Dr. Arthur Frankel (Professor, University of North Carolina)
21	National Conference on Human Trafficking	2013-14	Self - Financed	Dr. Sunitha Krishnan
22	Trends, Challenges in the Social Work Profession	2014-15	UGC	Justice Saldhana Shabnam Hashmi
Electronics				
23	Microprocessor based Simulation	2013-14	UGC	Sparsh Technologies, Bangalore
Sociology				
24	Gender and work	2016-17	UGC	Dr. Elizabeth (NLSUI) Dr. Babu Mathew (NLSUI)

3.1.9. Details on the College initiative in transferring/advocating the relative findings of research of the College and elsewhere to the students and the community (lab to land).

Publication of research findings is the most important vehicle for transmitting research knowledge to knowledge seekers elsewhere.

- Many of the papers published by our faculty are in high impact journals. Sharing of knowledge through various media enhances quality of teaching and learning. Involvement in research has impacted class room pedagogy with the nature of assignments given to students, lab experiments done, certificate courses offered and selection of topics for term papers.
- Sharing their knowledge in their field of research at seminars and conferences is a powerful tool for disseminating research findings with larger academic community in the city, state, national and international levels making their effort beneficial to all. Students too present papers in seminars and conferences.
- Departments such as Social Work directly interact with community and incorporate their research findings into their class rooms. All social sciences teachers use research based assignments. Department of Botany has developed an experimental forest. It has worked on biocontrol agent *trichoderma* that controls pathogens of crop plants. The experiment is at a stage where it may be applied on land.

3.1.10. Give details on the faculty actively involved in research (Guiding student research, leading research projects, engaged in individual or collaborative research activity etc.)

Teachers are engaged in research related work at various levels. Some of them are as follows:

*Guiding student research:

- As part of the undergraduate course, it is mandatory for students to present a term paper based on research conducted in their final two semesters. Almost all teachers are engaged in guiding students for research towards the term paper.
- The postgraduate departments supervise their students to carry out individual research work in the form of dissertation.
- A few teachers have research projects and students work with them as project interns completing their internship requirements and at the same time learning to carry out research.

*Guiding doctoral research:

Two departments of the College namely Botany and Chemistry are recognized research centers of Bangalore University. **Table 3.4** lists the teachers from these departments registered with Bangalore University as doctoral research guides and the number of PhD scholars guided.

Table 3.4: Details of Faculty Engaged in Guiding PhD Students

Sl No	Faculty	Department	PhD awarded	PhD scholars registered
1.	Dr. Nagaraju N.	Chemistry	8	1
2.	Dr. Michael Rajamathi	Chemistry	7	3
3.	Dr. Ronald Jerald Mascarenhas	Chemistry	1	4
4.	Dr. Somashekharaiyah B. V.	Chemistry	7	3
5.	Dr. Sandra Misquith	Chemistry	6	3
6.	Dr. Purushottama K.B.	Botany	2	1
7.	Dr. Bopaiah A.K.	Botany	3	2
8.	Dr. Divakar K.M.	Botany	2	2
9.	Dr. Jayarama Reddy	Botany	1	0
10.	Dr. Tamizhseran (retired)	Botany	1	0
11.	Dr. NayeemUllah Khan (retired)	Botany	4	0
12.	Dr. Cheriyan Alexander	English	3	1
13.	Dr. Etienne Rassendren	English	0	1
14.	Dr. Poornima B.N.	Kannada	2	0

***Leading research projects:**

As many as 42 research projects granted by various agencies have been carried out in the College during the last four years. The lists of ongoing and completed projects are presented in **Tables 3.5 - 3.8**.

Table 3.5: Ongoing Major Projects

Sl No	Name	Department	Amount (Rs.)	Year (Grant Received)	Funding agency
1.	Dr. Melwin Colaço	Chemistry	14,79,300	2013	UGC
2.	Dr. Sandra Misquith	Chemistry	22,96,000	2013	CSIR
3.	Dr. B.V. Somashekariah	Chemistry	12,68,900	2013	UGC
4.	Dr. Ronald J. Mascarenhas	Chemistry	27,00,000	2014	BRNS
5.	Dr. Michael Rajamathi	Chemistry	36,82,580	2016	SERB
6.	Dr. Arun Varma Thampan	Physics	19,71,640	2017	DST
7.	Mr. Keshav Murthy	Economics	7,00,000	2014	ICSSR
Total			1,40,98,420		

Table 3.6: Ongoing Minor Research Projects

Sl. No.	Name	Subject	Amount (Rs.)	Year (Grant Received)	Funding Agency
1.	Dr. Betty Daniel	Botany	95,000	2014	UGC
2.	Dr. Jacob Paul	Botany	76,000	2014	UGC
3.	Dr. K. M. Divakar	Botany	1,10,000	2014	UGC

4.	Mr. Madappa M.B.	Biotechnology	2,40,000	2015	UGC
5.	Dr. Grace Prabhakar	Biotechnology	2,00,000	2014	UGC
6.	Dr. Susan Mary Philip	Biotechnology	1,50,000	2014	UGC
7.	Dr Joyce D' Souza	Chemistry	2,00,000	2015	UGC
8.	Ms. Banu	Computer Sci.	65,000	2015	UGC
9.	Mr. Clement D' Souza	Economics	85,000	2015	UGC
10.	Dr. Ayanendu Sanyal	Economics	1,00,000	2014	UGC
11.	Dr. Manojit Bhattacharjee	Economics	1,16,955	2014	UGC
12.	Dr. Arul Mani	English	55,000	2014	UGC
13.	Ms. K. S. Jyothsna	English	40,000	2014	UGC
14.	Ms. Nalini Pai	English	35,000	2014	UGC
15.	Ms. Maria David	Sociology	1,10,000	2014	UGC
Total			16,77,955		

Table 3.7: Major Research Projects Completed (2012-16)

	Name	Department	Amount (Rs.)	Year completed	Funding agency
1.	Dr.Nayeemullah Khan (retired)	Botany	7,87,800	2014	UGC
2.	Dr. Michael Rajamathi	Chemistry	55,00,000	2012	SERB, DST
3.	Dr. Ronald J. Mascarenhas	Chemistry	9,39,807	2013	UGC
4.	Dr.Subhashini Muthukrishnan	Economics	10,00,000	2016	ICSSR
Total			82,27,607		

Table 3.8: Minor Research Projects Completed (2012-16)

	Name	Department	Amount	Year	Funding agency
1.	Dr. Jacob N. Abraham	Botany	48,000	2012	UGC
2.	Dr. Jayaram Reddy	Botany	1,00,000	2013	UGC
3.	Dr. Naveen Chandra	Chemistry	1,50,000	2013	UGC
4.	Dr. M. N. Nachappa	Computer Sci.	1,00,000	2013	UGC
5.	Ms. Mrinmoyee Bhattacharya	Computer Sci.	60,000	2015	UGC
6.	Dr. Subhashini Muthukrishnan.	Economics	1,05,000	2015	UGC
7.	Mr. Keshav Murthy	Economics	85,000	2015	UGC
8.	Dr. Godwin D' Souza	Electronics	1,00,000	2015	UGC
9.	Dr. Padma Baliga	English	80,000	2015	UGC
10.	Dr. Syed Wajeed	Microbiology	1,90,000	2013	UGC
11.	Dr. Vanitha N. M.	Microbiology	70,000	2013	UGC
12.	Ms. Jothy W.	Microbiology	1,90,000	2013	UGC
13.	Mr. Kiran Jeevan	Social work	1,00,000	2013	UGC
Total			13,78,000		

***Engaged In Individual /Collaborative Research:**

Teachers in Science departments are engaged in collaborative research with faculty at IISc and Bangalore University. A teacher from the Department of Economics is presently running a collaborative project with Institute for Social and Economic Change. Details of individual research are presented in **Tables 3.5.to 3.8** above. **Table 3.9** gives details of a current collaborative project.

Table 3.9: Collaborative Project

	Name	Collaborator	Department	Amount (Rs.)	Grant Received	Funding agency
1.	Dr. Manojit Bhattacharjee	Prof. Meenakshi Rajeev, ISEC (project placed at ISEC)	Economics	15,00,000	2014-16	ICSSR

3.2. RESOURCE MOBILISATION FOR RESEARCH

3.2.1. What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization for last four years.

The College through its Research Committee is in the process of regularly setting aside funds for furthering research activity on campus. Starting from 2016-17, Rs. 50,00,000 (~3.3% of the total budget) per annum. The actual utilization as on Feb 2017 is Rs. 20,00,000. In the previous years, while there was no specific budget allocation, College had spent money on research towards maintenance of equipment, and payment for travel and conference/workshop registration.

3.2.2. What are the financial provisions made in the College budget for supporting student research projects?

The College encourages student research. The College has a student research forum called the Josephite Research Forum. The Forum consists of students from all streams and all interested teachers. It meets twice every month where the students present their research ideas and work in progress.

- The College has sanctioned Rs.4,00,000 for 10 student research projects. In addition to this, the Research Committee has earmarked Rs. 2,00,000 towards student research.
- The College, under the DBT-STAR scheme, supports young teachers and students to engage in research of his/her own choice.
- Students are given financial assistance for presenting papers in conferences and seminars.

3.2.3. Is there a provision in the institution to provide seed money to faculty for research? If so, what percentage of the faculty has received seed money in the last four years?

The College has set aside money for research - particularly as seed grants for an internally defined major and minor research projects. In the year 2016-17, 18 proposals were received and four proposals were awarded seed grants. Since this is only a beginning, we expect to see an increase in the number of grants over the years. About 3% of the teachers have received seed money in 2016-17.

3.2.4. Are there any special efforts made by the College to encourage faculty to file for patents? If so, provide details of patents filed and enumerate the sanctioned patents.

There are no specific efforts made by the College to encourage faculty to file for patents. The following two patents have been filed by Dr. Jayarama Reddy and Dr. Nayeemulla Khan, Department of Botany.

- A simple method to control water hyacinth (*Eichornnia crassipes*), a common aquatic weed: (Patent No. 145/CHE/2013); For details visit: <http://ipindiaonline.gov.in/patentsearch/search>
- A combined single method of controlling arsenic levels in environment and extraction of gold using a common aquatic plant, *Eichornnia crassipes* (Martius) Solms-Laubach (Pontederiaceae): (Patent No. 144/CHE/2013); <http://ipindiaonline.gov.in/patentsearch/search>

3.2.5. Details of Ongoing Research Projects:

The College's culture of encouraging research among its faculty has resulted in several projects being undertaken by the teachers. A total of 40 research projects were granted to the College during the study period with the total grant money being Rs. 2,69,81,982. Of these 32 were UGC funded. Quite a few of the teachers had applied for research projects for the first time showing the growing interest in research in the College. **Tables 3.5 and 3.6** above show the details of ongoing research projects in the College.

3.2.6. How many departments of the College have been recognized for their research activities by national / international agencies (UGC-SAP, CAS, DST-FIST; DBT, ICSSR, ICHR, ICPR, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthrough due to such recognition.

Departments of Chemistry, Botany and Biotechnology are under DBT-STAR program. Postgraduate components of Departments of Chemistry, Botany, Microbiology, Physics, Mathematics and Computer Science are under DST-FIST program. Microbiology Department received infrastructure grants from VGST, Karnataka. **Table 3.10**

Table 3.10: Departments Recognized by National Bodies for Research

Sl no	Departments	Funding agency	Assistance received
1.	Botany	VGST	Rs. 3,00,000
2.	Microbiology	VGST	Rs. 40,00,000
3.	Potential For STAR (Chemistry, Botany, Biotechnology)	DBT	Rs. 50,00,000
4.	FIST (Chemistry, Botany, Physics, Microbiology, Computer Science, Mathematics)	DST	Rs. 95,00,000

3.2.7. Details of Completed Research Projects

Five major projects and several minor projects were completed during the period 2012-2016. The details are given in **Tables 3.7 and 3.8** above.

3.3. RESEARCH FACILITIES

3.3.1. What efforts are made by the College to keep pace with the infrastructure requirements to facilitate Research? How and what strategies are evolved to meet the needs of researchers?

The College has developed a reasonable infrastructure for carrying out research work in basic sciences. As and when researchers require specialized infrastructure facility, the College has been supportive in providing them accordingly. The College has standby power facility assisting in carrying out lab work. In recent times it has reconstructed/modified many of its labs from the grants received from the UGC under the College with Potential for Excellence and College of Excellence Schemes. Individual faculties from the Sciences engaged in active research have individual research labs.

For social sciences research the INFLIBNET facility has been useful. The internet facility has also been upgraded for supporting research. Researchers have been able to buy books as and when required for research. This year we finalized the purchase of subscription to JSTOR.

As an immediate strategy, the College is in the process of constructing a new building that will house a modern data center and library for the purpose of research. A new postgraduate course titled M. Sc. Big Data Analytics has been begun. This course is expected to bring in new infrastructural facilities in terms of data storage and can potentially benefit researches that are data intensive.

3.3.2. Does the College have an information resource centre to cater to the needs of researchers? If yes, provide details on the facility.

Currently the information resource centre is the library and the e-resources that it obtains through the N-LIST program of the UGC-INFONET. The College has subscribed to UGC INFLIBNET and DELNET and these have been good resources. The College also has an MoU with St. Joseph's College of Business Administration for the use of its library. Besides the College library acquires most recent books in all subjects and subscribes to journals of interest. We are in the process of buying a plagiarism check software and have purchased JSTOR.

3.3.3. Does the College provide residential facilities (with computer and internet facilities) for research scholars and faculty?

The College does not provide residential facilities for research scholars or the faculty.

3.3.4. Does the College have a specialized research centre/workstation to address challenges of research programs? If yes, give details.

The research committee headed by the Director of Research addresses the needs of the researchers. The student research concerns are addressed by Josephite Research Forum (JRF). The College has a centralized instrumentation facility.

3.3.5. Does the College have research facilities (centre, etc.) of regional, national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.

While the College has not been declared as a centre for research in any particular field, it has built up facilities in terms of specialized high-cost equipment. These facilities are made available to researchers from other institutions (free of charge for government and government-aided institutions and at nominal costs for private institutions). **Table 3.11** lists the major equipment available for research in Sciences.

A Herbarium from the collection of late Dr. Rev. Fr. Cecil Saldanha SJ, which is of significant national and international repute, was housed here. Due to the specialized need of upkeep, this has been moved to Indian Institute of Science, Bangalore.

The data, however, is available online:

<http://florakarnataka.ces.iisc.ac.in/hjcb2/welcome.php>.

Research scholars from Foundation for Revitalization of Local Health Traditions (FRLHT)/BU make use of the expertise of the centre for their research activities.

Table 3.11: Major Equipments Available For Research

No.	Name of the Instrument	Cost of the Instrument in Rs.	Year of Purchase	Funding Agency
Department of Biotechnology				
1	4 Dell Optiplex systems	1,28,394	2014-15	DBT Star College
2.	Gel transilluminator	96,752	2014-15	DBT Star College
3.	Gel stan camera and hood	99,798	2014-15	DBT Star College
4.	Ice flaker unit	99,615	2014-15	DBT Star College
5.	t-50 refrigerated centrifuge	50,625	2015-16	UGC-CE Grant
Department of Botany				
6.	Digital microscope Ex 30 Model	1,16,800	2015	UGC-CE Grant
7.	SEPCCE PCR machine and GEL doc	3,99,949	2015	UGC-CE Grant
8.	a. Laby refrigerated centrifuge b. Neomake incubator shaker	90,805 50,000	2015	DBT Star College UGC Minor

9.	Equitron ware vertical autoclave	61,600	2015	College Funds
Department of Chemistry				
18.	ELICO Double beam UV-Vis Spectrophotometer	99,101	2015	DBT
19.	ELICO D ₂ lamp, Visible lamp	1,98,203	2015	DBT
20.	Galvanostat/Potentiostat	99,000	2010	UGC
21.	Rotating Disk Electrode	65,000	2010	UGC-CPE grants
22.	Electrochemical Workstation	11,50,000	2014	BRNS
23.	Double beam UV-vis Spectrophotometer	4,00,000	2013	UGC Major Project
24.	Soxhlet apparatus	50,000	2013	UGC Major Project
25.	Absorbance Microplate Reader	2,25,000	2014	CSIR
26.	Centrifuge (Mini spin Plus)	89,250	2014	CSIR
27.	Alpha Imager Mini Gel Doc. System	3,50,000	2014	CSIR
28.	IBM Think Centre Edge++++	1,10,880	2014	CSIR
29.	Vest Frost Vertical Glass Door Chiller	78,432	2014	CSIR
30.	General Incubator	80,000	2014	CSIR
31.	Refrigerated centrifuge with accessories	3,18,425	2013	UGC Major
32.	Semi auto biochemistry analyzer	1,07,348	2013	UGC Major
33.	Powder X-ray diffractometer	55,00,000	2007	DST
34.	Ion Chromatograph	8,00,000	2004	DST
35.	Atomic Force Microscope	32,00,000	2013	DST
36.	FT IR spectrometer with ATR	15,00,000	2016	DST
37.	UV-Vis spectrometer with ATR	7,00,000	2015	Consultancy earnings
Department of Physics				
38.	GM counting system with accessories (4 nos.)	6,16,355	2015	UGC-CE Grant
Central Instrumentation Facility				
39.	Atomic Absorption Spectrometer	8,00,000	2006	UGC-CPE Grant
40.	Gas Chromatograph	5,00,000	2015	UGC-CE Grant
41.	HPLC	7,00,000	2006	UGC-CPE Grant
42.	FT IR spectrometer	5,00,000	2006	UGC-CPE Grant
43.	Emission Spectrometer	8,00,000	2015	UGC-CE Grant

3.4. RESEARCH PUBLICATIONS AND AWARDS

3.4.1: Highlight the major research achievements of the College through the following:

- * Major papers presented in regional, national and international conferences
- * faculty serving on the editorial boards of national and international journals

***faculty members on the organization committees of international conferences, recognized by reputed organizations/societies**

Several teachers have presented papers in seminars and conferences in India and abroad. Many senior teachers have been regular invitees as resource persons in the city. The College has published more than 240 papers in reputed journals largely by faculty from departments recognized for research. Other departments have ISSN publications and many write for newspapers and magazines as well. Six of our teachers are on the editorial boards of national journals. The details of publication and other related data are available in the departmental evaluation reports. Our teachers have been invited as resources persons at seminars/conferences/symposia/workshops on more than 250 occasions during the last four years.

3.4.2. Does the College publish research journal(s)? If yes, indicate the composition of the editorial board, publication policies and whether it is listed in international database?

Currently, the College does not publish any research journal.

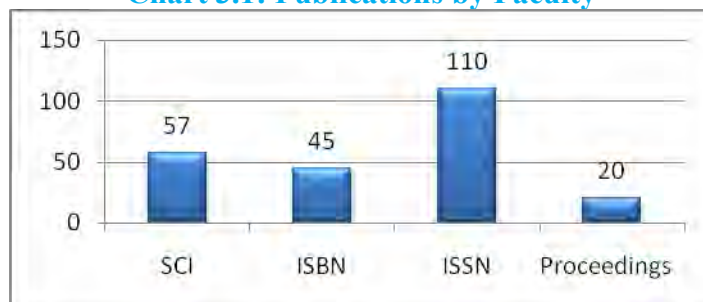
3.4.3. Give details of publications by the faculty:

Since several research projects are being carried out in the College, a number of publications have resulted in the last four years. Many members also publish their papers as they present them in seminars and conferences as conference proceedings. A total of 240 publications of all categories resulted during the study period. The numbers of publications from different departments are listed in **Table 3.12** and **Chart 3.1** gives the distribution of nature of publications.

Table 3.12: Details of Publications by Faculty

S. No.	Departments	SCI	Publications ISSN	Seminar proceedings	Book /chapters ISBN
1.	Botany		38		
2.	Biotechnology		6	1	----
3.	Chemistry	49	----	----	----
4.	Commerce	---	3	5	2
5.	Computer sc	----	14	----	----
6.	Communication	----	1	----	2
7.	Economics	----	13	4	11
8.	Electronics	----	3	1	----
9.	English	----	19	6	13
10.	Environment Science	----	4	1	2
11.	Hindi	----	1	1	1
12.	Industrial relations	----	1	----	1
13.	Kannada	----	----	6	1
14.	Mathematics	----	1	1	----
15.	Microbiology	3	----	----	2
16.	Physics	5	1	----	----
17.	Political science	----	3	----	3
18.	Zoology	----	2	----	1

Chart 3.1: Publications by Faculty



3.4.4. Indicate the average number of successful M.Phil. and PhD scholars guided per faculty.

Currently, Chemistry and Botany are the two departments that are recognized by Bangalore University as Research Centres. Both the departments have a PhD program and the average number of successful PhD scholars guided per faculty is 2 during the past four years. A rise in this number is expected in the coming years as the College is in the process of getting other departments recognized by the Bangalore University as research centers. The College does not offer M.Phil. programs.

3.4.5. What is the stated policy of the College to check malpractices and misconduct in research?

Malpractice and misconduct in research are unacceptable. While there are no specific guidelines, there is peer monitoring at all levels of research. The progress of the PhD students is constantly monitored by a doctoral committee which ensures quality. The Research Committee brings together researchers in Colloquium and discussions to ensure that peers are aware of the work others are involved in. These, to a large extent, ensure that there are no malpractices and misconduct. The College has recently started the process for procuring an anti-plagiarism software.

3.4.6. Does the College promote interdisciplinary research? If yes, how many inter departmental / interdisciplinary research projects have been undertaken and mention the number of departments involved in such an endeavor.

- The College promotes interdisciplinary research in various ways. One important manner in which interdisciplinary research comes in is through the term paper that students undertake. Since a student is free to choose any topic of his/her interest, most often they acquire an interdisciplinary nature.
- In addition to this, as part of the Josephite Research Forum (JRF), some of the students also pursue multidisciplinary research projects for which the College provides seed funding.
- Faculty members also engage in interdisciplinary research. This is reflected in publications in which faculty from different departments are authors. Department of Chemistry and Departments of Biological Sciences collaborate on Biochemistry-based projects. Department of Botany and Computer Science collaborate on

bioinformatics-based projects. Department of Chemistry collaborates with Department of Physics in the area of Solid State Sciences.

3.4.7. Mention the research awards instituted by the College.

The College felicitates the achievers annually on College Day celebrations. A plaque and a certificate are given to honor the achievers. Achievements of teachers is also put up on the College website and included in the College magazine. The College has not instituted any award for research as of now.

3.4.8. Provide details of

***research awards received by the faculty**

***recognition received by the faculty from reputed professional bodies and agencies**

- Dr. Michael Rajamathi, Department of Chemistry: Sir C. V. Raman Young Scientist Award (Chemical Sciences) for 2011, Government of Karnataka (2013)
- Dr. Jayarama Reddy, Department of Botany: Eminent Scientist Award - The National Environmental Science Academy, New Delhi (2015)

3.4.9. State the incentives given to faculty for receiving state, national and international recognitions for research contributions.

No incentives have so far been given to achievers. The Research Committee has recently submitted a list of recommendations in which incentives for different levels of achievement have been spelt out.

3.5. CONSULTANCY

3.5.1. What is the stated policy of the College for structured consultancy? List a few important consultancy services undertaken by the College.

The College is usually benevolent regarding the earnings through consultancy - there have been instances where the funds obtained through consultancy by a teacher have been re-injected by the College management for that particular teacher's research. It is now agreed that the consultancy earnings are shared by the institution and the teacher offering consultancy in 60:40 ratio when the nature of consultancy involves infrastructure support from the institution. In cases where the consultancy does not involve infrastructure and materials support from the College it is shared in 40:60 ratio. Departments of Environmental Science, Chemistry, Botany, Zoology, Political Science, Social Work and Economics have been engaged in some form of consultancy work (**Table 3.13** below).

3.5.2. Does the College have College-industry cell? If yes, what is its scope and range of activities?

The College has a Placement Cell. The cell conducts interviews, and liaisons between Industry and College. Besides, since all departments have an industry member in the BOS, College does not have a special cell of this nature.

3.5.3. What is the mode of publicizing the expertise of the College for consultancy services? Mention the departments from whom consultancy was sought.

The College has so far not actively publicized the expertise available in the College. The staff profile in the College website makes known the available expertise. The publications by teachers and their participation as resource persons usually publicize the expertise of the College.

3.5.4. How does the College encourage the faculty to utilise the expertise for consultancy services?

The revenue sharing mechanism is a motivating factor for teachers to engage in consultancy.

3.5.5. Please provide details of the consultancy projects that your departments have undertaken.

A few teachers provide consultancy services when approached by agencies. The following is the list of services rendered (**Table 3.13**).

Table 3.13: Details of Consultancy Services Provided

Name	Department	Rs.	Consultancy Activity
Dr. Michael Rajamathi	Chemistry	17,26,640	PXRD consultancy for pharma companies
Dr. Subhashini Muthukrishnan	Economics	2,00,000	Peri Urban Spaces And Livelihood-International Water Management Institute, Sri Lanka, and TISS Guwahati
Dr. Priyanca Mathur	Political Science	2,04,000	International Expert to conduct Capacity Training Workshops on Federalism for Civil Society Actors and State Legislative Assembly Members in Mandalay, Myanmar by the Forum of Federations, Myanmar Office. International Expert to conduct Training Workshops of Trainers on Decentralization by the Forum of Federations and Myanmar Egress in Yangon, Myanmar.

Dr. Ebenezer Wilson	Environmental Sci.	70,000	Collaborative Research with ATREE- Rs. 20,000/-
			Court Commissioner of National Green Tribunal (NGT-South)- Rs.50,000/-
			Non- Profitable Consultancy Services
			Quality test for Educational Institutions
Mr. Madappa	Biotechnology	40,000	Research work Compilation at SJC centre for Biotechnological Research
Mr. Kiran Jeevan	Social Work	10,000	Member, Education Committee, CSI-KCD

3.6. EXTENSION ACTIVITIES AND INSTITUTIONAL SOCIAL RESPONSIBILITY (ISR)

The College believes that developing sensitivities towards community issues, gender disparities, social inequity etc. and inculcating values and commitment to society among students of the College fulfills the larger purpose of education. This is seen in the close interaction and operation of College's social service extension associations namely the National Service Scheme (NSS), Christian Students Association (CSA), Joseph's Outreach Centre, Josephite Aids Awareness Movement (JAAM), and National Cadet Corps (NCC). The College also conducts two full-time courses namely Bachelor's in Social Work (BSW) and Master's in Social Work (MSW), which are specifically aimed at creating graduates who are sensitive to the issues and reality of society and have the knowledge and tools to effect change and development in society. These extension services have influenced students, their understanding of the existence of various ills of society both in rural and urban Karnataka, impact of various policies and practices and how these have impacted life in general. It has positively affected the knowledge generation process that happens in academics and enabled value-clarification among students by the process of reflection and learning.

3.6.1. How does the College sensitize the faculty and students on Institutional Social Responsibilities? List the social outreach programs which have created an impact on students' campus experiences.

- At the time of admissions, students and parents are sensitized to the role they are expected to play in fighting for social causes through their participation in Joseph's Outreach Program, *Bembala*, which is conducted by the Joseph's Outreach Centre during the year. Parents and students commit to these programs which include a mandatory stay for students in a village and offering their services to various programs organized in the city. This outreach centre has a fully equipped resource centre and staff who coordinate and conduct the outreach programs for all the classes.
- The orientation program for freshers introduces them to the existence and operation of various social injustices and marginalization that prevail and how the social service associations in College attempt to address them. Students are encouraged to become members and participate in the activities of these associations.

- Mentors interact with students in helping them understand the dynamics of participating in these services.
- IGNITORS, a three-day program specifically catering to social issues like injustice, poverty and deprivation, gender related issues, homelessness and other allied matters, is held in the first weeks of the semester.
- Students are expected to earn extra credits through participation in these extension services. While enrolling in NSS, NCC, CSA, etc. is voluntary, taking part in Joseph's Outreach Program is mandatory.
- The various social service organizations (NSS, NCC, CSA) send senior student members to classrooms to invite participation by providing information on the procedure to obtain membership and the roles that they are expected to play.
- Orientation programs are held independently by each organization for new members at the beginning of the semester.
- CSA conducts two orientation meetings at the beginning of the semester to sensitize new members on social issues and the roles that they are expected to play in social development. The CSA has organized several workshops outside College (in Vistar, Nama Samudram, and Glorious Promised Land). Christmas time has been set aside as outreach month for the association with regular visits to institutions for social outreach by students on Fridays and weekends. The All-India fest, Exodus, is conducted by the CSA each year and the activities are centered on socio-religious themes. The CSA also organized Make A Difference Day, which encourages students to work in partnership with deprived members of the community (children in orphanages and the Home of Hope for the destitute).
- NSS conducts orientation meetings, and divides new members into sub-groups that are provided themes upon which they create and undertake activities through the year. It conducts several day visits to social service institutions in the city (such as orphanages and old age homes) based upon individual group themes. Regular meetings of students are held in College to provide information on upcoming visits, and to review the experiences and learning facilitated by prior visits. Student input is incorporated significantly into the design and development of further programs.
- Social awareness programs are conducted and issues are often raised in public spaces regarding the importance of voting and fight against atrocities on Dalits. Blood donation camps are conducted. The annual Human Rights celebration involves inviting children from nearby slums to include them in day long programs. Rallies are organized to highlight social issues in the city. In addition, the NSS has collected and distributed relief funds and material for the victims affected by the devastation following the natural disasters that struck Nepal and Chennai in the past two years.
- The NCC conducts a best practice rigorous selection procedure that would enable students to understand the system followed in the army admission. This includes a picture perception test, a group discussion based upon the picture perception test, a general knowledge test, and a series of special interviews conducted by senior and junior under officers, the quartermaster, and cadets who have attended Republic Day parades, All India Thal Sainik camps, or have represented India in Youth Exchange Programs. The NCC, under the aegis of the Director General of the National Cadet Corps, conducts several social service programs that include participation in the Swachh Bharath drive by working with BBMP Pourakarmikas to clean up a neighborhood, a rally on anti-tobacco day, activities relating to women empowerment, a street play to raise awareness regarding drug abuse, blood donation camps, working with the Department of Psychology on anti-suicide activities,

cancer awareness programs, and participation in International Yoga Day (a UN recognized program mandated for NCC by the Government of India).

- Students of BSW and MSW, as part of their curriculum, attend rural camps, tribal area camps, study tours, and conduct community based projects. A three-day participatory rural appraisal exercise is also undertaken by students.

3.6.2. How does the College promote College-neighborhood network and student engagement, contributing to holistic development of students and sustained community development?

- The Joseph's Outreach Centre organizes several neighborhood initiatives such as visits to old age homes and AIDS Hospices, taking classes in government schools and for the children of graveyard workers, act as traffic wardens at important traffic signals in the city and several others. All these activities help students become more responsible and provide them insights into the kind of contribution that they can make later in their life.
- The NSS adopts villages for sustained community engagement and development. Students are sent in rotation on weekends to identify community problems and attempt to find solutions. Members of NSS work with Village Panchayats and families, suggesting improvements and developments.
- The NCC collaborates with the Joseph's Outreach Centre and the NSS and sends students to public spaces periodically to provide traffic assistance. Students are also sent regularly to government schools and orphanages to teach.
- In the CSA, the Exodus fest and Make A Difference program are conducted on a yearly basis to ensure sustained community improvement. Students learn skills relating to leadership and fundraising through association activities. Some students pursue the association activities further by conducting similar projects and camps of their own.
- Students of BSW and MSW conduct follow up visits to villages after the initial visit to ensure that work has been done and suggestions for development have been taken up. Students also work to build and sustain infrastructure in the villages they visit, which includes libraries and rain water harvesting facilities.

3.6.3. How does the College promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC, and other National/International agencies?

- College provides compensatory attendance to students who attend activities conducted by the associations. Credits are given to students for attending and conducting activities under the aegis of these associations, as per College norms. NCC cadets are provided supplementary examinations if they miss the regular examination due to attending training camps. Associate NCC Officers of College are given permission and sponsorship for conducting and participating in activities such as the SAARC Youth Exchange Camp.
- The syllabus of BSW and MSW students explicitly include activities that pertain to social outreach. These courses also interface with the outreach centre/NSS/NCC/Gender Sensitization Cell to create and develop social outreach activities for the College.

- The outreach program is held mandatorily for students each year, with a rural visit as well as in-city visits to promote social and community development and sensitizing students on issues of social concern.

3.6.4. Give details on social surveys, research or extension work (if any) undertaken by the College to ensure social justice and empower the under-privileged and most vulnerable sections of society.

All extension services rendered actualize the College mission of creating men and women for others and the vision of creating a just and secular society. All these activities are conducted by pursuing research and survey on specific locations, communities and local needs. The NSS and MSW conduct social mapping in camps as part of their initiation of work in rural areas and this activity has identified social problems through dialogue. These have resulted in providing those extension services which a particular community requires.

- The outreach program has undertaken a variety of activities such as the Kill-Bill Drive to rid city of posters in collaboration with BPAC; Litter Free Bangalore; drive against plastics with BPAC and BBMP; and awareness creation about the environmental costs of immersion of idols in city lakes. Awareness about wearing helmets at traffic signals, no-honking drives and obeying traffic rules are some of the initiatives. The postgraduates undertake a compulsory program in Manvi, about 400 km away, for five days to plant trees and provide other services in the surrounding villages. In fact, the newly planted area is now locally known as St. Joseph's Forest.
- In collaboration with ITC Ltd., Bangalore, the College recycles its paper waste and converts it into notebooks that are donated to needy children. Last year, 3867 kg of answer sheets were recycled and the 1800 notebooks generated were donated to the students of Government schools.
- The Department of Social Work has been engaged in several activities such as Planting of Saplings, Organizing Medical Camps/Veterinary camps, helping to set up of Rainwater Harvesting Plants, setting up Computer Labs and Libraries in schools, and setting up Libraries in different villages in Karnataka. All these have been hailed by villagers and the students get repeated invitations to visit these villages.

3.6.5. Give details of awards/recognition received by the College for extension activities/community development work.

The NSS has received media recognition for its activities. The NCC had applied for the title of best institution under NCC. The 2012 batch of MSW received the Yuva Chetana Award for community service. The award was accompanied by a cash prize of Rs 10,000. Several newspapers have covered the students' efforts in assisting society.

3.6.6. Reflecting on objectives and expected outcomes of the extension activities organized by the College, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

Participating in extension activities has complemented the classroom learning and this contextualized learning has enabled students to realize that they can contribute significantly to help the less educated, deprived, vulnerable and marginalized sections of society. There is a research component in many of the outreach initiatives which teach students how to conduct surveys and interpret data.

- There is a transformation in students as they experience accumulation of new knowledge, clarification of their values, learn new skills, experience changes in their attitudes and behave positively towards the weak, the oppressed and the marginalized.
- Skills of personal management like building self esteem, time-management, negotiation and decision making help in their personality development and develop in them a responsibility towards others in society. Interpersonal skills, leadership, negotiation and conflict management are valuable skills which will be handy in their professional life later.
- These activities instill in them a sense of patriotism, and eagerness for learning about the different social constructs in rural and urban areas. Students have often moved on to helping marginalized communities by choosing professions of social service later in life.
- Students learn the importance of working in teams and develop the value of tolerance for others' viewpoints and learn to be compassionate and sensitive towards others and develop a sense of volunteering and selfless service.
- Classroom discussions, assignments and examinations often draw on the experiences and learning that students gather from these social outreach activities. Students of BSW and MSW are often found to convert the social issues that they have observed in field visits into dissertations and material for research. Examination questions are focused upon the experiences and learning that students have had on the field as well.
- Cadets in NCC have a high sense of discipline, and tend to introduce a code of ethics into their professional work. Loyalty and respect are developed through participation in NCC activities. Quite a few cadets join the Indian Military Academy and the Officers Training Academy.

3.6.7. How does the College ensure the involvement of the community in its outreach activities and contribute to the community development? Detail the initiatives of the College which have encouraged community participation in its activities.

- The College has developed a good network with various NGOs and other local bodies over the past years as the College has always been involved in such extension services. Once the village/ NGO officials are contacted, they become the nodal point for carrying out all extension services in these villages. In the city, the staff in charge contacts the officials in the concerned area and discusses with them the services that the College proposes to provide. Detailed logistics are planned to make the effort productive and meaningful.
- Villages provide accommodation for NSS students and staff when they arrive for their camp. Continued visits to social service facilities (such as orphanages and old age homes) have been found to encourage better operation there. The NGOs with

whom College works are in constant touch with the staff and are involved in planning. This shows their need to get support from College.

3.6.8. Does the College have a mechanism to track the students' involvement in various social movements/activities which promote citizenship roles?

- The extension activities that students take up are part of a planned curriculum which is monitored, and feedback from the participating organizations is collected. This helps in improving the training students are given before they are sent for extension services.
- College gives credits for attendance and involvement in social service activities. Students can involve themselves in social movements through associations or independently with prior permission from mentors.
- College has introduced the use of a smart ID card with a QR code, which is scanned in order to record the details of students who have attended such activities. Students of NSS are required to maintain a volunteer work done diary, which details the social service activities that they participated in, and the specific work which they did there.
- The Department of Social Work also collects forms from students which provide information on their contact details and the work they are doing, resulting in a database of information. The NCC keeps track of the students' achievements in joining the defence services.

3.6.9. Give details on the constructive relationships (if any) with other institutions in the nearby locality in working on various outreach and extension activities.

Joseph's Outreach Centre partners with BPAC, BBMP and Bangalore Traffic Police on a regular basis. The College has networked with a large number of NGOs to carry out its extension activities. The NSS unit has worked with the Sneha Nilaya Orphanage. It has also worked with the NAAM foundation in Chennai to help the relief efforts following the floods there. The NCC units have worked closely with local government schools and orphanages, sending students to teach there.

3.6.10. Give details of awards received by the institution for extension activities and contributions to social/community development during the last four years.

The 2012 batch of MSW received the Yuva Chetana Award for community service. The award was accompanied by a cash prize of Rs. 10,000.

3.7. COLLABORATION

3.7.1. How has the College's collaboration with other agencies impacted the visibility, identity and diversity of activities on the campus? To what extent has the College benefited academically and financially because of collaborations?

The College has collaborated with 185 NGOs at local, national and international levels and the units of the College involved are NSS, NCC, AICUF, Department of Social Work and Joseph's Outreach Centre. The work is community-based and operates at the grassroots level, which deepens knowledge acquired in the classroom.

College has worked with Government agencies in sending a fact finding team to investigate harassment in Beggars' Colony. The College collaborated with Karnataka Health Promotion Council in having a HIV/Aids prevention program. It worked with Bruhat Bengaluru Mahanagara Palike (BBMP) for a clean drive focusing on vegetable markets in Bangalore City. Since 2011, College students have been participating in Student social responsibility movement. Some important programs are:

- Voter ID drive for residents of local slums
- Campaign for Aadhaar in local slums
- Campaign against L.R. Nagar Slum evacuation
- Setting up community libraries in four villages
- Installing rain water harvesting in two government schools with the help of sponsorships
- Donation of 20 computers to rural schools in Karnataka
- Visit to Sri Lanka twice to understand war violations
- 15 students sent on block placement to Interfaith Assembly of the Homeless in New York City
- Three women students sent to Netherlands for a project in the area of Human Trafficking and Sex trade
- Three women students sent to Cambodia for a project in the area of human trafficking
- Three women students sent to Mongolia Refugee camps
- Three women students sent to Kenya for development agencies training working/career opportunities
- Starting a centre to promote Tribal Arts. This program was promoted by the Ministry of Textiles, GoI.

All these activities have given visibility to the College in terms of recognition that it is a College that creates students who are sensitive to social realities. The College's participation in several social actions gets reported in newspapers and media. The College has benefited immensely in the sphere of academics as these activities have influenced the classroom pedagogy of many departments.

3.7.2. Mention specific examples of, how these linkages promote

* **Curriculum development:** The participation of the College in these extension services has resulted in a number of benefits. Subjects from the Social Sciences stream have incorporated topics from these activities into the curriculum. These linkages have helped the Department of Social Work to design, experiment and implement activities to enhance the quality of teaching-learning and set standards in social work. The Entrepreneurship Curriculum has incorporated Social Entrepreneurship as a topic of study. The Department of Social Work has introduced an elective in NGO Management which is an outcome of their experiences during field visits.

* **Internship, on-the-job training:** These extension activities have been a boon for the students who have an inclination to pursue their career relating to social causes in future. It has opened up opportunities for internships, and for many it has been an on-the-job training experience. Many of them pursue their careers in related fields later in life.

*** Faculty exchange and development:** Faculty participation in these extension activities has been helpful for faculty development as well. Since mentors are involved in monitoring these extension activities of their mentees, they are also sensitized about social issues though they may not be teaching subjects in Social Sciences. Some of the teachers are invited as resource persons to deliver lectures or be a part of the program.

*** Research, Publication:** Some of the faculty members have registered for PhDs on topics that are related to extension activities.

*** Consultancy, Extension:** Four of the faculty members have been providing consultancy services to organizations engaged in the extension activities. They have established a Memorandum of Understanding with the Department of Social Work, University of North Carolina, USA.

*** Student placement:** NGOs with whom students have worked during their extension services have come back to offer placement to some of the students. The learning through extension activity has also helped in increasing employability of students in general.

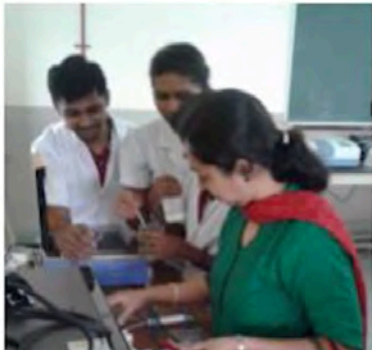
3.7.3. Does the College have MoUs nationally/internationally and with institutions of national importance/other universities/industries/corporate houses etc.? If yes, explain how the MoUs have contributed in enhancing the quality and output of teaching-learning, research and development activities of the College?

The College has an MoU with St. Louis University, Missouri, USA to start M.A. in Higher Education. An MoU with University of Minnesota, USA is on the anvil and another with Seattle University, USA has been signed. The College has two cultural exchange programs with University de Namur, Belgium (seven students from the College participated in the exchange program, and students from Belgium visited this campus). A UGC-sponsored International Conference on Higher Education was organized jointly by the College and St. Louis University. In collaboration with Tata Consultancy Services (TCS), the College is offering B. Com.-BPS and M. Sc. in Big Data Analytics. The College is also introducing Diploma Programs from the academic year 2017-18 in collaboration with various industries.

3.7.4. Have the College industry interactions resulted in the establishment/creation of highly specialized laboratories/facilities?

The College has pursued industry-academia collaboration by starting industry-relevant courses. The postgraduate course in Big Data Analytics is in collaboration with TCS. TCS will be installing a modern data centre with teleconference facilities estimated to cost about Rs. 1,00,00,000. This facility will be useful to researchers working in the field. TCS has trained the teachers to teach the subject and has agreed to pay the salaries of the teachers for the next two years. TCS also collaborates with the College in running the B. Com.-BPS course.

****Any additional information regarding research, consultancy and extension which the institution would like to include***



CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1. PHYSICAL FACILITIES

St. Joseph's College has been in its present location since 2001 after moving out from its old heritage building. The popularity of College among those who desire quality education and the quest for offering newer courses, keeping in mind the need of the city and the nation has necessitated a continuous expansion in infrastructural and learning resources. The creation of new infrastructural resources is an ongoing process and College is currently engaged in constructing two new buildings to meet the future needs.

4.1.1. How does College plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?

- College presently offers 26 degree and 12 postgraduate courses, of which 18 courses have laboratory requirements. College has 4121 students on its rolls, 198 teaching staff and 72 non-teaching staff. With the advent of modern teaching-learning styles, ICT facilities have become a necessity. Increasing student enrollment and commencement of additional courses has necessitated additional facilities like classrooms, staff rooms, recreational and hygiene spaces and conveniences for persons with disabilities. All efforts necessary to enhance the optimal utilization of available infrastructural facilities and maintenance of quality of academic and other programs on campus are made by the Management. College is constantly engaged in maximizing the use of available infrastructural resources to ensure efficiency and comfort.
- The College, located in the heart of the city of Bangalore, has 8.44 acres of land which houses PG Block, UG Science and Administrative Block, UG Humanities and Commerce Block, Auditorium Complex, Fathers' Residence and Guest House, and a playground. The total built-in area is 7961.23 m². The Humanities Block (UG-H) and Science Block (UG-S) comprise class rooms as well as laboratories for the undergraduate courses, well-furnished administrative offices, the Arrupe Library and Information Centre, Examination Wing, Staff Seminar Room, Canteen and Observatory. The laboratories house modern equipment that meet current needs. The classrooms are designed to allow maximum natural light and air. The Postgraduate and Research Centre is housed separately in one acre of land. The PG Block has classrooms, laboratories, a library, an auditorium with a seating capacity of 350 and a canteen. This block also houses the IQAC Room, Central Instrumentation Facility, administrative offices, audio-video studios and research laboratories with state-of-the-art instruments. The Auditorium Complex houses a 1300-seat auditorium and four smaller conference rooms. The auditorium is air-conditioned and well equipped with an array of hi-tech equipment.
- College has a hostel for men, which is located in the campus and a hostel for women that is located about 300 metres away from the campus. Lifts and ramps are available in all three blocks. College also has LED display units in all three blocks to display information and announcements with regard to ongoing activities in College.

It has numerous notice-boards as well. College premises are under CCTV surveillance.

- Before the end of the even semester, planning for the next academic year begins. Each department conveys to the Principal information about its infrastructural requirements. This includes size of classrooms and laboratory requirements. The Principal, in turn, discusses these matters with the management and Finance Officer, and draws out a plan for upgradation of facilities. Maintenance work, including painting College building, is carried out during summer vacation. College timetable is prepared with great care to ensure the optimum utilization of available classrooms with maximum possible convenience to students and teachers.

4.1.2. Does College have a policy for creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.

Expansion and development of infrastructure and learning resources on campus to meet future development needs is one of the major concerns of College. College does have a policy for creation and enhancement of infrastructure, as it is convinced that a good physical environment is important for promoting good teaching-learning experiences. The management has upgraded the infrastructure from time to time, keeping in view the new generation of students and their learning needs. College has taken several initiatives to create and enhance infrastructural facilities during the past five years. With this objective in mind, College has provided spacious lecture rooms, LCD projectors for almost all classes, overhead projectors, slide projectors, online gadgets, Computer Centre and language labs so as to ensure adequate availability of physical infrastructure and its optimal utilization. **Table 4.1** below shows the additions made to the existing infrastructure in the assessment period.

Table 4.1: Additions Made to Existing Facilities 2012-2016

	Facilities	UG-HBlock		UG-S Block		PG Block	
		Existing	Addition	Existing	Addition	Existing	Addition
1.	Class Rooms	20	14	22	02	16	12
2.	Research Labs	-	-	-	-	08	02
3.	Labs	00	03	33	05	16	05
4.	Instrumentation Rooms	-	-	02	-	00	03
5.	Library	01	-	--	-	01	-
6.	Studio	-	-	00	02	01	01
7.	Board Room	00	01	-	-	-	-
8.	Admin/Dept/Staff Room	06	10	24	01	12	01
9.	Conference Halls	-	-	02	04	01	-
10.	Green Rooms	-	-	00	02	-	-
11.	Wash Rooms	06	02	06	-	-	-
12.	Expansion of Examination Wing				100.33 m ²		-
	Any other	2 ATMs & Bank Counter					

Auditorium Complex: In 2014, a three-storeyed, state-of-the-art Auditorium Complex with excellent acoustics, lighting, security, green rooms, basement and necessary service points with smart seating for 1260, and four ICT-enabled halls, with a total area of 3630.43 m² was inaugurated. **Table 4.2** below gives the details.

Table 4.2: College Auditorium

S.N.	Room	Area m ²	Seating Capacity	Tables	Desks /Chairs	LCD
1.	Auditorium	618.71	1260	3	1264	1
2.	Reception	6.55	-	1	0/3	-
3	Basement	949.87	-	1	1/130	-
4.	Green Room (Men)	25.15	-	-	0/2	-
5.	Green Room (Women)	29.76	-	2	0/3	-
6.	Electrical Room	25.15	-	-	-	-
7.	Store Room	2.33	-	-	-	-

Class rooms:

College has 76 class rooms which are well-ventilated and spacious. All class rooms are now well-equipped with furniture and green/black boards. Most of the rooms have ICT facilities. In the last five years, 17 spacious class rooms with a total area of 1031.57 m² have been added to the infrastructure. These class rooms were built to house the newly-commenced courses namely B.Com., B.A. (EJP), B.A. (CPE), B. Voc. (Visual Media and Filmmaking), B. Voc. (Digital Media and Animation), M.Sc. Big Data Analytics and M.Sc. Mathematics. Old furniture has been donated and a new set of furniture has been placed in many class rooms. Ten additional staff rooms with an area of 261.9 m² have been added. An infirmary and a board room have also been added.

Laboratories:

College has well-equipped teaching laboratories and research laboratories. In the last five years, 12 labs of area 324.06 m² were added. One central instrumentation room was added in 2012. Two Botany and three Chemistry labs were renovated. A Computer Science lab has been added on the second floor. A new floor in the PG Block houses the Data Centre Labs for the new course on Big Data Analytics.

Studios:

Since College offers courses in media studies, additional studios, namely, the Viscom Lab, Animation Lab, Editing Studio and BVC Studio in the UG-S Block, and two editing studios in the PG Block with a total area of 153.46 m² have been added.

Extension of the examination wing:

With an increase in the number of answer scripts and the increase in staff attending to valuation, an additional area of 100.33 m² has been added to the examination wing.

Extension of the library:

The seating space in the library has been extended to accommodate more students and other facilities including 15 more computers.

Other additions:

The following were also added during this academic year:

- An additional canteen was added in 2014 in the PG Block and a food kiosk has been added in the UG-H Block.
- Five additional rooms with a total area of 403.1 m² have been constructed in the third floor of the PG Block.
- Six more class rooms have been constructed in the UG-H Block.
- Additional water coolers with enhanced capacity have been provided at several points.
- A manned bank counter and two ATM counters operate in the campus.
- Additional parking space for vehicles has been allotted.
- Additional washrooms are provided in each of the blocks. All washrooms are cleaned twice and have uninterrupted water supply, mirrors and waste bins.
- New equipment/computers/laptops/cupboards have been purchased depending on the needs of the departments.
- CCTV surveillance cameras are located in all strategic locations in the campus as per UGC guidelines.
- Solar Energy: The campus has gone green by installing solar energy panels for electricity generation (Capacity: 100 MW).
- Rain Water Harvesting Systems have been put in place.

Besides these yearly requirements of infrastructural facilities, the process of long run planning is an important task of College management. College under its expansionary phase with more courses and its application for the status of Deemed University/RUSA requires additional infrastructure. Thus, on the basis of the Perspective Plan of the BJES and College, the expansion of the infrastructural facilities includes constructing two new buildings as described below.

A Multi-Activity Centre measuring 2155 m² is being constructed. The details are given in **Table 4.3**.

Table 4.3: Proposed Multi-Activity Centre

Ground Floor	First Floor	Second Floor
Basketball Court	Badminton Court	Multi-purpose Hall
Toilets (Women and Men)	Gym	Toilets (Women and Men)
Store Rooms		

Another new building with total area of 6925 m² is proposed. This would house a state-of-the art library, spacious class rooms, research laboratories, staff rooms, administrative offices, and reading rooms.

4.1.3. Does College provide all departments with facilities like office room, common room, and separate restrooms for women students and staff?

College provides all departments with the required facilities. It has a well-furnished office and a separate reception area near the Principal's Office. Each department has been provided with adequate facilities, such as staff room, furniture for individual teachers, computers, Wi-Fi facility, notice-boards, OHP and printers. Many of the staff rooms have space for a departmental library and have attached washrooms. College also provides common rooms and ample restroom facilities for women students and staff. Women students have washrooms in all the three blocks.

4.1.4. How does College ensure that the infrastructure facilities meet the requirements of students/staff with disabilities?

College is sensitive to the needs of differently-abled students/staff and provides facilities to meet their requirements. It has provided ramps, railings along stairs, elevators and wheelchairs to ensure easy access to classrooms and laboratories. There are separate washrooms for the differently-abled staff/students. Provision has been made for three wheelchairs, one special washroom, and a ramp in each block. Lifts are available in all three blocks. Visually challenged students are provided with a range of facilities including Readers, computers with screen reading software, low-vision aids, scanners, mobility devices, etc. College offers fee concessions for physically handicapped students. College provides a scribe/writer to students with writing disabilities.

4.1.5. How does College cater to the residential requirements of students? Mention

- **Capacity of the hostels and occupancy:**
- **Recreational facilities in hostel/s like gymnasium, yoga center, etc.**
- **Broadband connectivity /Wi-Fi facility in hostel/s.**

College has separate hotels facilities for men and women students. There are two hostels for men, one within the campus and another located six kms away from campus. The hostels for men cater to 150 students. The hostels provide required furniture, food and Wi-Fi connection. The on-campus hostel for boys has 72 rooms, 18 washrooms, and the hostel premises is internet enabled. Sports facilities for indoor and outdoor games are available for the residents. An MoU has been signed with Sneha Nilaya, which is located at a distance of 300 m from the campus, to accommodate 55 women students. Women's hostel has twin-sharing, three-sharing, four-sharing and six-sharing rooms. They have some recreational facilities but no Wi-Fi. However, as the hostel is located very close to the Campus, hostellers can make use of College facilities for sports and Wi-Fi.

4.1.6. How does College cope with the health related support services for its students, faculty and non-teaching staff on the campus and beyond?

College gives importance to the health of its students and teachers. Various associations of College arrange for talks by doctors on preventive health care, HIV/cancer and other communicable diseases, drug and substance abuse from time to

time. Mentors and Welfare Officers also guide students on health issues whenever required. Counselors on campus offer services in support of the mental health of students, intervening positively whenever issues arise. College has an infirmary. Medical Funds/Loans are provided to the needy staff for major surgeries/illness. Eligible non-teaching staff can avail the benefits of Employee's State Insurance (ESI) Scheme. College is located close to three major hospitals and has tie-up with one of the multispecialty hospitals, viz., St. Philomena's Hospital, Bangalore. Their services are available on priority to the staff and students. Safe drinking water is provided on campus.

4.1.7. What special facilities are made available on the campus to promote interest in sports and cultural events?

Sports

College believes in the holistic development of students, and sports and games is an important element of this training. College has played a proactive and supportive role in encouraging sports through the years. College has facilities for sports ranging from Badminton, Athletics, Hockey, Cricket, Football, Basketball, Volleyball, Kho-Kho, Table Tennis, Kabaddi and throw ball. Indoor games, such as Chess, Caroms and Table tennis are also played on campus. College has well qualified sports faculty with a physical director, ladies sports director and another full time sports assistant. They are assisted by two other staff members. Coaches for various team games are made available by the Physical Education Department.

A number of intra-mural sports activities are conducted by College for boys and girls separately, according to schedule. Class-wise events have always been a reason for students to participate. A special feature is the Annual Athletics Meet, wherein the entire College participates in the march past and prizes are awarded to best march past contingent and best-dressed class. Class mentors also march along with their respective classes making it a lively experience for students.

Admission under sports quota, along with concession in fees is offered to eligible students. Some of the students also get scholarships. College promotes student participation in inter-collegiate, inter-state, national and international sports events. Students representing College in Bangalore University events get additional five marks and credits. Special classes and re-exams are conducted for those who miss their examination in order to participate in tournaments. Students are provided with breakfast as well as snacks in the evening, after the practice sessions. College sends sportsmen and sportswomen for individual and team events for various inter-collegiate tournaments. College provides TA-DA for such events. Training facilities, equipment and sports uniform are made available to all inter-collegiate sports teams. Some of the sportsmen and sportswomen are trained at Sports Authority of India (SAI). Many of College sportsmen and women have brought laurels to College through their victories at the international, national, state, district, and university level.

In keeping pace with the increasing number of students, College has finalized the construction of an indoor sports complex which will house facilities such as Gym, indoor courts, and a cafeteria. Construction of the same has already begun in the erstwhile games field. **Table 4.4** below shows the sports facilities College had before the construction had begun.

Table 4.4: Special Sports Facilities Available on Campus

1	Badminton	Permanent	17/44 ft	We have an outdoor badminton court
2	Basketball		28/15 ft	Basketball court has been removed to construct an indoor stadium
3	Carom	Permanent	Room	Indoor
4	Chess	Permanent	Room	Indoor
5	Cricket	Permanent	8/20 m	Practice nets available
6	Football	Permanent	28/65 m	Minimum court available
7	Kabaddi	Permanent	12/10 m	Available
8	Kho-Kho	Temporary	21/33 m	Available
9	Table Tennis	Permanent	Room	Available
10	Throw ball	Permanent	12/18 m	Available
11	Volleyball	Permanent	9/18 m	Available

College takes pride in the involvement of a significant number of its students in a wide range of sports and games—beyond the familiar, extending into American Football, Fencing, Netball, Archery and traditional games such as Kabbadi and Kho-Kho. It believes that this across the board involvement is made possible by the attention paid to sporting infrastructure as shown in **Table 4.5**.

Cultural Activities

College has good infrastructure to conduct various cultural events and thus witnesses a packed calendar of such events. Most of the events that attract students across disciplines take place in the UG-S Block under the banyan tree. Many such events also take place outside the cafeteria. Besides College has the Xavier Hall, four halls in the auditorium block, and class rooms which are also used during lunch hours or after class-hours by students to conduct cultural events. Halls are always in demand and need to be booked in advance.

The infrastructure of College promotes the organization of such events without difficulty. College encourages students to participate in various cultural festivals taking place in city and in other states of the country for which they are invited and provides participants with relaxation in attendance for participating in such activities. They have brought laurels to College by such participation. College provides financial assistance for conducting inter-college cultural fests and for costumes for the same. Student groups also seek sponsorship for conducting their events.

4.2. LIBRARY AS A LEARNING RESOURCE

St Joseph's College Library—now known as Arrupe Library and Information Centre—is one of the oldest, and has the largest private collection of books in the city. The library houses rare books as well as the latest books in major disciplines. It serves as a place for students to do independent academic work, beyond the class room activities. The Library supports the use of computers by students to search for

information of their interest, with the help of the librarians. The library has kept pace with the changes taking place in teaching-learning processes.

4.2.1. Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library student/user friendly?

Yes, the library has an Advisory Committee. It is constituted every year under the direction of the Principal. The committee has 15 members including HODs, Librarian, Vice Principals, teachers from various departments and student representatives. They meet at least once every semester and prepare general instructions and guidelines for the smooth functioning and improvement of the library. The IQAC representative also examines quality aspects by way of feedback. The composition of the Advisory Committee is presented in **Table 4.6** below:

Table 4.5: Composition of the Library Advisory Committee

S. No	Name	Designation
1.	Dr. Fr. Victor Lobo SJ	Principal & Chairperson
2.	Mr. Syed Ahmed Sailani	Librarian & Coordinator
3.	Mr. T.C. Shivakumar	Librarian
4.	Dr. Fr. Richard Rego SJ	Director of PG & Research Centre
5.	Prof. Clement D' Souza	for Humanities
6.	Dr. Cheriyan Alexander	for English
7.	Dr. Jayaram Reddy	for Science
8.	Dr. Poornima	for Languages
9.	Dr. M Nachappa	for Computer Science
10.	Mrs. Anusuya B N	PG Librarian
11.	Mrs. Radhika	for Commerce
12.	Ms. Kavya	PG Student Representative
13.	Mr. Ancel Castelino	UG Student Representative
14.	Dr. Subhashini Muthukrishnan	IQAC representative
15.	Dr. Christo Selvan	for Commerce

Regular meetings of the library committee have resulted in initiating changes that seek to improve the quality of services provided by the library to students and teachers.

- The library is computerized and all books are bar-coded.
- The library maintains a book recommendation register, wherein the students enter the details of books they require that are not found in the library. It is scrutinized by the librarian and forwarded to the department concerned for the final selection of the title.
- Orientation is given to first year students and newly appointed staff on library use and assistance is given in registering for INFLIBNET and DELNET.
- Improved collection of printed general knowledge resources for competitive exams (Periodicals & Books).
- Display of new signboards to help locate books in the library.

- Online Public Access Catalogue (OPAC) dedicated systems are provided.
- Open access library for users.
- Well-trained and experienced library staff to support the student/user community in all aspects of the library work.
- Display of a library map showing the details of the subject books kept in the racks.
- The library uses an assistive technology from Freedom Scientific (Braille Reading Machine) (JAWS for Windows, Focus 14, 40 & 80 Blue) for the visually challenged and for those with learning disabilities.
- Question Bank: Spiral-bound copies of end-semester question papers are available in the library. Scanned copies of question papers are mailed to the students on request.
- Computerized Gate Register to record entry of staff and students.
- Library timings have been extended by one hour.

4.2.2. Provide details of the following:

*Total area of the library and total seating capacity

Table 4.6: Total Area of Library and Total Seating Capacity

Total area of the library in m ²	UG Library	PG Library
1393.50 m ²	1161.25 m ²	232.25 m ²
Total seating capacity	100	54

*Working hours:

College library works from 8:00 am to 6:00 pm (Table 4.7).

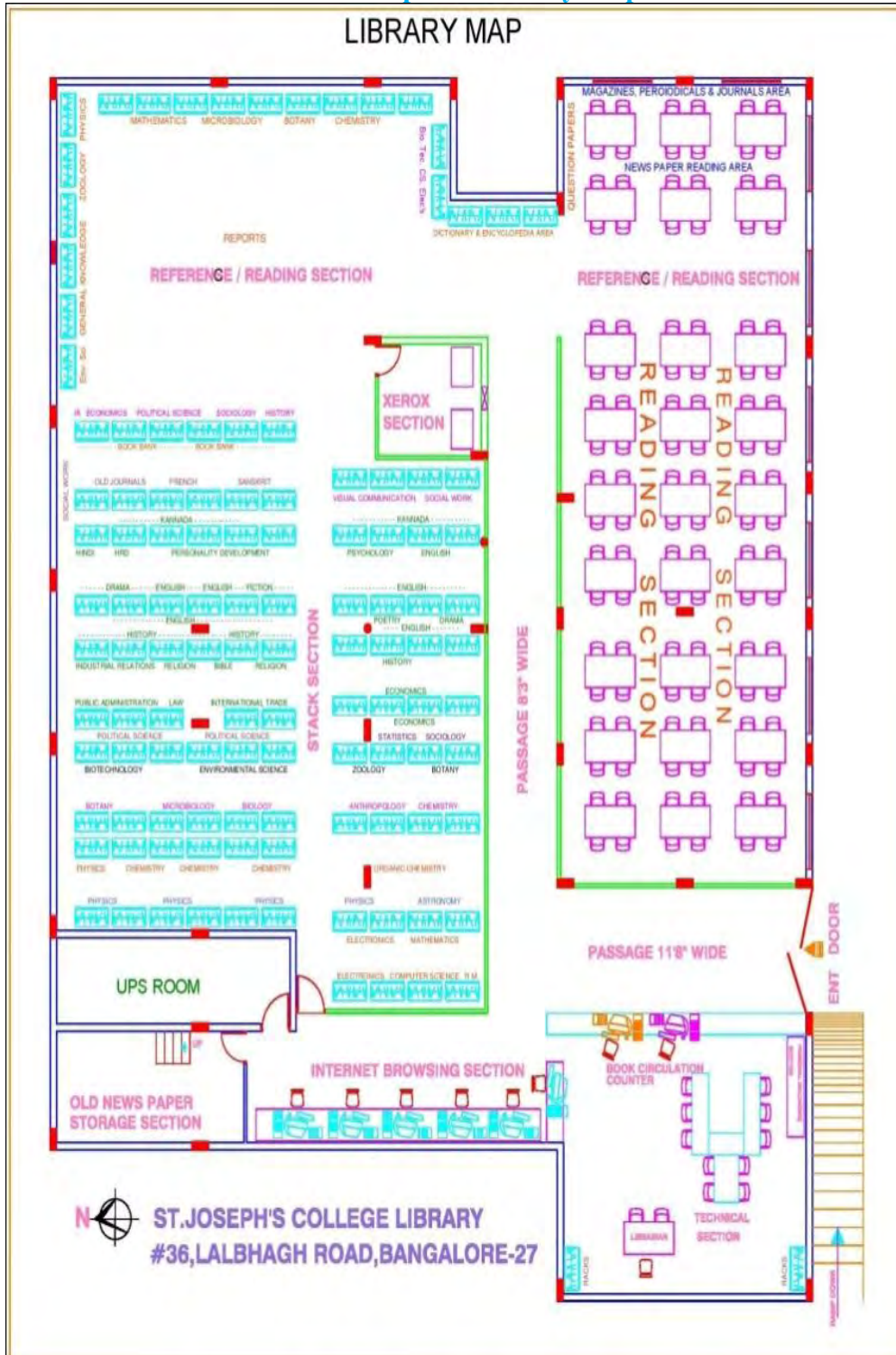
Table 4.7: Working Hours of the Library

On working days	8.00 am to 6.00 pm
During vacation	9.00 am to 5.00 pm

***Layout of the library** (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

Maps 4.1 and 4.2 below show the layout of the Library and the Digital Learning Centre.

Map 4.1: Library Map



Access to the premises

Access details to Arrupe Library and Information Centre are prominently displayed outside the facility. Provision has been made for prominent display of the library floor plan, adequate signage, fire alarm, access for differently-abled users, mode of access to the collection, statistics board, map to locate all the facilities and services, rules and regulations, and a guide to using INFLIBNET both at the entrance and within the library. The Gate Register records the number of users per day. The users of the library are well guided by signboards displayed inside the library. The bookshelves have subject classification displayed on them to help easy access. The library uses an assistive technology from Freedom Scientific (JAWS for Windows, Focus 14, 40 & 80 Blue) for visually challenged students and those with learning disabilities. Library staff are seated across the facility to assist students. The library also has a prominent New Arrivals display shelf at the entrance.

4.2.3. Give details on the library holdings:

A detailed list depicting the holdings of the library is presented in **Table 4.8** below.

Table 4.8: Details of Library Holdings

ITEM	UG	PG
Total No of Books (as on 23/08/2016)	79484	9872
a) Print	79381	9046
b) Back Volumes	103	734
c) Non-Print (Microfiche/AV): Educational Microfiche /CD/DVDs/Cassettes	300	86
c) Electronic (E-Books, E-Journals):	E-Books & E-Journals from NLIST Database & Galileo Digital Learning Database.	E-Books & E-Journals from NLIST Database & Galileo Digital Learning Database
d) Special Collection:	Textbooks 20000	--
(e.g. Textbooks, Reference Books, standards, patents)	Reference Books 12000	1244
	Book Bank Books 1500	--
	Student Dissertations 140	280
e) Question Bank	Spiral-bound copies of end-semester question-papers are available in both the libraries. Scanned copies of question-papers are mailed to the students on request.	

A two-day book-fair with a focus on academic books was organized where 23 reputed book publishers, distributors and sellers participated. Many departments placed orders

for departmental requirements. This was the first time the Library organized an event like this. This quality initiative was suggested by IQAC.

4.2.4. What tools does the library deploy to provide access to the collection?

***OPAC**

There are 10 systems at the entrance of the library for students to access internet etc., and to access the library catalogue.

URL address for library OPAC http://library/EPAC/EPAC_selorg.asp

***Electronic Resource Management package for e-journals**

The library users access e-journals from INFLIBNET's NLIST database, DELNET database.

***Federated searching tools to search articles in multiple databases**

Users feel comfortable using the Google's free search engine to search articles.

***Library Website**

The library has a separate webpage linked with college website.

***In-house/remote access to e-publications**

ID & password given to all staff & students to enable access to INFLIBNET's NLIST e-publications.

4.2.5. To what extent is the ICT deployed in the library?

*** Library automation:**

Library is fully automated with latest version of "Easylib Software".

*** Total number of computers for public access**

The library has 46 Computers.

*** Total numbers of printers for public access**

The library has a dedicated printer with colour scanner

*** Internet bandwidth speed—**

2 mbps 10 mbps 1Gb (GB) and internet bandwidth speed 2 mbps of 10 mbps each.

College has 20 mbps internet bandwidth speed. The same is being used by the library.

*** Institutional Repository**

The library has a future plan to create an institutional repository.

*** Content management system for e-learning**

The library has a future plan to have content management system for e-learning.

*** Participation in Resource sharing networks/consortia (like INFLIBNET)**

Yes, the library has been an INFLIBNET and DELNET consortia member since 2012. The College has been listed as one of the top three INFLIBNET users in the country.

4.2.6. Provide details (per month) with regard to.

*Average Number of Walk-Ins

Table 4.9: Average Number of Walk-Ins

Item	UG	PG
Average number of walk-ins	2500 to 3000 approximately	2000 approximately
Average number of books issued/returned	1840/1507	1600/1300
Ratio of library books to students enrolled- 1:17 (79381:4600)		

*Average number of books added during last three years

Table 4.10: Average Number of Books Added

UG Library			PG Library
S/No	Academic Year	Books Added	Books Added
01	2012-13	497	575
02	2013-14	183	160
03	2014-15	653	453
04	2015-16	2002	501

*Average number of logins to OPAC

The library has an OPAC facility for the users to access the bibliographical details of the book. The users are accessing an OPAC effectively & regularly but we do not have a retrieval tool to know the numbers.

* Average number of login to e-resources

Table 4.11: Average Number of Login to E-Resources

	2012-13	2013-14	2014-15	2015-16	2016-17
No of Login to e-Resources	7732	17492	42259	67489	60609 (as on 3/08/2016)

*Average number of e-resources downloaded/printed

The library has provided e-resources download-and-print facility for its users. They are making use of this facility effectively & regularly but we do not have a retrieval tool to know the numbers.

*Number of information literacy trainings organized

The details of the academic year's information literacy training schedule are intimated to students. The librarian visits each of the first year classes and orients them about the usage of library, its procedures, rules and services provided every year.

4.2.7. Give details of the specialized services provided by the library

- **Manuscripts:** Nil
- **Reference:** The library has a very good collection of around 12000 books consisting of important reference books for various subjects, encyclopedias, atlases, general reference dictionaries, subject dictionaries, yearbooks, handbooks, biographies and maps etc. which are regularly used by the students and teachers.

- **Reprography:** The library has a separate reprography facility, where students have photocopying, printing, scanning and e-mailing facilities within the library.
- **ILL (Inter Library Loan Service):** The library has a future plan to introduce inter-library loan for its users.
- **Information Deployment and Notification:** The library is fully automated with Easylib software. It has the feature of information deployment and notification facility.
- **OPAC:** The library has the latest version of Easylib library management software; it enables the use of OPAC. The URL of library OPAC - http://library/EPAC/EPAC_selorg.asp
- **Internet Access:** The library has a high speed internet facility with 10 systems to access internet.
- **Downloads:** The facility to download educational information resources is provided to all users. E-books & e-journals can be downloaded from the NLIST database.
- **Print-outs:** The library has a dedicated printer with colour scanner.
- **Reading list/ Bibliography compilation:** The initiative is taken to introduce the facility of Reading list/ Bibliography compilation.
- **In-house/remote access to e-resources:** The library is a member of INFLIBNET's NLIST e-resources database. The users of the library are provided individual Username & Password to access e-resources available in the NLIST e-resource database from In-house & even from remote places. Access to JSTOR has also been activated.
- **User Orientation:** Yes. At the beginning of the academic year, librarians conduct user orientation for freshers and the newly-appointed staff of College.
- **Assistance in searching Databases:** Yes. The library staff assists users in accessing the database.
- **INFLIBNET/IUC facilities:** Yes, the library has been an INFLIBNET consortia member for several years & our institution is one of the top three users in the country.

4.2.8. Provide details on the annual library budget and the amount spent for purchasing new books and journals.

Table 4.12: Details on Annual Library Budget and Amount Spent

		2012-13	2013-14	2014-15	2015-16	2016-17
UG	Annual Budget(Rs.)	3,56,597	2,03,593	3,45,341	7,41,474	10,32,000
	Amount spent	3,56,597	2,03,593	3,45,341	7,41,474	7,36,522-00 (as on 20-02-2017)
	Books	2,47,097	1,10,853	2,82,216	6,50,489	5,71,663-00 (as on 20-02-2017)
	Journals	1,09,500	92,740	63,125	90,985	1,64,859-00(as on 20-02-2017)
PG	Annual budget(Rs.)	3,34,420	1,81,841	4,25,797	6,02,690	5,00,000
	Amount spent	3,34,420	1,81,841	4,25,797	6,02,690	3,36,802.89 (as on 20-02-2017)
	Books	2,71,184	1,22,546	3,59,901	5,29,875	2,63,987.89as on 20-02-2017)
	Journals	63,236	59,295	65,896	72,815	72,815 (as on 20-02-2017)

4.2.9. Does the library get the feedback from its users? If yes, how is it analyzed and used for improving the library services.

The library collects both formal and informal feedback. The IQAC used a questionnaire for collecting feedback. 450 students responded to the questionnaire online. The complaints and suggestions which are implementable/can be solved are immediately taken up while items requiring more time is taken up when feasible. For example, students desired to have the library kept open for longer hours and that has been implemented. This effort of collecting feedback has improved the library services and College is more sensitive to students' needs in library. The questionnaire is presented below

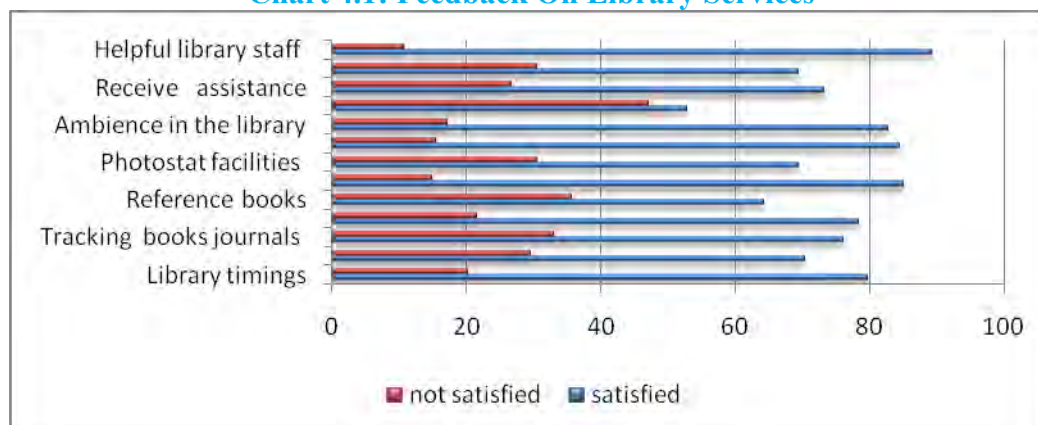
Table 4.13: Students' Feedback on Library Services

Share your views about the Library services, resources and facilities and the way it is delivered Course Semester Please tick appropriately

1.	How often do you visit the library? 4. Others	1. Daily	2. Weekly	3. Monthly
2.	Are you satisfied with the library timings?		Yes	No
3.	Are the titles prescribed in your subject syllabus available in the library?		Yes	No
4.	Are you able to track the required book/journal effectively?		Yes	No
5.	Are you satisfied with the cataloging and arrangement of books?		Yes	No
6.	Does your library have adequate collection of reference books?		Yes	No
7.	Are you satisfied with the newspapers available in the library?		Yes	No
8.	Are you satisfied with the Photostat facilities provided in the library?		Yes	No
9.	Are you satisfied with the seating arrangements in the library?		Yes	No
10.	Are you satisfied with the ambience in the library?		Yes	No
11.	Do you seek assistance for book/journal search?		Yes	No
12.	Do you receive the required assistance?		Yes	No
13.	Have you registered for INFLIBNET's NLIST?		Yes	No
14.	Was the library use orientation given at the beginning of your course useful?		Yes	No
15.	Are the library staffs co-operative & helpful?		Yes	No

The analysis of the feedback is presented below and the suggestions were collated and handed over to the Librarian and to the Principal for further action.

Chart 4.1: Feedback On Library Services



4.2.10. List the infrastructural development of the library over the last four years.

The infrastructure added during 2012-17 is presented below in Table 4.15.

Table 4.14: Infrastructural Development of the Library 2012-16 (PG+UG)

	2012-13	2013-14	2014-15	2015-16	2016-17
Building Added	none	none	none	none	900 sq.ft.
Hardware Added (Computers etc.)	none	none	3+5 Computers (UG & PG), GDLC Server (UG)	none	none
No. of Bookshelves Added	3 shelves	none	none	none	10 double-sided steel shelves
Furniture Added	none	none	none	none	UG- 3 Journal Racks + 1 CD/DVD Rack. PG- 1 CD/DVD Rack.
Other CCTV	none	none	none	none	3+1 (UG & PG)

4.2.11. Did the library organize workshop/s for students, teachers, non-teaching staff of College to facilitate better Library usage?

Yes. The Library organizes workshops/orientations for students, teachers and non-teaching staff in the beginning of the academic year to facilitate the effective use of library sources. The librarians visit first year classes in the beginning of the academic year to apprise them of the library services. As and when the library procures new information systems, it conducts an awareness program for the students, teachers, and non-teaching staff.

4.3. IT INFRASTRUCTURE

College has begun using IT since 2013 in facilitating student admissions and running the examination system. In a city like Bangalore, with teachers and students being tech-savvy, the shift to IT-enabled services has been smooth. College has also integrated ICT into its teaching-learning processes.

4.3.1. Does College have a comprehensive IT policy addressing standards on IT Service Management, Information Security, Network Security, Risk Management and Software Asset Management?

Even though College doesn't have a comprehensive IT policy in writing, it addresses this issue from time to time because there is the need to allocate separate funds to update IT facilities. Such a policy is thus still in the making.

A full-time system administrator maintains the IT services. There is a firewall which protects the LAN and individual computers have anti-virus software. We are in the process of shifting to open source software such as Ubuntu.

4.3.2. Give details of College's computing facilities (hardware and software).

The summary of computers, printers and scanners and projectors available in College are as follows:

Table 4.15: Number of Computers, Printers and Scanners and Projectors

S.No.	Item	Number
1.	Total number of Computers	380
2.	Total number of Printers	63
3.	Total Number of Scanners	4
4.	Total Number of Laptops	32
5.	Total Number of LCD/LED Projectors	82
6.	Total Number of Licensed Software	20
7.	Total Number of photocopier machines	6

*Number of systems with configuration

Table 4.16 below gives details of the number of systems with their configuration.

Table 4.16: Number of Systems with Configuration

Processor type	No of computers
Desktop with i7 processor	4
Desktop with i5 processor	22
Desktop with i3 processor	144
Desktop with Intel Celeron	1
Desktop with Inter core Duo	73
Desktop with AMD processor	70
Desktop with Pentium processor	26
Laptop with i5 processor	1
Laptop with i3 processor	21
Laptop with Intel Celeron	1
Laptop with Core Duo	14
Laptop with Pentium processor	3
Other configuration features	
All computers fitted with 2GB to 8GB RAM	
All computers fitted with CD/DVD writers, keyboards, mouse etc.	
75% of the computers have LCD/LED monitors	

*Student-Computer Ratio for courses where computer is must

Table 4.17 below shows the student-computer ratio in terms of usage.

Table 4.17: Student-Computer Ratio in Computer Usage

S. No.	Course	Student-Computer Ratio
1.	BCA	1:1
2.	B. Sc. Computer Science	1:1
3.	M. Sc. Computer Science	2:1
4.	B. Sc. Electronics	2:1
5.	B. Voc.	1:1

***Dedicated computing facility**

While College does not have either supercomputer or clusters, there are computers that are dedicated to computational work in the Departments of Mathematics and Physics. One Physics teacher, as part of his DST-sponsored project, is setting up a high-end computational facility for studying theoretical physics.

***LAN facility**

- Campus connectivity is achieved through fiber-optic cable, STP cables and UTP Cable enabled network. Internet Security is provided through firewall Cyberoam 750 ING.

***Wi-Fi facility**

All the Departments/buildings are Wi-Fi enabled through indoor routers. There are 19 Wi-Fi routers in all and one controller for intra-network connectivity.

***Proprietary software/Open source software**

Operating systems and MS Office of almost all the computers are licensed. In order to cut costs and to encourage open source culture, Linux based OS and free office software such as Ubuntu are gradually being adopted. Most of the software employed in teaching (laboratory, editing, mathematics) are open source.

***Number of nodes/computers with internet facility**

Computer and internet facility is provided to all the departments.

- One full time System Administrator is appointed for maintenance of IT infrastructure of the campus.
- At the same time, provisions are made in the budget for Annual Maintenance (AM) for maintaining the hardware.

***Any other**

- Student, staff and campus security is maintained through CCTVs cameras installed in multiple places in the campus.
- College maintains fully operational website [_www.sjc.ac.in](http://www.sjc.ac.in)‘.
- Online admission and for supplementary examination students who are out-stationed can apply online.
- Self-appraisal, student feedback, alumni is done online.
- The students‘ attendance and examination related work is fully computerized using [_Knowledge Pro](#)‘ software and college website.
- College has collaborated with The employees can verify through [_Direct Verify](#)‘ Online verification of certificates and other documents of the students from any part of the global has been possible due to this software.

- Biometric attendance system has been put in place for staff.
- Attendance, marks and other academic details are updated on the automation software and are available for students, parents and teachers online via college website.
- Most class rooms are ICT-enabled.
- Teachers are encouraged to participate in IT-oriented courses to get familiar with the new developments in the IT field.
- Increase in the number of computers according to the requirements of the departments.
- Office Computerization

4.3.3. What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

College has enjoyed autonomy since 2006 and with it came changes in curriculum, nature of assignments given, practicals designed, monitoring student progress and several other activities. The multiplying number of databases produced by processes such as College admissions, announcement of results, transfer and migration certificates, the need for online verification of past students, functioning of library and placement activity has made the use of IT imperative to bring in accountability and efficiency in administration. College thus considers IT as an integral part of its regular functioning, and makes institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities in the most effective way.

This plan takes into consideration various criteria, such as courses, curriculum, student and staff requirements varying from department to department and also college as a whole. IT facilities have been upgraded in several phases during the past five years. The old computers are shifted for web practicals and new software has been purchased. Recently College has increased the speed of internet connectivity, to number of Wi-Fi routers, and ERP app for mobiles in Knowledge Pro software.

4.3.4. Give details on access to online teaching and learning resources and other knowledge, and information provided to the staff and students for quality teaching, learning and research.

- Faculty members and students have free and unlimited access to Wi-Fi internet and computers at college.
- Many teachers use internet resources like INFLIBNET, YouTube, some use MOOCs, MOODLE, Blogging, microblogging resources such as Tumblr and other allied tools.
- Students use internet facilities for completing their learning assignments.
- Scanned copies of question papers are mailed to the students on request.
- The library has an OPAC facility for the users to access the bibliographical details of books .
- The library is a member of INFLIBNET's NLIST e-resources database and users can access e-resources available in the NLIST e-resource database both in-house and from remote places.
- Online resources such as Course Portal, R-Software, InDesign are also accessed.

- College is also conscious of the deleterious consequences of unlimited use of internet services on campus and has enabled a Firewall to prevent students from possible abuse of the otherwise useful service.
- Faculties also discuss with students the issue of ethics in internet use and plagiarism.
- Two lectures on Intellectual Property Rights specially focusing on plagiarism have been delivered in college during 2012-2016 to educate teachers on the same.
- An anti-plagiarism software has been acquired.

4.3.4. Give details on the ICT-enabled classrooms/learning spaces available within College and how they are utilized for enhancing the quality of teaching and learning.

- 63 ICT-enabled class rooms. All the class rooms in PG Block are ICT-enabled. In the UG-S Block, 77% class rooms are ICT-enabled.
- The UG-H Block has 21 ICT-enabled class rooms, UG-S Block has 25 such rooms, and PG Block has 15. The Auditorium Block has 03 ICT-enabled rooms.
- Faculty and students make PPTs and present videos and share other online resources.
- ICTs are used to conduct various activities, such as quizzes, student lectures, competitions etc. Video lectures are downloaded and screened for students.
- Students and teachers also access Coursera open online courses. Some classes have Google groups and it is used as platform for sharing learning resources among the group.

4.3.5. How are the faculty facilitated to prepare computer aided teaching-learning materials? What are the facilities available in College or affiliating University for such initiatives?

All staff are knowledgeable about using computer-aided initiatives in College. This enables the staff to use the ICT available in College to their best advantage. They have access to free internet connectivity in the campus on all days of the week to prepare their own ICT-enabled teaching and learning materials. Each department has been equipped with sufficient number of computers to facilitate in preparing learning materials. The staff prepares their PPTs, screening audio/video material in software according to their need. Teachers take their department/own laptop to class for use.

4.3.6. How are the computers and their accessories maintained?

A full-time System Administrator has been appointed by College. He attends to all issues connected with maintenance at the earliest time possible. Computers and accessories procured under funding from various agencies are maintained through Annual Maintenance Contracts.

4.3.7. Does College avail of the National Knowledge Network connectivity directly or through the affiliating University? If so, what are the services availed of?

College avails of National Knowledge Network connectivity through INFLIBNET's N-LIST, DELNET and JSTOR.

4.3.8. Provide details on the provision made in the annual budget for update, deployment and maintenance of the computers in College?

Since many teachers have research projects of their own, they purchase the required IT services and computers on their own and this is not reflected in the annual budget of College. College allocation in the Annual Budget for update, deployment and maintenance of the computers is presented in the **Table 4.18** below.

Table 4.18: Annual Budget for Update, Deployment and Maintenance of Computers

SN	Year	Total cost of purchase Computer/Laptop (Rs.)	Maintenance Cost (Rs.)
1	2012-13	7,00,640	5,15,546
2	2013-14	8,98,740	4,70,229
3	2014-15	16,14,357	3,34,007
4	2015-16	8,50,113	4,90,461

4.4. MAINTENANCE OF CAMPUS FACILITIES

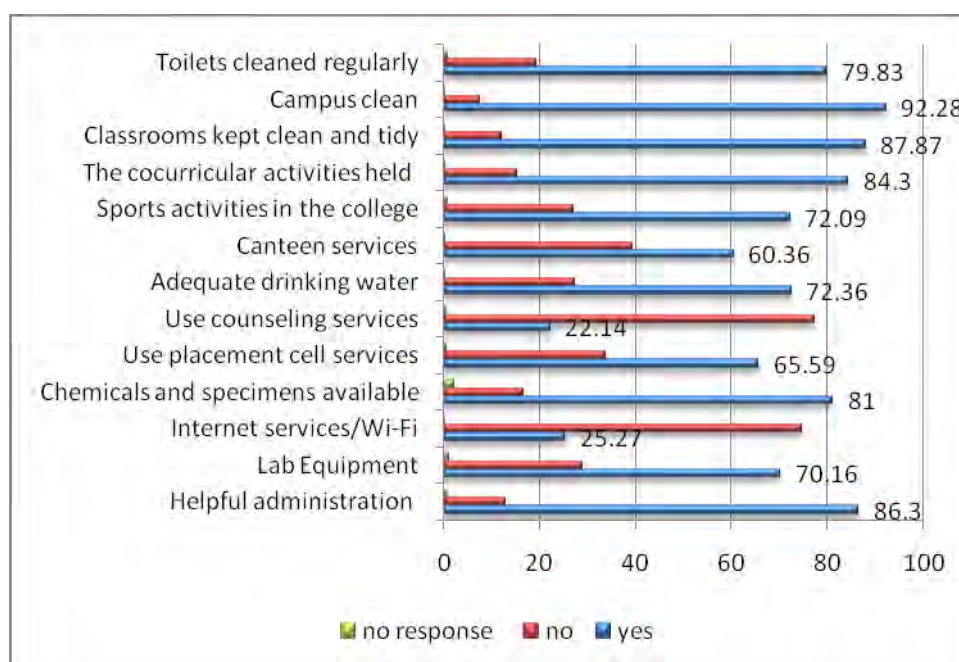
4.4.1. Does College have an Estate Office/designated officer for overseeing maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.

- College has a full-time Estate Officer to oversee the maintenance of buildings, class rooms and laboratories. He has a maintenance manager and a team of 40 staff to assist him.
- Feedback was collected from students on infrastructural services and 861 students had participated in the survey online. 92.28% of students who responded said that the campus was kept adequately clean. The matters of immediate concern are attended to, and response is being organized for more involved issues. This collection of feedback has been an initiative of the IQAC and has been helpful in improving the services provided.
- College has taken the initiative to educate students in keeping the campus clean specially after conducting events on campus.
- College is conscious of the large waste it generates. Waste is segregated into wet and dry waste, and public spaces within campus have different bins for the same. The NGO initiative Hasiru Dala collects the waste for recycling.
- Full-time Lab Attenders attend to the maintenance of laboratories.
- Wherever possible, a maintenance contract is signed with the provider of the equipment after the warranty period is over. This ensures uninterrupted working of the equipment such as water-coolers, photocopiers and batteries.
- Voltage stabilizers and UPS systems have been installed to protect the expensive equipment College has purchased and installed.
- College has a back-up generator to ensure uninterrupted power supply. Investments have been made in a solar power system which saves on electricity bills and all bills are paid on time to provide uninterrupted services.

- The capacity of the water-storage tank has been increased to provide uninterrupted water supply. Minor repairs required are communicated to the Principal who instructs the manager to take necessary action.

Feedback was collected on an assortment of services available to students. The analysis is presented below.

Chart 5.2: Feedback on Infrastructure Services



4.4.2. Does College appoint staff for maintenance and repair? If not, how are the infrastructure facilities, services and equipment maintained? Give details.

- College Finance Officer is supported by a full-time Manager, and a maintenance officer to oversee the maintenance and repair of infrastructural facilities and services.
- 40 full-time house-keeping staff keep the campus clean. The campus is cleaned once during the day while the washrooms are cleaned twice a day.
- Qualified personnel have been employed as electrician, and plumber to look after routine maintenance work.
- Permanent contractors are available for carpentry work.

Table 4.19: Expenditure on Campus Maintenance

S N	Year	Building Rs	Furniture Rs	Equipment Rs	Computer Rs	General Repair Rs.	Total in Rs.
1.	2012-13	1,27,50,966	29,62,188	27,75,640	7,00,640	66,17,615	2,58,07,049
2.	2013-14	8,36,08,080	7,74,938	15,76,007	8,98,740	1,13,75,083	9,82,32,848
3.	2014-15	1,06,71,760	15,63,446	30,74,028	16,14,357	68,11,401	2,37,34,992
4.	2015-16	93,89,798	3,38,343	20,94,272	8,50,113	45,10,735	1,71,83,261

***Any additional information regarding Infrastructure and Learning Resources, which the institution would like to include.**

Future Plans:

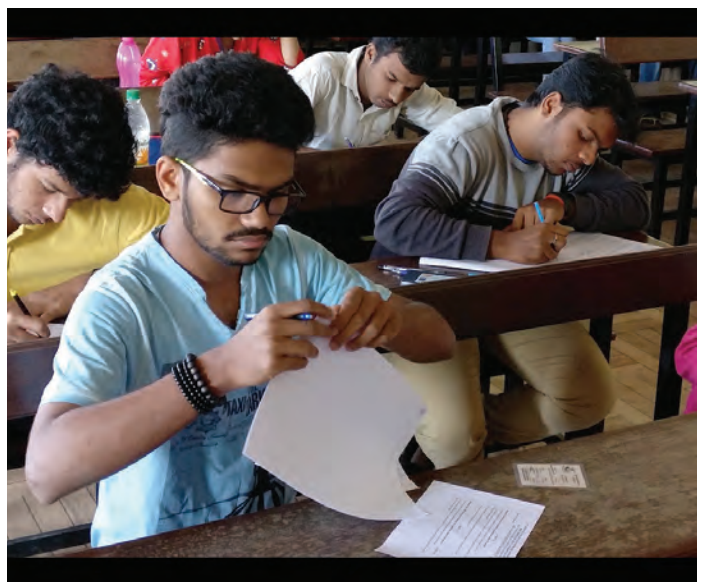
College is in expansion mode as many new courses have been introduced. It has also applied for the status of University under RUSA, and is considering applying for Deemed University status. To this end, College is adding infrastructure, as described below.

A **Multi-Activity Centre** measuring 2155 m², the details of which are given in **Table 4.20** below.

Table 4.20: Planned Facilities for Multi Activity Centre

Ground Floor	First Floor	Second Floor
Basketball Court	Badminton Court	Multi-purpose hall
Toilets (Men and Women)	Gym	Toilets
Store Rooms		

Work on a new building measuring 6925 m² has begun. This would house a state-of-the-art Library, spacious class rooms, research laboratories, staff rooms, administrative offices, and a Reading Room.



CRITERION V

STUDENT SUPPORT AND PROGRESSION

College has continued to pursue its stated Vision and Mission statement with the educational objective of preparing men and women for the service of others. Several opportunities are provided within College to raise the level of formation, making it one of the top institutions in the country. Stress is laid on academic excellence, character formation, social concern and human development. College continues to support a cordial and healthy relationship between the students and staff—resulting in positive outcomes such as an evident campus discipline and increased participation in various activities. The counseling services provided by teachers have been helpful in building a climate of trust and openness. This has made life on campus more meaningful, both for the students and the staff.

5.1. STUDENT MENTORING AND SUPPORT

College has made serious investments in mentoring students and in supplementing this through various creative initiatives, both co-curricular and extra-curricular

5.1.1. Does College have an independent system for student support and mentoring? If yes, what are its structural and functional characteristics?

Formalized Mentoring system

- College has an independent system for student support and mentoring. Student support takes the form of mentoring, counseling, co-curricular programs through departmental associations, outreach programs, remedial courses and financial support.
- Once a Mentor is allotted to a class/set of students, he/she journeys with the class till its final year. This ensures that a good rapport is built between the mentor and the mentees.
- College allots a Mentor for every 35-40 students of a class who is, ideally, teaching the mentees. Each Mentor maintains a bio-data of the student in a fixed format. The number of students under the care of each person is small, to facilitate a more efficient mentoring process.
- Mentors monitor the academic performance and keep track of the regularity of the mentee. They counsel them, and if required, invite parents of defaulters for discussion. All Mentors are available to meet parents on Parent-Teacher meeting days and in times of need.
- The Mentor is supportive towards the student and acts as a link between the student, department and the Welfare Officer. They provide support or guidance in specific ways that the student may require.
- The Mentor's role is also to create awareness among students about various campus facilities like the Library, Internet access, scholarships, remedial programs, Mid-day Meals Scheme, the credit system and, in substantial ways, the ethos of College.
- They also inform students about various bodies (like NSS, NCC, AICUF, and CSA), cultural activities, the Grievance Committee, placement activities, certificate courses, and sports activities, and encourage them to participate.

- The Mentor ensures that students are aware of the structures of authority in the institution and the roles of different officials like the Principal, Vice Principal, COE, Deans, Welfare Officers and HODs. The Mentors also serve as the link between parents and College in times of need.

Experience shows that students get a supportive atmosphere right from the time they begin their life at College. This has helped in preventing any major discipline issues and also contributes to the smooth functioning of College. Often, mentorship responsibilities are shared between fresh recruits and senior teachers. This helps younger faculty understand student needs in a comprehensive way.

Formalised Counseling System

- College has a well-developed counseling system which helps and supports students both in the academic challenges they face and the personal, deeply private problems they might encounter.
- Both formal and informal counseling takes place throughout the year. Many of the senior teachers are trained, approachable counselors, and are available to meet students in need.
- Besides this informal counseling, there is a network of four trained counselors with offices across blocks. We have one in the UG-S Block, two in the UG-H Block and one in the PG Block.
- The number of students seeking formal counseling services has increased and College now encourages the concept of peer counseling. To initiate this, a set of three to four students who have benefited from counseling services and are willing to be of help to others visit classes and share their experiences, and advocate the need to seek counseling help. The system is working well as the number of students seeking such help has increased.

5.1.2. What provisions exist for academic mentoring apart from classroom work?

- The departments encourage students to organise and attend talks, seminars and workshops to keep them abreast of frontier areas of research in the various disciplines, as well as to help find focus with future career goals. This also gives students a chance to participate along with their teachers.
- Students desirous of participating in seminars, conferences and workshops outside College reach out to faculty for guidance to write research papers.
- Advanced learners and motivated students also attend summer fellowships/internships to equip themselves with theoretical as well as practical expertise. The mentors keep track of such participation and subject teachers guide them in their activities and monitor the credits obtained thus.
- The academic activities of College are categorized under broad headings, namely, Physical Sciences, Natural Sciences, Social Sciences and Languages. A total of 80 workshops/seminars were conducted by various departments of College during 2012-2016 of which 35 were held by Physical Sciences departments, 20 by Natural Sciences and 23 by Social Sciences and Humanities. (Ref: Department Evaluation Reports).

- All departments have a co-curricular forum that caters to diverse needs by organizing festivals, talks, programs, debates, skits, etc. that delve into areas of the disciplines where mere classroom teaching cannot foray.
- These are 52 associations in College under various departments and all of them cater to co-curricular and extra-curricular activities. These programs also require students to claim their attendance for attending these programs from their Mentor. A total of 65 different activities were carried out by the Social Sciences and Languages departments, 59 by Natural Sciences and about 25 activities by the Physical Sciences associations.

5.1.3. Does College provide personal enhancement and development schemes for students? If yes, describe techniques employed e.g. Career counselling, soft skill development etc.

- A 15-hour Human Resource Development course is conducted for all students in one semester with the aim of equipping them with skills in self-management, in managing interpersonal relationships and team-work. This program is run with the help of volunteers from among the staff.
- IGNITORS is a three-day program offered at the beginning of each odd semester. It is offered through BJES which runs College, and features inputs from trained personnel, and from special invitees. IGNITORS aims to promote personal growth with a focus on issues of personal and inter-personal nature.
- Besides these, College offers Catholic students a 15-hour Theology course with an emphasis on spiritual values.
- Work-place preparedness is promoted through the Centre for Skill Development and Placement Cell (CSDP). CSDP makes it possible for students to seek internships, especially since many courses require students to compulsorily undergo an internship.
- Career guidance, resume-writing, mock interviews, competency-mapping and recruiter talks from various companies also help students to understand the world of work.
- The CSDP posts notices on the notice-boards and on College display-screens about the various upcoming opportunities in terms of placement. The Placement Officer has the email IDs of all interested students, and sends across individual mails regarding these events. Regular talks on pursuing higher education programs in India and abroad are organized by the CSDP.
- Regular student presentations during class hours help students develop public speaking skills and build confidence. Students also develop team-work skills through assignments, exhibitions, and events organized inside and outside College.
- Inter-personal, inter-group, and inter-ethnic communication is taught and encouraged by all associations.
- Intercollegiate activities are regularly held and organized by the students of different departments, promoting leadership skills in diverse ways.
- Food festivals along with the sale of handicrafts and other items encourage entrepreneurship skills among students.

5.1.4. Does College publish its updated prospectus and handbook annually? If yes, what are the activities/information included/provided to students through these documents? Is there a provision for online access?

- College publishes its prospectus on a yearly basis, both as a soft copy on College website: www.sjc.ac.in, and as a hard copy, which is given to the applicant. It includes details on the inspiration for the formation of College, the Vision and Mission statement, its aims and objectives, campus facilities and opportunities, and details of the academic programs.
- Detailed instructions are provided regarding the admission process including the required documentation, entrance tests where relevant, application fees, and procedure for online application. Since 2015, fewer prospectuses are printed as the application process is, by and large, completed online.
- The student handbook contains general College rules and regulations; the role of Mentors and their names; rules pertaining to attendance, Library, laboratories, and book-bank facility; a list of faculty members and their qualifications; information about games, cultural and social life, campus amenities, IQAC and the various committees functioning in College.
- The handbook also provides information about the evaluation system under autonomy; details of assessment and of the examination system such as the credit system, grades, term paper, attendance, regular and supplementary examinations, grievance redressal system and certificate courses.
- The handbook includes information on the designation and functions of different College officials. It contains a calendar of events for the entire academic year including sports/cultural activities, and examination dates.
- The handbook has a leaf for monitoring attendance by recording the days of absence which are co-signed by parent and Mentor.
- Information regarding various aspects of College life is also put up periodically on College notice-boards and on the College website. Notices and circulars also go to the classes whenever required.

Table.5.1: Activities/Information included in the Student Handbook

Aspects covered	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Details of the student	Yes	Yes	Yes	Yes	Yes	Yes
Vision and Mission of College	Yes	Yes	Yes	Yes	Yes	Yes
College anthem	Yes	Yes	Yes	Yes	Yes	Yes
College regulations	Yes	Yes	Yes	Yes	Yes	Yes
Attendance and study	Yes	Yes	Yes	Yes	Yes	Yes
Rules of the Library	Yes	Yes	Yes	Yes	Yes	Yes
Credit system (CGPA)	Yes	Yes	Yes	Yes	Yes	Yes
Grading system	Yes	Yes	Yes	Yes	Yes	Yes
Policy on sports and cultural activities	Yes	Yes	Yes	Yes	Yes	Yes
Foundation course and certificate course details	Yes	Yes	Yes	Yes	Yes	Yes
Term paper details	Yes	Yes	Yes	Yes	Yes	Yes
Grievance Cell	Yes	Yes	Yes	Yes	Yes	Yes

Facilities available in College (canteen, photocopying, placement)	Yes	Yes	Yes	Yes	Yes	Yes
Exam Hall rules (malpractice)	Yes	Yes	Yes	Yes	Yes	Yes
Full academic calendar with details of events	Yes	Yes	Yes	Yes	Yes	Yes
Record of absence	Yes	Yes	Yes	Yes	Yes	Yes
Milestones of College	No	No	No	Yes	Yes	Yes
CBCS (Choice Based Credit System)	No	No	No	No	No	Yes
Outreach programs	No	No	No	No	No	Yes
Josephite Research Forum	No	No	No	No	No	Yes

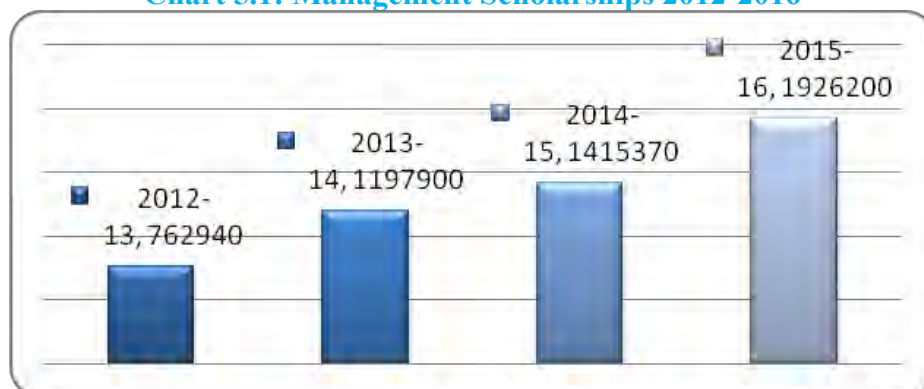
5.1.5. Specify the type and number of scholarships/freeships given to students (UG/PG/M.Phil./Ph.D./Diploma/others in tabular form) by College Management during the last four years. Indicate whether the financial aid was available on time

College management works by an admission policy termed as ‘preferential option for the poor’ and, in keeping with this policy, provides financial support to students to pursue their education. It provides freeships and scholarships to needy students. The student’s academic performance is monitored for the continuation of such scholarships and great care is taken to ensure that the scholarship is disbursed on time. The number of such scholarships (and the amount sanctioned) has been increasing over the years.

Table 5.2: Management Scholarships 2012-2016

Academic Year(s)	No. Of Recipients	Total Scholarship Awarded
2012-13	113	Rs. 7,62,940
2013-14	172	Rs. 11,97,900
2014-15	174	Rs. 14,15,370
2015-16	176	Rs. 19,26,200

Chart 5.1: Management Scholarships 2012-2016



5.1.6. What percentage of students receives financial assistance from state government, central government, and other national agencies? (e.g., Kishore Vaigyanik Protsahan Yojana (KPVY), SN Bose Fellow etc.)

Various agencies are involved. Given below are details of the agencies and quantum of compensation available.

Table 5.3: Total Financial Assistance received from different agencies year-wise

	Name of Scholarship/Agency	2012-13	2013-14	2014-15	2015-16
1.	Minority Scholarship	10,000	40,000	6,724	-
2.	Department of Social Welfare	11,338	26,701	14,572	21,296
3.	West Bengal Minority	8,700	-	-	-
4.	Ex-servicemen	600	1,200	-	-
5.	ICCR Scholarship	1,15,500	5,43,300	1,83,910	1,83,910
6.	Talent Promotion	5000	5,000	-	-
7.	Arunachal Pradesh Scholarship	-	29,505	13,890	13,890
8.	Education Loan Scholarship	-	-	2,30,450	2,30,450
9.	BBMP Scholarship	-	-	54,000	54,000
10.	Karnataka Minority Scholarship	-	-	70,000	70,000
11.	Archbishop Scholarship	-	-	-	8,275
12.	Jyothi Foundation	-	-	-	10,000
13.	Infant Jesus	-	-	-	14,000
14.	Sacred Heart Church	-	-	-	19,000
15.	Bishop and Procurator	-	-	-	4,500
16.	The Catholic Syrian Bank	-	-	-	80,000
17.	Rotary Club	-	-	-	16,000
18.	N.A. Haris	-	-	-	20,000
19.	Meerans Charitable Trust	-	-	-	25,000
20.	Maymar Charitable Trust	-	-	-	6,000
21.	Anjuman Scholarship	-	-	-	2,000
22.	Fath Abu Jbaida Trust	-	-	-	3,500
23.	Menda Foundation Scholarship	-	-	-	25,000
24.	Jain Charitable Trust	-	-	-	4,000

5.1.7 Does College have an international student cell to cater to the needs of foreign students? If so, what measures have been taken to attract foreign students?

Students from different parts of the world come to study in College and so in 2014, an International Students Service (ISS) was set up in collaboration with the Indian Council for Cultural Relations (ICCR) with the purpose of attracting foreign students. Beyond this, word-of-mouth by alumni who have had a satisfying experience as students, and College website are important sources of dissemination of information to students from different countries. An International Students Day has been organized in College over the last three years, and featured participation from international students across Karnataka in 2017.

5.1.8. What type of support services are available for:

***Overseas Students**

- College's Nodal Officer for the International Students Service (ISS) is the contact point for student support for the foreign students. The officer in charge meets the foreign students at the beginning of the academic year to get to know them and understand their needs. Thereafter, the officer helps them to orient themselves to the new environment, and also helps them find safe and suitable accommodation in the city if support is needed.
- Conducting international students' events, working closely with ICCR, and Foreign Regional Registration Office (FRRO), and contacting the local police personnel are some of the other support services the Nodal Officer provides to this group of students.
- Special guidance and support is given to foreign students during their visa renewal. The Nodal Officer conducts meetings every month with the students, and a festival is conducted once a year to nurture their culture.
- Since 2012, bridge courses focused on speaking and writing in English have been periodically offered to students from Afghanistan.

***Physically challenged/differently-abled students**

- Students provide information about their disabilities if they require special attention. Occasionally, individual teachers identify such students. At times, parents meet the Mentors and share their concerns and the subject teachers provide support in whatever way possible.
- Giving exemption from learning languages, separate question papers and extension of examination time are some of the support services available to students with learning disabilities.
- Separate rooms are arranged during mid-semester tests and semester exams for such students.
- A separate place is arranged in the library for their reading requirements and special software is made available for this purpose.
- Facilities such as lifts, ramps and railings are provided for physically-challenged students in all three blocks. Wheelchair facility is available for those who require it.

***SC/ST, OBC and economically weaker sections**

- Students requiring any specific help are assisted whenever possible, if the matter is communicated to the Mentor or any faculty member.
- SC/ST students are provided access to four books per semester from the Book Bank.
- College provides a Mid-Day Meal Scheme for the benefit of students from underprivileged backgrounds. The scheme is digitized and students use an ID card with bar-code to access the canteen for meals.
- Financial support is given to needy students, and a substantial part of the fee is waived if the student is in dire need.
- In case students require academic support, the Mentor or subject teachers attempt to provide such help.

***Students to participate in various competitions/conferences in India and abroad.**

- Students are encouraged to participate in as many competitions/conferences as possible in India and abroad.

- Teachers help students in case they wish to present papers abroad. Activities range from academic to cultural to sports and extension services.
- Students are reimbursed for their travel if College is informed beforehand about their participation and they get their attendance waived for their absence.
- For students with musical interests, a room is available for this purpose. Students practice dance in designated places on campus.

***Health Centre, health insurance, etc.**

During 2012-13, an attempt was made to provide health insurance for St. Joseph's College hostel students. Due to poor response, it was dropped. First-aid boxes are available with three Vice Principals, Main Gate security staff, and the Manager. Provision has been made for an infirmary. Since College is situated close to hospitals, students can be rushed there quickly during emergencies. College has signed an MOU with St. Philomena's Hospital for this purpose.

***Skill development (spoken English, computer literacy, etc.)**

- Skill development is integrated into the teaching-learning process wherever possible by giving opportunities to students to make presentations in class, to organize events in College, to take part in group discussions and in learning to live and work together during their extension and outreach programs. These help them develop skills of self-management, and interpersonal and group skills.
- The Centre for Skill Development and Placement (CSDP) focuses on developing work-related specific and professional skills.
- Talks by industry experts on the requirements of particular skill sets are arranged.
- Mock Aptitude Tests are conducted to prepare students for placement since most companies use such screening measures.
- The CSDP conducts sessions on resume-writing, interview readiness and interview skills
- College collaborates with different organizations for skill development through internships.
- Students are encouraged to attend seminars and workshops on skill development in other institutions.
- Students are informed about various education fairs in the city through the notice-board.
- Since 2006, the English Department conducts a diagnostic test at the entry level based on which students are streamed into three categories so as to deliver customized teaching according to specific learner needs. Strong emphasis is placed on classroom discussion/debate/small group interaction so as to develop skills in Spoken English. Students are streamed according to writing abilities and given adequate challenges to help with improving reading and writing abilities.
- Since a basic course on computer literacy is compulsory for all students, no other special class is taken to develop computer skills. Also exposure in a city like Bangalore makes most students acquire computer skills on their own. The need for submitting their assignments in print-out form and making PowerPoint presentations in class also develops computer skills. Some courses emphasize multi-literacy and require submissions in the form of blog entries and Tumblr journals.
- In B.A. courses with vocational aspects such as EJP and Visual Communication, students are required to collaborate on specific task-based activities such as bringing out print lab-journals, producing a magazine, running a web-magazine, making short

films, and maintaining portfolios of work. This is done with a view to building computer-related skills, and preparing them for the world of work.

*Performance enhancement for slow learners/students who are at risk of failure and dropouts

- Mentors and subject teachers analyze the results attained after mid-semester tests to reveal if any student requires assistance and then provide the necessary help.
- Sometimes parents inform teachers about this and suitable support is given. Personal counseling is encouraged, if required.
- Depending upon the need, peer teaching is encouraged and at times postgraduate students assist with the academic requirements of weak students.
- Subject notes and old question papers are suggested to these students to make up for their difficulty with subjects.
- Teachers help them arrive at better learning and study skills.
- Attention is given to students having language barriers and they are helped in regional languages as much as possible. Some students prefer to write their exams in regional languages in the first year for fear of failure which is accepted by teachers especially in the social sciences.
- Remedial classes are conducted for weaker students in subjects like Mathematics for Economics students and in Chemistry.
- Online resources are made available and instruction in using internet facilities is also given to enhance the performance of slow learners.
- All teachers encourage students from the beginning of the year to be regular to classes to avoid missing out on their hall ticket and consequently dropping an academic year.
- College also offers Mid-day Meal Scheme to those who are financially weak and need this support; privacy is maintained in such cases.
- Some students continue studies and take up part-time jobs in order to support their studies. Individual teachers and mentors support them and guide them about managing time and making up for classes missed.
- The Welfare Officer and concerned departments often counsel students who may have to drop a semester for shortage of attendance in terms of opportunities for repeating the semester.

*Exposure of students to other institutions of higher learning/ corporates/ business houses, etc.

- Students interact with scientists and PhD scholars, visit village industries, factories, institutions of higher learning, important research labs, and tribal areas. They have also taken part in international youth meets.
- They take up internships in research organizations, corporate houses, banks and government departments.
- Resource persons from different national and international institutions are invited to deliver lectures and interact with students.
- Participation in certificate courses provides them with opportunities to visit national level institutes like NLSUI, IISc and the like.

*Publication of student magazines

- College brings out its annual, *Blue and White*, which documents all activities on campus for the academic year. It also publishes a quarterly newsletter titled *Josephite*.
- The Sociology Department has been bringing out an annual student magazine titled *Gusto* since 2008, which has articles written by students.
- The Economics Department brings out a publication titled *Economics Beyond Classroom* with an ISBN number.
- The postgraduate students of Mass Communication bring out a daily newspaper titled *The Beacon*.
- Since 2013, the Departments of English and Journalism collaborate in helping undergraduate students to bring out lab journals such as *Open Dosa*, and *Perpendicular* with a view to making them adept in working at weekly and fortnightly frequencies, and also runs an online web-magazine titled www.opendosa.in.
- Since 2015, the English Department has brought out its bi-annual literary magazine *Engster*, devoted to student writing from across the city.

5.1.9. Does College provide guidance/coaching classes for Civil Services, Defense Services, NET/SLET, and any other competitive examinations? If yes, what is the outcome?

- The syllabi of the postgraduate departments are formed with a view to equipping students for the requirements of the NET/SLET examinations.
- Subject teachers guide students to prepare for NET/SLET examinations. Many of our students clear the NET/JRF examinations (please refer to department profiles).
- College had launched a Civil Services pre-examination coaching program along with Karnataka Government. Special coaching for students of backward classes began in 2013 but has been discontinued since.
- The Infantry and Air Force Wings (boys and girls) of the National Cadet Corps (NCC) in College provide training for students to join the Defence services of the country. Many of the students opt for Defence services motivated by the training they receive.

5.1.10. Mention the policies of College for enhancing student participation in sports and extracurricular activities through strategies such as: additional academic support, flexibility in examinations; special dietary requirements, sports uniforms and materials; any other.

- College promotes holistic development of students and encourages them to participate in sports and other co-curricular activities. It implements a policy to take in students from the Sports Authority of India (12 hockey players have been admitted in the last two years).
- A sports policy is in place in College. Teams participating in matches are also provided second-class train tickets and a match allowance. In cases where students qualify for international tournaments, College bears a part of the travel expenses.
- When a student represents College in Bangalore University, an additional five marks is awarded.

- Special care is taken in case of students who miss classes/examination due to sports/games or cultural events. Re-exams and permission to submit assignments well past deadlines are organized to encourage such students.
- Students are provided with breakfast as well as snacks in the evening, after practice sessions.
- Standard sports uniforms as well as sports equipment are provided. Such students also obtain their mandatory extra credits from participation in sporting activity.

5.1.11. Does the College have an institutionalized mechanism for the placement of its students? What services are provided to help students identify job opportunities, prepare themselves for interview, and develop entrepreneurship skills?

- College has a Placement Cell that alerts students to job opportunities and connects them to potential employers on a regular basis through notice-board listings and a group email ID.
- The Placement Cell collects student resumes, invites lectures from businesses, organizes mock aptitude tests, mock interviews and provides competency-mapping.
- Teachers also provide students counseling on placements and job opportunities. Students are encouraged to develop their entrepreneurial skills during food fests and engage in small business activities on dedicated days.
- Though personalized support is given, most students are able to find jobs for themselves in a city like Bangalore and so their dependence on the Placement Cell is limited.
- Many students opt for higher studies even after getting selected through campus interviews.

5.1.12. Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus annually for the last four years).

- Many IT companies visit College for placement and require IT-specific skills and in-depth knowledge in Mathematics and Physics.
- Other students find jobs through networks developed during internship activities.
- Alumni have been helpful in providing jobs which fall outside the purview of the normal placement activities.
- Companies which have come to College for placements are Amazon, Asian Paints, Century Link, Cognizant, Decathlon, EMC2, EY, Infosys, Mphasis, Oracle, Peepal, SAP Labs, Tech Mahindra, TCS, Tesco, Google, Wipro and many more.
- These companies return every year to select our students which indicates that they are employable in the corporate sector.
- Feedback from employers during the next round of placement service indicates that they are satisfied with the performance of our students.
- Many schools and colleges in the city prefer to employ our students as teachers.
- Large numbers of our students pursue higher education so the rush for placement is not heavy.
- A total of more than 400 students have been placed by these companies during the four-year period.

- The introduction of general Commerce stream promises good placement activities in the future.
- The B.Com. (BPS) Industry-Integrated course at the undergraduate level, and M.Sc. Big Data Analytics at the postgraduate level, both offered by Tata Consultancy Services (TCS) also hold out the possibilities of greater student placement.
- College believes that its strength lies in offering basic sciences, social sciences and language courses where traditionally the placement opportunities by companies are low on campus. However, these courses are highly valuable in terms of knowledge-building and research for the nation. It is here that College has shown its strength in terms of the number of students continuing to seek higher qualifications and research degrees both in India and abroad.

5.1.13. Does College have a registered Alumni association? If yes, what are its activities and contributions to the development of College?

- College has a registered Alumni association.
- The alumni are well placed both in the country and abroad. Many of our alumni have contributed to transforming society which is indeed the Mission of College. Two of our alumni are notable in this regard.
- Our alumnus, Sri Sri Ravi Shankar, was honored with the [Padma Vibhushan](#), India's second highest civilian award in 2016.
- Another alumna, Sunitha Krishnan, was awarded India's fourth highest civilian award, the [Padma Shri](#), in 2016.
- Many of our alumni head research institutions and are professors in reputed educational institutions in India and abroad.
- Many have become well-known theatre artistes, film producers, political leaders and citizens of national pride.
- Alumni members provide linkages between students and opportunities for employment and internships.
- Some of the alumni are at present involved in raising funds for the construction of a new building on College campus.
- Some are engaged in funding the Mid-day Meal Scheme to the needy.
- Some others have donated computers and other infrastructure items to College.
- They are members of various BOS and also serve on various College bodies.
- Some have contributed to a corpus in College to establish medals.
- What is most appreciable is that all this help has come without the alma mater having to explicitly ask for assistance, indicating that the alumni community is well-knit.

5.1.14. Does College have a student grievance redressal cell? Give details of the nature of grievances reported and how they were resolved.

- The student grievance redressal cell has been functioning for several years. Three teachers are members of the cell.
- Students can express their grievance in writing to the members who convene a meeting to address the issue.
- A complaint box is kept in all three blocks to receive grievances, if any.
- Students also meet their Mentors and Welfare Officers and get their problems addressed.

- Students' grievances usually tend to be around shortage of attendance for the semester exam or issues with marks entry or complaints against individual teachers.
- Students feel aggrieved when they feel they have not been listened to. So after obtaining the written complaint, parties involved are called separately first and then together, if required.
- When student feedback was collected on campus services, the complaints appeared to be related to infrastructure constraints and some related to the library, which have since been attended to.
- A limitation to this mechanism is that the requirement of providing complaints in writing often discourages students from following up. Therefore the problem is better addressed by Mentors, Welfare Officers, and senior teachers. If serious issues are identified, the concerned teacher or other persons involved are informed and the Principal is also informed about it.

***5.1.15. Does College have a cell and a mechanism to resolve issues of sexual harassment?**

- By and large, College witnesses cordial relationships among the men and women students on campus. However, being a co-educational institution, some issues relating to conflict in interpersonal relationship between men and women students are bound to arise.
- As per the UGC guidelines, Anti-Sexual Harassment Cell was started in 2011 under the third cycle of NAAC and it was made compulsory by the Supreme Court in 2013 to have a sexual harassment cell at the work place. Thus, an Anti-Sexual Harassment Cell and a Gender Sensitisation Cell have been operative in College during the current assessment cycle.
- The Anti-Sexual Harassment Cell has become an internal complaints committee. The committee works under the guidance of three teachers, of which one is a male member, two female members and one outsider. There are two teaching, two non-teaching, three student co-coordinators (a postgraduate student, an undergraduate student and a research student) from our College and an NGO representative, a legal advisor and the convenor, who is a female teacher. There were complaints filed by students against staff, and staff against students. These were investigated by the committee and finally resolved with the Principal in attendance. There were three such cases in the year 2013-14, and three in 2014-15. In 2015-16, there were no complaints filed by students.
- The Cell has organized two sessions on Gender Sensitization at the Workplace for the entire faculty to make every member aware of the seriousness of these issues.
- Courses and research including the gender dimension have become important in social sciences curricula and continuous efforts are on to address this issue if it arises.
- The robust counseling and mentoring system has been helpful to students. College believes in acting to prevent such incidents.

5.1.16. Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

- Yes, there is an anti-ragging committee on College premises.
- Notices relating to anti-ragging are posted on all student notice-boards and students are informed about this during the orientation program.

- Freshers are introduced to the faculty members, their classmates and other services available on the Freshers' Day to make them feel safe on campus.
- Ragging is stated as a serious criminal offence in the student handbook and teachers are also sensitized about preventing it on campus.
- In one tragic instance during the year 2016, a student committed suicide after undergoing bullying at the private accommodation that he was staying in. An inquiry revealed there was no evidence of ragging by students of the institution within College premises or otherwise and that no students from College were tenants at the private facility. The matter was carefully investigated and a report has been submitted. UGC & MHRD have been apprised of the facts as they are. The local police after investigation have given a report that it was not a case of ragging.

5.1.17. How does College elicit cooperation from all stakeholders to ensure overall development of the students considering the curricular and co-curricular activities, research community, orientation, etc.?

- College receives good cooperation from different stakeholders as it shares a cordial and healthy relationship with external members.
- The Governing Council, the Academic Council, the IQAC Committee, the Parent Council, Alumni Council and BOS have external members to discuss academic, cultural and co-curricular matters at length when required and all members cooperate to give in their suggestions and ideas.
- Industry representatives also share their ideas during their interactions in College.
- Several NGOs are also involved in matters pertaining to co-curricular activities like extension services. These committees meet regularly or as mandated.

5.1.18. What special schemes/mechanisms are in place to motivate students for participation in extracurricular activities such as sports, cultural events, etc.?

- College believes in total formation of individuals which means developing the intellectual, physical, and cultural well-being of students.
- Students contest for elections and get an experience of voting with the EVM.
- For many students, it is the first time they use the EVM and it instills in them the need to participate in the democratic functioning of College and later, of the country.
- Once the Students' Council is formed under the guidance of the Student Governor, it gets initiated into conducting several cultural events in College.
- The first set of events organized is the inter-class cultural festival PRATIBHA, which motivates all students to participate either as teams for their class or watch and cheer their classmates. Classes are suspended for two half-days for conducting this event. Classes vie to participate in large numbers as there is a prize for the best class team.
- Winners/teams get ready to participate in intercollegiate activities when invitations come from other colleges. Finding a place on the College cultural team is a matter of great pride for students. The Governor of the Students' Council is assisted by several staff members in providing encouragement for members of the cultural team in terms of practice, and recognition.
- The Council organizes an intercollegiate fest, Nirvaan (formerly known as Visages), which is usually attended in large numbers.

- Students participating in intercollegiate events get attendance waived when they produce documents for their participation. College also provides TA-DA for students participating in events in and outside the city.
- In addition, several departments run extra-curricular activities over and above the co-curricular through departmental festivals to build skills in leadership, teamwork and organization among students.
- St. Joseph's College has a good number of students from the seven states of North East India, Sikkim and of Tibetan origin. In keeping with this, College supports an annual festival titled Footprints showcasing talent and culture from the North East region. The festival draws enthusiastic responses from both within the institution and the city's North East community.
- Unit 5.1.10 presents a detailed description of the policy of College supporting sportsmen and women on campus. College has produced many great sportspersons and many visit College as chief guests to flag off the sports day. College is sensitive to the special needs of sportspersons. After winning a trophy, it is announced on the College notice-board and the trophy is kept for public display.
- Since 2011, College has taken pains to build greater involvement in sporting activity by increasing the number of events and categories in the annual Sports Day, by getting every class to participate in the march-past with prizes in different categories, and by promoting a set of inter-class sporting contests.

5.1.19. How does College ensure participation of women in „intra“ and „inter“ institutional sports competitions and cultural activities? Provide details of sports and cultural activities in which such efforts were made.

- Encouraging women to participate in sports and cultural events has always been a priority of College.
- Every class selects two class representatives (one male and one female). This equal gender representation sets the tone in that men and women students are given equal importance in carrying out various activities in College.
- Women students are provided representation in the Students' Council through reserved posts. In two instances in the recent past, women students have been elected as president of the Council.
- College employs a woman sports director.
- Parallel to the men's teams, women's teams are also equally taken care of in terms of training, equipment and sports uniforms. Women's teams are sent to various tournaments for participation.
- Sportswomen are also sent for fitness and selection trials in various events and games of Bangalore University.

5.2. STUDENT PROGRESSION

Attendance and examination results are an important tool in monitoring student progression. Besides student participation in cultural activities, sports, association and extension services indicate the progress students have made during their stay in College. Many awards have been won at intercollegiate levels in sports and games and cultural events besides academic competitions. Students have won prestigious international scholarships and have represented College in international events as well. They have represented Bangalore University in various sports and games.

5.2.1. Provide details of the programme-wise success rate of College for the last four years. How does College compare itself with the performance of other autonomous Colleges/Universities if possible?

The success rate is presented in **Tables 5.5 and 5.6 below**. Since College is autonomous and has a syllabi and curriculum of its own, it is difficult to compare the Institution with other colleges.

5.2.2. Providing the percentage of students progressing to higher education or employment (in the last four batches), highlight the observed trends.

College is oriented towards encouraging students to pursue academics and the trend has been that nearly fifty percent of our students pursue higher education either in College or in other institutions. Many students get admission to reputed institutes and many prefer to go abroad for their education.

Table 5.4: Student Progressing to Higher Education

Student Progression	%
UG to PG	50%
PG to M. Phil.	5%
PG to PhD	3-4%
Employed - Campus Selection - Other than Campus selection	Students often seek additional education before employment

5.2.3. What is the Programme-wise completion rate/dropout rate within the time span as stipulated by College/University?

College has put in efforts to reduce dropout rates and increase pass percentages by executing several measures such as offering bridge courses, remedial classes, individual attention, peer teaching and assigning postgraduate students to teach the academically weaker students. However, it has not been the policy to reduce dropout rates by reducing academic rigour. Many undergraduate students drop out in the first year itself as they would have secured admission in some other course of their choice, usually professional courses.

Table 5.5: Result Statistics - Undergraduate Courses

	Courses	2009 - 12	2010 - 13	2011 - 14	2012 - 15	2013 - 16
1.	HEP	57.81	63.04	53.85	36.76	49.23
2.	EPS	73.02	66.04	46.88	57.83	57.3
3.	IES	63.24	60.61	68.06	63.16	61.11
4.	PCM	64.44	54.76	48.28	68.57	52.54
5.	PEM	70	40	58.62	55.56	37.84
6.	PMC	73.33	68.85	46.94	63.27	59.02
7.	MEC	66.67	58.7	52.78	42.5	54.35
8.	EMS	--	52.17	75	71.43	71.43
9.	CBZ	62.5	64.29	51.72	72.73	75.68
10.	CEB	50	14.29	41.67	66.67	88.89

11.	CEZ	27.27	59.09	72.22	83.33	62.5
12.	MCB	70.59	50	50	66.67	53.33
13.	MCZ	81.25	77.78	65.22	57.5	64.44
14.	CBBT	52.08	70.59	46.88	65.79	50
15.	CZBT	--	--	--	--	44.44
16.	BSW	73.53	73.68	82.35	55.26	74.42
17.	BCA	82.54	78.69	64.52	85.48	68.85
18.	BVC	--	74.19	72.73	75	79.41
19.	EJP	--	--	--	--	75

Table 5.6: Result Statistics – Postgraduate Courses

		2010 - 12	2011 - 13	2012 - 14	2013 - 15	2014 - 16
1.	Economics	68.97	72.22	58.33	78.57	75
2.	English	96.43	88.46	96.15	92.86	80.65
3.	Political Science	69.23	63.16	78.57	86.96	75
4.	Botany	85	100	95	95	100
5.	Chemistry	86.67	75	80.95	28.57	40
6.	Computer Science	92	87.1	93.55	100	87.1
7.	Microbiology	100	89.66	93.1	75.86	64.29
8.	Physics	78.95	42.86	80	50	52.38
9.	Mathematics	--	--	--	--	88.89
10.	MSW	95.24	57.14	72.22	78.57	85.37
11.	MA Communication	84.62	44.83	51.72	38.71	66.67

5.2.4. What is the number and percentage of students who appeared/qualified in examinations like UGC-CSIR-NET, UGC-NET, ATE/CAT/GRE/TOEFL/GMAT/ Central/State services, Defence, Civil Servants, etc.

At least 20% of the students attempt competitive examinations. Generally, it is observed that the academically motivated do work towards achieving these qualifications, with the top 10 students of each class attempting these tests. Data is not available on some of these achievements as students appear for these exams after completing their course in College. Some departments have been able to track these numbers and these are presented in the Department profile.

5.2.5. Provide details regarding the number of Ph.D./D.Sc./D.Litt. theses submitted, accepted, resubmitted, and rejected in the last four years.

College offers doctoral programs in Botany and Chemistry and the degree is awarded by Bangalore University. The **Table 5.7** below shows the details of PhD degrees awarded during the years 2012-16. No thesis has been rejected by the University.

Table 5.7: Details of PhD Awarded

Sl No	Faculty	Department	PhD awarded	PhD scholars registered
1	Dr. Nagaraju N.	Chemistry	8	1
2	Dr. Michael Rajamathi	Chemistry	7	3
3	Dr. Ronald Jerald Mascarenhas	Chemistry	1	1
4	Dr. Somasekhariah B. V.	Chemistry	7	3
5	Dr. Sandra Misquith	Chemistry	6	3
6	Dr. Purushottama K.B.	Botany	2	1
7	Dr. Bopaiah A.K.	Botany	3	2
8	Dr. Divakar K.M.	Botany	2	2
9	Dr. Jayarama Reddy	Botany	1	0
10	Dr. Tamizhseran	Botany	1	0
11	Dr. Nayeemullah Khan	Botany	4	0
12	Dr. Cheriyan Alexander	English	3	1
13	Dr. B. N. Poornima	Kannada	2	0
14			47	17

5.3. STUDENT PARTICIPATION AND ACTIVITIES

College provides opportunity for students to participate in various cultural activities, sports and games on campus and in other colleges. A member of the staff is in charge of the cultural activities. S/he is supported by other teachers for the smooth conduct of the programs.

5.3.1. List the range of sports and games, cultural and extracurricular activities available to students. Provide details of participation and program calendar.

- St. Joseph's College is always abuzz with innumerable cultural and extra-curricular activities throughout the year and this keeps the campus busy.
- All the activities are usually held during the lunch-break and after class hours and is met with enthusiastic participation from all students across all disciplines. Dates of major events are published in the student handbook and are usually adhered to.
- Apart from the listed extra-curricular activities, associations also organize a variety of interesting events and many receive a lot of participation from other prestigious colleges and institutes. Guest lectures, conferences and workshops are an integral part of our curriculum. Intra-collegiate exhibitions in creative skills, hobbies, philately and numismatics were held in which both students and teachers participated.
- College partnered with Social Change Makers Room India - Changemakers' Room 2016 which is a seven-day training forum, gathering one hundred of the world's most aspiring minds to identify current, pressing local and global problems, and to find solutions to them.

- Pixels is a platform for the budding directors and movie producers of College to screen their short films to a larger audience.
- College was issued a license to host the TEDxSJC Bangalore, which was eventually held on 6th January, 2017.
- The English Department has organized a festival of literature titled META since 2013 which has brought prominent authors, scholars, intellectuals, theatre-persons and poets to share their insights about the writing process, to conduct workshops, hold book readings and to participate in panel discussions.
- The English Department has also collaborated with the NGO Headstreams since 2014 to hold Tackle Fest—a unique experiment which brings hundreds of students from government schools to College where they tour the labs, attend lecture-demonstrations, and examine exhibits in science and arts put up by student volunteers from the institution. This is done to spark curiosity about higher learning.
- Language festivals are organized by the French, German, Kannada, Hindi and Tamil departments where eminent and budding authors, journalists and educationists are invited for book reviews, book readings, panel discussions and debates on current affairs.
- The undergraduate Communications Department has organized a media fest titled Allura since 2012 which draws participation on account of its varied extra-curricular activities from both students of media courses and other degree courses across the city. The department also partners with the Bangalore International Film Festival (BIFFES) and encourages its students to volunteer at BIFFES every year.
- An Intra- and Intercollegiate Science and Arts exhibition (*Singularitas*) is open to the public and organized by students under the guidance of teachers.
- Intra-College exhibitions in creative skills, hobbies, philately and numismatics for students and teachers are held every year.

This is just a small sampling of the many extra-curricular activities on campus. Given in **Tables 5.9** and **5.10** below is a representative listing of some of the unique cultural activities of the last few years.

Table 5.9: List of Cultural Activities Available to Students

Event		Participation Range
Interclass Kite Flying Competition		Intercollegiate
Pongal Celebrations		Intercollegiate
Onam Celebrations		Intra-collegiate
Ethnic Day		Intra-collegiate
Pratibha	Literary Events	Intra collegiate
	Indian Dance : Solo And Group	
	Western Dance : Solo And Group	
	Indian Vocal : Solo And Group	
	Western Vocal : Solo And Group	
Ethnic Fashion Show		
Christmas Celebrations		Intra-collegiate
Footprints		Intra-collegiate
Visages		Intercollegiate
Nirvaan		Intercollegiate
Independence Day		Intra-collegiate
Republic Day		Intra-collegiate

Table 5.10: List of Extracurricular Activities Available to Students

Event	Participation Range
All Association Fest Singularitas	Intercollegiate
All Association Fest Samarpan	Intra-collegiate
Blood Donation Camp	Intra-collegiate
NSS Camps	Intra-collegiate
Swachh SJC Campaign	Intra-collegiate
Paws And Pose Pet Show	Intra-collegiate
Tackle Fest : In Collaboration With Headstreams	Intra-collegiate
Bangalore International Film Festival	Intra-collegiate
Exodus	Intercollegiate, National And International
Magis	Intra-collegiate
Sports Day	Intra-collegiate/ Intercollegiate
Hobby Exhibition	Intra-collegiate
Conferences, Workshops	Intra-collegiate, Intercollegiate, National, International
Meta	Intercollegiate
Make A Difference Week	Intra-collegiate

Table 5.11: Select List of Sports/Games Activities Conducted

Events by Start and End Date					
	Football	Volley Ball	Throw Ball	Cricket	Badminton
2016-17	13-30/9/16	18-22/8/16	18-22/8/16	7-13/9/16	11-16/1/17
	Carrom	Chess	Table Tennis	Kabaddi	Kho-Kho
	16-23/6/16	16-23/6/16	16-23/6/16	21-25/7/16	17-23/1/17

College has had a long tradition of outstanding achievement in sports and games. Students have represented College, University and some have gone on to represent the country and brought back laurels. A sampling is presented in **Table 5.12** below.

Table 5.12: Select List of outstanding Sportspersons

Sl. No.	Name	Representation	Discipline	Year
1	Zeeshaan Ahamed	Bangalore University	Basketball	2016-17
2	Hitakrith	Bangalore University	Cricket	2016-17
3	Kirti S	Bangalore University	Cricket	2016-17
4	Sathya Kumar S	Bangalore University	Football	2016-17
5	Anthony Clinton S G	Bangalore University	Football	2016-17
6	Prashanth B	Bangalore University	Football	2016-17
7	Nima Lamu Lama	Bangalore University	Football	2016-17

8	Abharan Sudev B	Bangalore University & All India	Hockey	2016-17
9	Dhanush M	Bangalore University & All India	Hockey	2016-17
10	Somaiah K P	Bangalore University & All India	Hockey	2016-17
11	Sridhar B N	Bangalore University & All India	Hockey	2016-17
12	Hemanth N V	Bangalore University	Softball	2016-17
13	Shreyas P Harle	Bangalore University	Table Tennis	2016-17
14	Kiran A Pawar	Bangalore University, Olympic Trials, Asian Qualifications, World Championship	Taekwondo	2015-16
15	Hemanth N. V	Bangalore University & All India	Softball	2015-16
16.	Sathya Kumar, Antony Clinton & Priyanka Ghodka	Bangalore University, South Zone	Football	2015-16
17.	Nelson P Thomas	Bangalore University	Decathlon & Triple Jump	2014-15
18.	MM Irshad Hussain	Bangalore University	Fencing	2014-15
19.	Taranjeet Kaur	Bangalore University	Basketball	2014-15
20.	Alwyn D'Souza	Bangalore University	Gymnastics	2014-15
21.	Umango Thulungo	Bangalore University	Boxing	2014-15
22.	Nelson P Thomas	Bangalore University	Decathlon & Triple Jump	2014-15
23.	MM Irshad Hussain	Bangalore University	Fencing	2014-15

5.3.2. Provide details of the previous four years regarding the achievements of students in co-curricular, extracurricular activities, and cultural activities at different levels: University/State/Zonal/National/International etc.

The list of students outstanding in co-curricular, extra-curricular activities, and cultural activities are far too many and a sampling is presented in **Table 5.13** below.

Table 5.13: Select List of Student Achievement--Co-Curricular Activities

1.	Frederika Cotta and Kalyani Sri Guha (M.Sc. Chemistry)	Along with co-authors, published a paper titled "Poly (Patton and Reeder's reagent) modified carbon paste electrode for the sensitive detection of acetaminophen in biological fluid and pharmaceutical formulations", Colloids and Surfaces B: Biointerfaces 101 (2013)	2013-14
2.	Husain M	Summer research project — Evolution and genetics of butterfly wing patterns at NCBS, Bengaluru	2013-14
3.	Vishal .G. Anand	Completed DELF A1 & A2	2013-14
4.	Sneha S, Adrian D_Costa, Rajesh V	Attended the workshop on Fluorescence microscopy at Dr. H. Krishna Murthy_s lab at the National Centre for Biological Sciences, TIFR, Bengaluru	2014-15
5.	Sneha S, Adrian D_Costa, Rajesh V	Attended the workshop on Fluorescence microscopy at Dr. H. Krishna Murthy_s lab at the National Centre for Biological Sciences, TIFR, Bengaluru	2014-15
6.	Victor Ikenchukwo Agughasi	Enabling technologies and design issues of next generation communication systems. Presented at the International Conference on ICFDM-2014 at Jyothi Nivas College (Autonomous), Bengaluru	2014-15
7.	Victor Ikenchukwo Agughasi	MOOCs- challenges and opportunities for education in India. Presented at the International Conference organized by St. Joseph's College (Autonomous) and St. Louis Univ., USA	2014-15
8.	Ila Ananya	Won the Prof. Barbra Naidu Prize for the Personal Essay in 2014 at Meta- A literature fest conducted by the Dept. of English	2014-15
9.	Zenisha Gonsalves	Was selected for a one month course in Journalism at Washington City, Seattle, USA, where young journalists focused on covering South Asian issues	2014-15
10.	Monica Sweta Bosco	Awarded the UGC Postgraduate Merit scholarship for University rank holders to do Masters	2015 -16
11.	Victor Ikenchukwo Agughasi	Integration of social healthcare through web initiatives for specially-abled presented at the International Conference at St. Anne's College for Women	2015-16
12.	Litty Thomas Manamel	Participated in the Visiting Students Research Programme (VSRP-2015) held at Tata Institute of Fundamental Research, Mumbai	2015-16

13.	Richa S Patel	Attended the Winter School on Astroparticle Physics jointly organized by Bose Institute, Kolkata and Tata Institute of Fundamental Research, Mumbai	2015-16
14.	Vani Shree KK	Attended national program on differential equation at LNM IIT, Jaipur	2014-15
15.	Ashwathy Vijayan	Participated in a Short course on Gender and Forced Migration held at Bangkok, organized by the Asia Pacific Refugee Rights Network (APRRN) at Mahidol University, Thailand	2014-15
16.	Amrita Roy and Ankit	Secured second position in survey methodology at Inference-2014 conducted by Christ University, Bengaluru	2015-16
17.	Sailesh Singhal	Youth delegate at G-20 Youth Summit in Germany & at UNESCO's Global Alliance and Media in Geneva	2015-16
18.	Ila Ananya	Won the prestigious Laadli Award for Gender Reporting for a story done on women's reproductive health issues while interning at the web magazine LadiesFinger.com	2015-16

5.3.3. How often does College collect feedback from students for improving the support services? How is the feedback used?

- Both informal and formal feedback are collected from students, and utilized in improving classes and student experience in several ways.
- Student feedback on teachers is collected on an annual basis and teachers are given a consolidated report of the same. Teachers also collect feedback on classes informally.
- 855 students participated in an online questionnaire on Infrastructure and Support Services which included seeking suggestions. This was the first time such feedback was collected. The complaints and suggestions have been forwarded to the Principal for suitable action and many corrective measures have been taken wherever possible.

Chart 5.2 indicates responses.

- Students may drop their feedback, problems or grievances in the general grievance/suggestion box and the concerned authorities aid in resolving the issue.
- College has a separate examination grievance redressal cell, a malpractice committee, an admission grievance cell, an anti-sexual-harassment cell and an anti-ragging cell.
- The details of the committee members are available on the website and college handbook. The team of counselors on campus helps and supports our students. Their conversations, issues and feedback are kept anonymous and needful is done to resolve the issues troubling them.

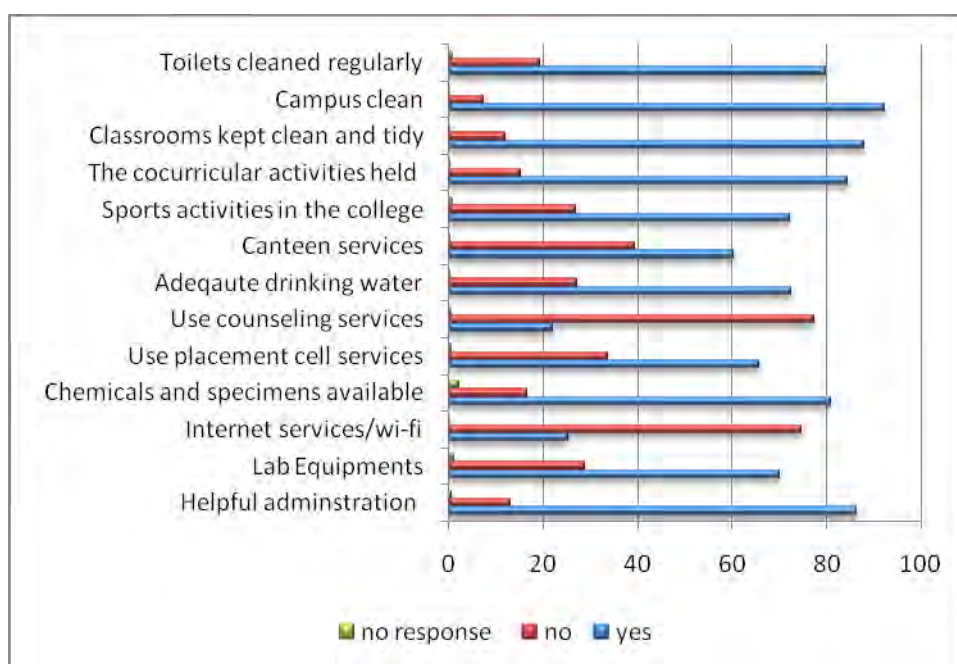
<http://www.sjc.ac.in/antiragging.html>

<http://www.sjc.ac.in/shc.html>

<http://www.sjc.ac.in/counsel.html>

- The continuation of the Mid-day Meals Scheme, the working of the Centre for Skill Development and Placements and several other bodies receives feedback and it is used for improving the services. The feedback has also resulted in new courses, and in the formation of bodies like the Josephite Research Forum and Josephite Ambassador Programme with the idea of grooming our students alongside their curriculum to form men and women for others.

Chart 5.2: Student feedback on infrastructure and support services



5.3.4. Does College have a mechanism to seek and use data and feedback from its graduates and employers, to improve the growth and development of College?

- The Placement Officer maintains a record of the valuable feedback received from the employers. Accordingly, new activities are planned and some inputs into the syllabus are also included. Feedback is used to improve the training that can be provided to the students. <http://www.sjc.ac.in/placement.html>
- IQAC recently collected an online feedback from the alumni and each of them stated that they relive the memories of College and also stated how they wish to contribute to College. Most of them come back to college as resource persons for guest lectures and workshops. They also help College in terms of connecting outgoing students for jobs. Some have contributed to freeships and towards scholarships. They also provide valuable suggestions.
- Every department has a BOS panel and one of the members compulsorily has to be an alumnus. The alumnus member plays an integral part in the deliberations.

5.3.5. How does College involve and encourage students to publish materials like catalogues, wall magazines, and other material? List the major publications /materials brought out by the students during the previous academic session.

- College's annual magazine *Blue and White* is brought out every year in collaboration between student editors and faculty editors.
- The postgraduate students of the Communications Department bring out a one-page daily newspaper titled *The Beacon* and a magazine titled *Communique*.
- UG and PG students have volunteered to run a wall magazine aimed at popularizing better English usage.
- The Inter-Religious Harmony Movement has run a regular wall magazine comprising readings from various faiths and the opinions of eminent thinkers since its inception in 2015.
- Students of the BA-EJP course bring out a fortnightly lab journal that they run for four issues during their second semester. They also bring out six issues of a weekly newsmagazine titled *Open Dosa* during their third semester. They also run an online web magazine titled www.opendosa.in. These ventures have been running steadily since 2013.
- Students collaborate with the English Department in bringing out a literary magazine titled *Engster*. This magazine is designed, edited and written entirely by students with inputs from a faculty advisor. Two issues have been published so far.
- Students of the IV Semester General English course titled Consuming the City have published blog journals documenting the discoveries they have made through photography, audio-clips, and videos of life in Bangalore. This has been a regular feature since 2013. BCA and BVC students run similar blog and Tumblr projects focusing on Social Media, and their interaction with mass media and media technology as part of their General English program.

All these publications are done by students with faculty as mentors and is as mentioned in section **5.1.8**.

5.3.6. Does College have a Student Council or any similar body? Give details on its constitution, major activities, and funding.

- College has had a Students' Council constituted by direct election since 2011. The Council is advised by a Governor nominated from among senior faculty by the Principal. Elected posts in the Council include President, Vice President, Treasurer, a Secretary and a Joint Secretary. Nominated posts include a Cultural Secretary, and a Sports Secretary. Its major activities include organizing intra-class cultural and sports events, organizing the intercollegiate cultural festival, Teachers' Day and other important College events where students are the main participants.
- The Council Elections are held using Electronic Voting Machines (EVMs) provided by BEL and the elections are conducted with norms in place for candidature, election expenditure, and the tone of campaigning, in keeping with the ideals of preparing students for life in a democracy.
- College allots a budget for the events that the Students' Council has to carry out, but the Council is free to arrange for sponsorship from different corporate organizations to fund its activities, albeit under supervision.
- Given in **Table 5.15** below is a listing of the various departmental associations in College.

Table 5.15: List of Departmental Associations

Abacus	The Literary Society (English Dept.)	Josephite Media Forum	Rendezvous (French Association)	KALA
AICUF	The Performing Arts Society (English Dept.)	Josephite Dance Association	Samskruta Tarangini	Inter-Religious Harmony Movement
Botanical Society (PG)	The Quiz Club	Kannada Sangha	Season's Nature Club	International Students' Association
Centre for Molecular & Computational Biology	Consilium (Counselling Association)	Microbiological Society (PG)	Social Work Student Association	North East and Tibetan Students' Forum
Centre for Social Concern	Green Gene Guild	Microcosm (UG)	Social Zest	PANA
Chemical Society (PG)	Hindi Parishad	NSS	SPECTRUM	RUSHES
Chemical Society (UG)	Images (VISCOM)	Natural Science Association	Technophite (PG)	Student Sports Committee
CSA	Industrial Relations Forum	History Parishodhana	Commerce Association	SUMANA
College Choir	JET Club	Frequentia	Cybernetics Club	Tamil Sangam
Economics Forum	JAAM	Physics Students Association	German Club	WACC
Oikonomika	Sigma Squared	Gender Sensitization Cell	Graphic.inc	*****

5.3.7. Give details of various academic and administrative bodies that have student representatives on them. Provide details of their activities.

College believes that students as stakeholders must be represented in all bodies where their representation will be useful in enhancing the quality of services provided. They are represented in the Library Committee, Anti-Sexual Harassment Cell, and Anti-Ragging Committee, IQAC, Magazine Committee and Equal Opportunity Cell. They are informed of the meeting of these bodies and present the student viewpoint which is useful.



CRITERION VI

GOVERNANCE, LEADERSHIP AND MANAGEMENT

The College has inclusive practices which help the institution in the matter of planning human resources, recruitment, training, performance appraisal, financial management and the overall role of leadership in institution building.

6.1. INSTITUTIONAL VISION AND LEADERSHIP

6.1.1. State the Vision and Mission of the College.

The motto of the College is *Fide et Labore* meaning –Faith and Toil”.

The Vision of the College is –Striving for a just, secular, democratic, and economically sound society, which cares for the poor, the oppressed and the marginalized”. This Vision receives further elaboration in our Mission statement which reads:

–St. Joseph’s College seeks to create men and women who will be agents of change, committed to the creation of a society that is just, secular and democratic. The education we offer is therefore, oriented towards enabling our students to strive for both academic and human excellence. The College pursues academic excellence by providing a learning environment that constantly challenges the students and supports the ethic of intellectual curiosity and ceaseless enquiry. We promote human excellence through courses and activities that help students achieve personal integrity and conscientise them to injustice prevalent in society”.

Each department of the College has a Vision and a Mission statement which emerges from the commitment of the College towards quality in higher education.

6.1.2. Does the mission statement define the College’s distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, College’s traditions and value Orientations, vision for the future, etc.?

Yes, the Mission statement of the College defines its characteristics.

St. Joseph’s College, founded in 1882, is a minority Roman Catholic institution, run by Jesuits with a reputation for academic excellence driven by social concern. Today the College is a multi-cultural and cosmopolitan institution with a strong determination towards a preferential option for the marginalized. While human excellence is the ultimate goal of the institution, equitable education for the disadvantaged is its commitment.

As an autonomous institution affiliated to Bangalore University, the College has designed its curriculum to meet the objectives as stated in the Mission statement. The institution is committed to developing well-rounded persons capable of critical enquiry and lead social transformation in the specific fields they might choose for themselves. The College is a site where a confluence of ideas and practices furthers national progress and growth.

Experience, analysis and reflection are crucial inputs into the formation of policies in the College, and in accomplishing its Vision. The College looks towards thinking globally in terms of academic quality and excellence. This is articulated through the Vision statements of different departments of the College. The College formulates

action plans through the lens of the 5Cs of quality – Competence, Compassion, Creativity, Conscience, and Commitment.

6.1.3. How is the leadership involved in

*** ensuring the organization's management system development, implementation and continuous improvement**

The College has constituted a well-structured administrative system. The leadership of the College believes in delegated responsibilities. The Principal, the Rector and the Governing Body, in discussion with the Staff Council, create and define the policies that the College adopts and promotes. The powers and duties of administration have been entrusted to the teachers who are competent to assist in the everyday working of the College. The HODs are tasked with promoting academic excellence in their areas under the aegis of the Deans. The College is marked with a hierarchal structure with delegated responsibility among its stakeholders. The Principal who is the nominee of the Management i.e. the Bangalore Jesuit Education Society, is the academic director and the executive authority of the college. He supervises all academic programs of the college and keeps the management informed of all matters of general and financial administration. He represents the college in all academic institutions like the University Grants Commission, the Government, the university and others. The Principal in consultation with the Governing body, Academic council and Staff council designs and implements policies for the academic and administrative growth of the college keeping in mind the reforms taking place in the higher education system.

The College leadership ensures a system of continued excellence among its members through regular training, and ongoing formation to manage human and material resources. Every member of this Jesuit institution is expected to undergo training in JESCOL program.

There are other training programs that are organized and run with the help of experts as well. These are geared towards grooming staff to reach out to different sections of the college and ensure that educational ideals and goals are set.

*** Interaction with stakeholders**

Decision making by the College leadership is consultative, and the decision making bodies are present at various levels of the College Administrative structure. These include Internal Quality Assurance Cell (IQAC), Student Council, Class Mentors, Departments, Staff Council, Academic Council, Governing Council and Management. Consultations are also carried out with alumni and Parent-Teacher Association. This ensures that the leadership is in constant interaction with stakeholders.

*** Reinforcing a culture of excellence**

The College practices *Magis*, which means 'to do more/better', and strives to excel in all areas of holistic education. The leadership and the organizational structure of the College ensure that excellence is not only achieved but also set higher goals of excellence.

- Deans and Heads of Departments (HODs) reinforce the culture of academic excellence by extending support and inspiration to students and teachers. Each Department, under the leadership of HOD, reinvents its pedagogic practices, organizes training programs regularly and encourages teachers to participate in

workshops, seminars and conferences. It finds means to improve academic output through student and faculty research.

- The extension activity bodies, HRD programs, theology and Campus Ministry promote human excellence.

*** Identifying needs and championing organizational development (OD)?**

College is sensitive to the changing needs of the student body, the teaching faculty and the society at large. Often these perceived changes are debated and accommodated in the College culture wherever possible and desirable thus making the College a micro representation of the society in many ways. This kind of adaptation has helped the College to go through organizational development in a more inclusive and balanced manner.

The needs of the departments are heard and their requirements are met by the management in the best possible manner. Timely support is offered by the management whenever necessary.

6.1.4. Were any of the senior leadership positions of the College vacant for more than a year? If so, indicate the reasons.

None of the senior leadership positions in the College was vacant any time during the period under review.

6.1.5. Does the College ensure that all positions in its various statutory bodies are filled and conduct of meetings at the stipulated intervals?

Yes, all positions in various statutory bodies are filled and meetings are conducted according to schedule at stipulated intervals.

6.1.6. Does the College promote a culture of participative management? If yes, indicate the levels of participative management.

A culture of participative management is fostered by a wide variety of initiatives. Often this participative management is achieved through regular Staff Council meetings and departmental meetings. These meetings are consultative in nature and enable appropriate decision-making. The views and suggestions of the respective stakeholders are taken into consideration before decisions are reached. A departmental meeting with the Principal every year and _tea with the management' every semester also assist in this inclusive process of participative leadership and management.

6.1.7. Give details of the academic and administrative leadership provided by the University to the College?

Bangalore University involves itself in the creation and review of syllabi and examinations. A university nominee from the relevant department is usually appointed to the BOS of different departments of the College. The Governing Council

of the College also has representatives from Bangalore University. In addition, a Local Inspection Committee (LIC) of the university visits once a year and makes suggestions and recommendations to improve academic and administrative aspects.

6.1.8. How does the College groom the leadership at various levels?

- The College conducts regular faculty development and formation programs for its leaders, staff, and its students. Through its Immersion, JESCOL and other staff training programs held annually for young teachers, the College develops leadership skills among its staff.
- In order to promote leadership skills and motivation among staff, talks and programs by experts are held regularly. Chris Lowney, a leading corporate trainer from the US, conducted a two-day workshop on Heroic Leadership based on Ignatian Pedagogy for teaching and non-teaching staff in 2013.
- In 2016, a three-day workshop was organized for the new teachers on Seven Habits of Highly Effective People with the objective of inculcating personal leadership skills. program on leadership and team management was conducted by Prof. Mathew Manimala of IIM, Bangalore in March 2017.
- Potential leaders among staff are identified by the College and nurtured to promote their optimal growth. Various departmental associations and clubs in the College create opportunities for the staff and students to develop and nurture their leadership skills.

6.1.9. Has the College evolved any strategy for knowledge management? If yes, give details.

St. Joseph's College promotes knowledge enhancement among staff and students. The institution regularly foregrounds and recognizes the varied academic contributions of the staff and students. These are seen as integral to the building of knowledge on campus. The College actively encourages the publication of quality research work. It had organized two lectures during the past four years on Intellectual Property Rights with special emphasis on plagiarism to highlight its menace. Students are made aware of the ethical issues concerning plagiarism.

6.1.10. How are the following values reflected in various functions of the College?

***Contributing to national development**

- The College is committed to human excellence. Values of social justice, equality, fraternity, freedom and inclusiveness are cultivated among its staff and students through various activities on and off campus through training and academic programs. This creates students who are sensitive and sensitized to the current socio-political realities of the nation. This awareness will create students with deep social concern who are change-makers and nation-builders.
- Students and staff are encouraged to conduct research, focused on problems faced by the city, the state, and the nation.
- Students participate in public rallies and organize public awareness programs.

***Fostering global competencies among students**

- The curriculum, constantly upgraded to keep it on par with international standards, is one of the most important ways of fostering global competencies.
- Regular assessment of existing evaluation practices are benchmarked to the best in global standards.
- Teachers and students visit different colleges and universities both nationally as well as internationally to present papers, and/or give talks.
- International industrial visits and study tours are organized. Students worked with refugees and other such marginalized sections in Sri Lanka. A few students visited Malaysia to interact with both experts and students on questions of finance and trade. Some students also visited countries like Netherlands and Belgium for student exchange programs and to be involved in social action. These visits are undertaken to upgrade both intellectual and social competencies to meet global standards.
- Students are provided with regular opportunities to develop leadership skills, interpersonal, self-management and teamwork skills in order to foster global competence.

***Inculcating a value system among students**

- Values are inculcated through Human Resource Development programs conducted in the College and this is augmented by a variety of action programs under the aegis of the extension activity entities such as Joseph's Outreach Centre, NSS, NCC, CSA, etc.
- The 5Cs are reflected in all policies and actions undertaken. They ensure that moral and social ethics are fostered in students. These involve the formation of 'Conscience' for the development of a code of moral values, 'Compassion' to ensure that social ethics are fostered, 'Competence' to develop intellectual faculties, 'Creativity' to encourage research in the College, and 'Commitment' to ensure that students work hard towards quality knowledge development and academics.

***Promoting use of technology**

- Use of technology particularly ICT, in teaching-learning processes has become a common practice on campus.
- MOODLE and MOOCs are used by some teachers.
- The use of Knowledge Pro has enabled efficient management of student database. It also helps in the overall evaluation system. All student feedback is collected and organized through Knowledge Pro.
- In many of our courses, the daily classroom activity employs technology that ranges from the use of specialized software to live online resources.

***Quest for excellence:**

- The College strives to improve the quality of all the services it renders by conscious reflection and discussion. It is constantly involved in re-setting its goals to reaching higher standards.
- It is committed to monitor quality assurance through its structural arrangements. The IQAC is constantly engaged in collecting information regarding quality, detecting quality challenges and making suitable recommendations, whenever required. SWOC analysis of each department is carried out every year.
- The staff and leadership are constantly engaged in innovating measures which improve the quality of life on campus.

6.1.11. Give details of the UGC autonomous review committee's recommendations and its compliance.

- The College had completed ten years of autonomy and was due for the extension of autonomy in July 2015.
- The autonomy report was submitted on time. Two visits took place in 2016: a Bangalore University team, followed by a UGC team.
- The teams were pleased with the progress made by the College in pursuing academic autonomy.
- They have extended the autonomous status for another term.
- The following suggestions were made (action taken indicated in brackets):
 - Prepare a calendar of meetings for various bodies to ensure timely implementation of suggestions. (Already in place)
 - Academic and teacher performance to be evaluated by an external agency. (done once in 2014 through LIBA)
 - Give greater representation to external examiners. (Already in place)
 - Appointment of faculty and admission of students to follow reservation policy. (Already in place—College follows norms pertaining minority institutions)
 - Vacant teaching posts need to be filled. (Government action required)
 - UGC scales need to be extended to management staff. (Extended to faculty with NET/K-SET)
 - Major and subsidiary option to be offered under CBCS. (CBCS introduced in 2016-17)
 - Postgraduate courses to have specialization. (Most courses already have such options)
 - Nomenclature of degrees and course content to be according to UGC norms. (Implemented accordingly in course titles for BVA and M.A. Communications)
 - Internships to make students more employable. (Already in place)
 - Greater access to journals. (INFLIBNET in place, and JSTOR introduced in 2016)
 - Grievance Cell to be strengthened. (Already in place, efforts are being made)
 - Students from rural areas to be admitted. (Granted as per applications received)
 - College should function within its territorial jurisdiction and give an undertaking that teachers will discontinue guiding students from other universities. (Compliance ensured)

6.2. Strategy Development and Deployment

The College has continuously striven to provide quality and inclusive education with the help of its stakeholders. This has often required strategic planning in different spheres of the College activities. Given the increasing demand for quality education and the College's commitment to the marginalized, complex strategic planning that will be both inclusive and equitable is necessary. From infrastructural planning through to academic delivery the College is in the constant process of evolving new and effective strategies to meet the challenges of classroom and laboratory space, academic infrastructure and library needs. Strategies for empowering students from

the marginalized sections to achieve parity with others are also being constantly developed.

- The College has organized a functioning academic structure that actively coordinates the policies and programs of the institution.
- It has expanded its academic programs beyond the classroom into certificate courses.
- It plans to offer add-on diploma courses in the near future.
- It has enhanced its outreach programs to include many more community-based activities.
- Bridge courses/remedial programs are held regularly to enable students from the marginalized sections.

6.2.1. Does the College have a Perspective Plan for development? If so, give the aspects considered in development of policy and strategy.

Yes, the College has a Perspective Plan for development which is dynamic and evolves with time.

***Teaching & Learning–**

- The College plans to transform itself from a teaching centre into a learning centre where research becomes the focal point around which quality learning will emerge.
- It also looks towards becoming a leader in providing quality and inclusive education focusing on developing the latest and most relevant courses with appropriate use of technology, while maintaining a firm commitment to the Vision and Mission of the College in creating men and women for others.
- It has started the process of applying for the status of a University so as to obtain greater autonomy to fully realize its potential.

***Research & Development –**

- The College has a stated research policy.
- It seeks to encourage research among its newly recruited teachers so that they may be integrated into the already existing research culture.
- A few more departments have applied to become research centres with the aim to increase the quantum of research.
- The research committee plans to offer a ‘sabbatical’ for teachers to pursue research.
- The research corpus which has been granted by the management is utilized to allocate seed money for research-worthy proposals submitted by young researchers.
- Teachers are encouraged to engage in research by way of concessions such as reduction in teaching hours, and exemption from invigilation and other routine functions.
- The new recruitment/promotion policy document specifies a number of incentives for teachers involved in quality research.

***Community Engagement –**

- The Joseph's Outreach Centre was set up to enhance the extension activities and community development. It aims to produce knowledge, skills and attitudes necessary for developing social concern.
- A research and community centre has been established in Solur to adopt 15 villages to engage in community development.
- The College plans to adopt a Panchayat.
- It plans to enhance the ongoing engagement with government schools by providing pedagogic support in order to minimize the dropout rate.
- Plans are on to bring together the various entities such as Joseph's Outreach Centre, NSS, NCC, CSC, CSA, Department of Social Work and other individual departments.

***Human Resource Planning & Development–**

- The College provides continuous training to its staff to become competent teachers with necessary soft skills to mentor students effectively.
- The new recruitment policy helps identify teachers with aptitude for academics and attitudes that match with the Mission of the College.
- Human Resource Planning is being worked out in a systematic way keeping in mind the challenges, related to the superannuation of senior staff, the freezing of grant-in aid recruitment and the arrival of self-financed courses.
- The new recruitment/promotion policy matches staff expectations, particularly with regard to salary-structure, tenure-approvals and promotions.

***Industry Interaction –**

- Through our BOS and Academic Council, we engage with local industries which have opened up avenues of collaboration.
- This engagement has resulted in a few fruitful collaborations. For example, TCS, under its Corporate Social Responsibility program, has initiated a postgraduate course in Big Data Analytics and an industry-integrated B. Com. course.
- TCS has committed to a grant of Rs. 1,00,00,000 to the College for setting up laboratory and videoconferencing facilities in addition to payment of staff salaries for two years.
- The College is looking to co-opt Industry into collaborating with the College in meaningful community development programs.
- The inculcation of values within students is aimed at creating industry leaders of tomorrow who are deeply concerned and actively engaged with the social issues of the day.

***Internationalization –**

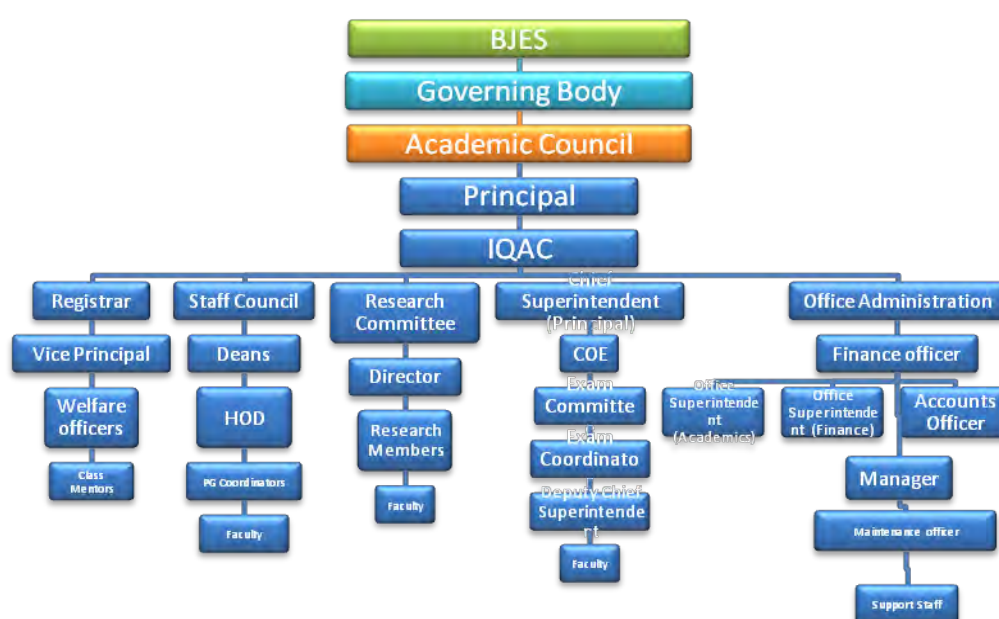
Education has always been international even before the advent of globalization. St. Joseph's College has always benchmarked itself with universities of international repute both at home and abroad. Therefore, the College has sought to remain on par with international standards despite local constraints. In a truly global system, the College proposes to be a world class institution. As a part of this process:

- MoUs with universities abroad have been signed in order to share academic resources, including student and faculty exchange programs and experiential learning exercises.
- A few of these MoUs are operational and more are being sought.

6.2.2. Enunciate the internal organizational structure of the College for decision making processes and their effectiveness.

The College is governed by the President of the Bangalore Jesuit Educational Society (BJES). The Principal, who is the executive head, manages day-to-day working of the College with the assistance of a number of officials. The College has a Registrar for general administration. There are three Vice Principals, one each for Social Sciences, Sciences and for the postgraduate sections. The Vice Principals are assisted by eight Welfare Officers, two each for the Social Sciences, Physical Sciences, Natural Sciences and Professional Courses respectively. Among the eight, four are women who address the needs of women students. The Welfare Officers are further assisted by Class Mentors with one mentor assigned for about forty students. The IQAC is the central body which assists the College on all matters pertaining to quality on campus. The College has five Deans, one each for Social Sciences, Natural Sciences, Physical Sciences, Commerce and Languages who maintain and monitor the academic processes. The Deans also coordinate the academic, co-curricular and evaluation activities of the departments in the College under their deanery. The office of the COE coordinates with the Deans. Each department is headed by the Head of the Department who is assisted by a PG Coordinator in the postgraduate section. The College has a Research Committee. The Research Committee discusses the research expectations of the Institution, suggests different possibilities, evaluates research worthy projects for funding, organises periodic research-training programs. Besides this set of College officials, there are several other statutory bodies which look into other specific areas of administration. The College has Grievance Cells, one each for teachers and students. It has an Examination Committee to discuss issues related to evaluation and suggest changes whenever necessary. It has an Anti-Ragging Cell, an Equal Opportunity Cell, an Anti-sexual Harassment Cell, a Gender Sensitization Cell and an International Students Centre. **Chart 6.1.** gives the organizational structure of the College.

Chart 6.1. Organizational Flow Chart



6.2.3. Specify how many planned proposals were initiated/implemented, during the last four years. Give details.

The planned programs that were initiated and implemented in the College during the last four years include the following:

- Six undergraduate courses of which three are professional courses and two postgraduate courses were started (**Table 6.1**).
- Industry-institution interaction strengthened through courses offered in collaboration with industries.
- Use of software (Knowledge Pro) for online student attendance, student feedback and evaluation was put in practice.
- Use of biometry for staff attendance.
- Online admission process and library services.
- Infrastructure development in the form of new buildings to house indoor sports and other amenities.
- Online registration for Choice Based Credit Courses.
- Based on the recommendations of Research Committee a system of offering concessions and incentives to teachers involved in research started.
- Applications for Research Centre status for two departments submitted.
- A recruitment/promotion policy document was evolved and it is under consideration for final approval by BJES.

Table 6.1. New Courses Introduced during 2012-16

UG Courses	UG Courses (Professional)	PG Courses
B.A. EJP (English; Journalism & Creative Writing; Psychology)	B. Voc. (Visual Media and Filmmaking)	M. Sc. (Big Data Analytics)
B. A. CPE (Communicative English, Political Science, Economics)	B. Voc. (Digital Media and Animation)	M. Sc. (Mathematics)
B. Com.	B. Com.-BPS (Industry-Integrated)	
B. Sc. CZBT (Chemistry, Zoology, Biotechnology)		

Besides these courses, the college has also introduced new papers in the CBCS scheme in the UG and PG syllabus during this academic year. **Table 1.5** which is presented under Criterion I gives the details of the CBCS papers.

6.2.4. Does the College have a formally stated quality policy? How is it designed, driven, deployed and reviewed?

The College has completed three cycles of NAAC accreditation and today quality is a part of each and every aspect of the College. The quality policy aims at “providing inclusive quality higher education with shared responsibility of all stakeholders”.

Quality issues are debated in departmental level meetings, Staff Council meetings, Academic Council meetings and in Governing Body meetings. Reviews are done on

many of the issues that arise during the course of the year at regular meetings of these bodies.

IQAC was set up in 1998 and has been active since then. Feedback from different stakeholders has been taken and an external review through the Loyola Institute of Business Administration, Chennai was commissioned in 2014.

6.2.5. How does the College ensure that grievances/complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder-relationship?

The College has instituted various Grievance Redressal mechanisms to attend to issues raised by the staff and students. For general grievances the students and staff approach their respective Grievance Cells. For examination related issues, there is a separate Examination Grievance Cell. In addition, ragging and sexual harassment related complaints are addressed by the respective Cells. The complaints are heard and decisions arrived at by a time-bound process. An Action Taken Report is filed for each complaint and the same is conveyed to all parties concerned. Grievance/suggestion boxes are placed in all three blocks of the College and the collected grievances/suggestions are attended to.

6.2.6. Does the College have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?

Yes, the College has a student feedback system on three important areas, namely infrastructure and services, library services and teaching-learning. These online feedback systems are well advertised on the College display devices to ensure good participation. A course evaluation is done by students and this has provided important insights into the curriculum, teaching-learning-evaluation systems practised in College.

6.2.7. In what way the affiliating University helped the College to identify the developmental needs of the College?

Bangalore University, which is the affiliating University, has been supportive of the autonomous status bestowed on the College and acknowledges the autonomous functioning of the College by deputing members to BOS, Academic Council and Governing Body. In its periodic LIC visits and the Autonomy Assessment Visit in 2015, the University has identified the strengths and weaknesses of the College and provided meaningful suggestions to improve the functioning of the College.

6.2.8. Does the affiliating university have a functional College Development Council (CDC) or Board of College and University Development (BCUD)? If yes, in what way College is benefitted.

Yes, Bangalore University (Affiliating University) has a functional CDC. The CDC assists in the following:

- Procurement of imported research equipment for College
- Processing and recommending the application for UGC and MHRD schemes for colleges.

6.2.9. How does the College get feedback from non-teaching, teaching, parents and alumni on its functioning and how it is utilized?

College has a feedback mechanism in place. The IQAC conducts an online feedback for alumni. Manual feedback was collected from parents, non-teaching staff, and teachers on the institutional climate. The College also conducted a gender-sensitive context audit. Data generated has been collated, analyzed and the findings shared with the authorities for action.

- Alumni Survey (426 respondents)
- Non-Teaching Staff Feedback (20 respondents)
- Teachers' Feedback (105 respondents)
- Faculty Gender Audit (103 respondents)
- Library services feedback(450 respondents)
- Infrastructure and services (861 respondents)
- Parents (61 respondents)

Many of the suggestions offered through the feedback mechanism were addressed immediately. Some of the implemented suggestions are:

- Increasing Wi-Fi speed
- Setting up laboratories for the Big Data Analytics course
- Setting up a language learning centre, and a materials production centre
- Setting up of more RO purified drinking water units
- A gender sensitization program was organized for the teachers

6.2.10. Does the College encourage autonomy to its academic departments and how does it ensure accountability?

Yes, each department has autonomy in curriculum design, pedagogic practices, conduct of continuous internal assessment, mentoring of students, career guidance, and in organizing academic and co-curricular events. The HOD in consultation with the faculty members conducts an academic audit, identifies shortcomings, if any, in the teaching-learning process and takes up follow-up actions. Each department acts as an independent body and functions within the larger structure of the College.

The HOD ensures that the activities of the department are carried out in accordance with the ethos of the College. The Deans oversee the academic work of the departments under their jurisdiction.

6.2.11. Does the College conduct performance auditing of its various departments?

The system of academic audit has been followed in college and this has ensured that academic work is carried out as planned. A SWOC analysis is carried out by all departments of the College at the beginning of the academic year. Thereafter, plans for the academic year are finalized and the report is shared with the Principal and IQAC. At the end of the first semester, the IQAC seeks reports from the departments for the preparation of the AQAR. The AQAR in effect constitutes the performance auditing of the departments. In addition, at the end of every month, through the work done diary system, HOD of each department monitors the academic work carried out by the faculty. Once in two months, academic performances are discussed in Staff Council meetings. At the end of the year an academic and performance report is

prepared and given to the College Magazine Committee to record all the events of the academic year.

6.3. FACULTY EMPOWERMENT STRATEGIES

6.3.1. What efforts are made by the College to enhance the professional development of teaching and non-teaching staff?

The College encourages the teachers to attend local, state, national and international workshops/seminars/conferences. The College grants on-duty leave for the teachers who participate in such programs. It conducts orientation programs for all newly-recruited teachers at the beginning of the academic year. Periodic training programs in the use of ICT, modern office management, and soft skills are conducted for non-teaching staff. The College encourages its teachers to pursue higher studies. It also encourages the departments to organize conferences and workshops, and to undertake research projects.

6.3.2. What is the outcome of the review of the Performance Appraisal Reports? List the major decisions.

The staff members submit annually the self-appraisal reports to the Principal. The Principal meets faculty for discussion around this appraisal and the student evaluation and provides suggestions for improvements, if required. When the need arises for a special area or concern to be addressed across the teaching community, relevant training programs featuring outside experts are organized. For example, workshops on writing research proposals and thinking beyond evaluations in the classroom have been organized.

6.3.3. What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

The College provides ESI Medical and Provident Fund (PF) facility for all management-paid non-teaching staff, and PF facility for all management-paid teaching staff. The government aided teachers have access to the Staff Welfare Fund and St. Joseph's Staff Cooperative Credit Society. These provide loans to those who need financial help.

6.3.4. What are the measures taken by the College for attracting and retaining eminent faculty?

The College has both government aided and management-paid faculty on its rolls. The aided faculties are governed by norms framed by the Directorate of Collegiate Education, Karnataka, in this regard. The College has a carefully framed recruitment policy which commences with positions being advertised in national dailies. The College management has revised the pay scale for its management staff on par with aided faculty—recruits with NET/K-SET/PhD thus start with the current UGC scales, and may be paid higher starting salaries. Even recruits without these qualifications earn a better package compared to other colleges in Bangalore. About 50% of the staff recruited in the last five years has research degrees.

It is a positive sign that candidates from different states have begun to apply for teaching posts in the College and currently there are 61 teachers from other state universities on the rolls. College has begun promoting research through allocating seed money to motivated teachers and gives freedom to carry out their academic work within the broad guidelines of the College.

The newly proposed recruitment/promotion policy document closely follows UGC's API-based appraisal with provisions for lateral entry into Associate Professor/Professor positions when candidates meet the API requirements. This we believe will attract and retain talent.

6.3.5. Has the College conducted a gender audit during the last four years? If yes, mention a few salient findings.

Yes, the IQAC in consultation with the Gender Sensitization Cell (GSC) conducted a gender audit on campus for its faculty. Analyzed data indicate that, by and large, there have been no major gender-related problems on campus. There has been sufficient inclusiveness in leadership, pay and training parity, and gender neutrality in recruitment. There is however greater need for more affirmative action for women unaided staff who are on probation.

When the audit found that a small percentage (4.8%) reported that they have experienced gender insensitivity in some form on campus, a gender sensitization program was immediately organized. Details provided below.

6.3.6. Does the College conduct any gender sensitization programs for its staff?

Yes, the College has a Gender Sensitization Cell (GSC) and it has conducted gender sensitization programs for both staff and students during 2014-2015 and in 2016. Issues relating to gender discrimination and sexual harassment at the work place were discussed by lawyers and experts in the field.

6.3.7. What is the impact of the University's UGC-Academic Staff College Programs in enhancing competencies of the College faculty?

All aided teachers have to undergo four mandatory training programs, three refresher courses of three-week duration for their promotions, in any one of the UGC Academic staff colleges located in different parts of India. Most of the aided teachers have completed these mandatory programs and only eight members had to undergo such training during the assessment period. These programs are subject specific and has helped in keeping the faculty abreast with the subject.

6.4. FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

6.4.1. What is the institutional mechanism to monitor effective and efficient use of financial resources?

The following are the financial measures undertaken to ensure appropriate use of finances:

- Allocation of funds for various heads of expenditure in the annual budget of the institution.

- Requisitioning the funds required for items of expenditure by a budget every month, from the BJES.
- Apportioning the sanctioned funds for items of expenditure in consultation with and approval of the Principal and the members of the Finance Committee.
- Corporation tax, EPF, professional tax, income tax of government aided staff paid to respective government accounts each month. Service tax, luxury tax deductible wherever applicable, is collected and remitted to respective tax deposits each month through BJES.
- Verification of total amount disbursed against money received from BJES as per the budget allocated.
- Selection of vendors and service providers based on the quotations they furnish. Ensuring minimum three quotations for the same specification of product or work.
- Half-yearly audit of accounts, third-quarter audit by the audit staff deputed by the institutional auditor, undertaken every financial year.
- Good and transparent accounting and audit practices.

6.4.2. Does the College have a mechanism for internal and external audit? Give details.

The College has the following mechanism in place for the past several years:

- For internal audit: two members of BJES, designated as revisers, personally visit and check the financial status and authenticity of accounts. The designated persons- other than members of the college- check the particulars of all cash/bank transactions once in the financial year, for two successive days, as assigned by the Vice President of the BJES.
- The external audit of the College accounts has been entrusted to external chartered accountants who oversee the half-yearly, third-quarter and annual audits and suitably instruct the BJES.

6.4.3. Provide audited income and expenditure statement of academic and administrative activities of the previous four years.

The next section presents the audited income and expenditure statements.

2012-13

ST. JOSEPH'S COLLEGE (UNIT OF BANGALORE JESUIT EDUCATIONAL SOCIETY) MANAGEMENT ACCOUNT RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31st MARCH, 2013							
RECEIPTS			PAYMENTS				
	Sub No	2012-13 ₹	2011-12 ₹		Sub No	2012-13 ₹	2011-12 ₹
To Opening Balances:	1	-	-	By Expenses Towards Specific Fees	13	51,16,339.00	34,59,722.00
Cash in Hand		-	-	By Salaries And Allowances	14	2,36,81,705.00	1,74,67,719.00
Balances With Banks		13,20,607.29	9,32,469.89	By Administrative Expenses	15	29,67,393.76	26,81,474.50
Sub Total		13,20,607.29	9,32,469.89	By Donations And Contributions	16	19,50,425.00	21,85,686.00
To Fees From Students	2	7,10,24,679.00	6,47,33,019.00	By Repairs And Maintenance	17	66,17,615.00	47,26,773.00
To Donations & Grants	3	1,45,000.00	3,11,760.00	By Other Expenses	18	24,10,501.00	20,15,843.00
To Investment Income	4	18,23,944.10	2,33,337.90	By Specific earmarked Funds	19	7,82,916.00	6,14,016.00
To Rental And Other Income	5	63,05,600.00	57,17,738.00	By Salary Deductions & Remittances	20	14,31,202.00	9,56,294.00
To Specific Earmarked Funds	6	-	-	By Current Liabilities	21	82,000.00	1,13,070.00
To Salary Deductions & Remittances	7	15,45,627.00	11,03,964.00	By Investments	22	1,79,28,461.00	1,10,15,815.00
To Current Liabilities	8	14,14,003.00	8,23,493.00	By Current Assets	23	8,11,93,984.00	3,06,60,273.00
To Investments	9	61,20,869.00	1,24,201.00	By Fixed Assets	24	9,35,53,390.00	7,58,24,000.00
To Current Assets	10	2,15,13,093.00	72,29,179.00	By Interest Transfers		-	-
To Fixed Assets	11	92,20,090.00	-	Sub Total		23,77,15,931.76	15,17,00,687.50
To Inter unit Transfers	12	11,77,06,654.00	7,18,02,133.00	By Closing Balances:	25	-	-
Sub Total		23,68,19,419.10	15,20,88,824.90	Cash in Hand		-	-
				Balances With Banks		4,24,094.63	13,20,607.29
				Sub Total		4,24,094.63	13,20,607.29
TOTAL		23,81,40,026.39	15,30,21,294.79	TOTAL		23,81,40,026.39	15,30,21,294.79

Report: We hereby certify that the Receipts and Payments Account for the year ended 31st March, 2013 represents a True and Fair view of transactions for the year. The same is verified by us and found correct.

For St. JOSEPH'S COLLEGE

Authorized Signatory
Principal
St. Joseph's College (Autonomous)
Place: Bangalore
Date: 14 JUL 2013

As per our report of even date
FOR SRIRAMU NAIDU & CO.
Chartered Accountants
FRN: 008976
C.A. Srirangulu Naidu
Partner
Membership No.018244

BANGALORE
Chartered Accountants

2013-14

ST. JOSEPH'S COLLEGE (UNIT OF BANGALORE JESUIT EDUCATIONAL SOCIETY) MANAGEMENT ACCOUNT RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31st MARCH, 2014									
RECEIPTS		Sch No	2013-14	2012-13	PAYMENTS		Sch No	2013-14	2012-13
			₹	₹				₹	₹
To Opening Balances:		1			By Expenses Towards Specific Fees		13	62,35,525.00	51,16,339.00
Cash in Hand			-	-	By Salaries And Allowances		14	3,08,17,813.00	2,36,81,705.00
Balances With Banks			4,24,094.63	13,20,607.29	By Administrative Expenses		15	59,64,585.88	29,67,393.76
	Sub Total		4,24,094.63	13,20,607.29	By Donations And Contributions		16	29,47,700.00	19,50,425.00
To Fees From Students		2	8,78,03,472.00	7,10,24,679.00	By Repairs And Maintenance		17	1,13,75,083.00	66,17,615.00
To Donations & Grants		3	2,40,000.00	1,45,000.00	By Other Expenses		18	30,03,416.00	24,10,501.00
To Investment Income		4	3,88,642.38	18,23,944.10	By Specific Earmarked Funds			-	-
To Rental And Other Income		5	67,08,387.00	63,05,600.00	By Salary Deductions & Remittances		19	9,77,113.00	7,82,916.00
To Specific Earmarked Funds		6	-	-	By Current Liabilities		20	20,51,118.00	14,31,202.00
To Salary Deductions & Remittances		7	16,44,947.00	15,45,627.00	By Investments		21	-	82,000.00
To Current Liabilities		8	20,76,118.00	14,14,003.00	By Current Assets		22	1,19,25,337.00	1,79,28,461.00
To Investments		9	6,57,000.00	61,20,869.00	By Fixed Assets		23	8,73,89,561.00	8,11,93,984.00
To Current Assets		10	1,60,35,621.55	2,15,13,093.00	By Interunit Transfers		24	10,04,81,000.00	9,35,53,390.00
To Fixed Assets		11	35,00,000.00	92,20,000.00		Sub Total		26,31,68,251.88	23,77,15,931.76
To Inter unit Transfers		12	14,61,84,999.00	11,77,06,604.00	By Closing Balances:		25		
	Sub Total		26,52,39,186.93	23,68,19,419.10	Cash in Hand			-	-
					Balances With Banks			24,95,029.68	4,24,094.63
						Sub Total		24,95,029.68	4,24,094.63
TOTAL			26,56,63,281.56	23,81,40,026.39	TOTAL			26,56,63,281.56	23,81,40,026.39

Report: We hereby certify that the Receipts and Payments Account for the year ended 31st March, 2014 represents a True and Fair view of transactions for the year. The same is verified by us and found correct.

For ST. JOSEPH'S COLLEGE

As per our report of even date
FOR SRIRAMULU NAIDU & CO.
Chartered Accountants
FRN: 0089755

CA. Sriramulu Naidu
Partner
Membership No.018244

Place: Bangalore
Date: 22 Jul 2015

St. Joseph's College (Autonomous)
P. Box 27094, BENGALURU-560 027

2014-15

ST. JOSEPH'S COLLEGE (UNIT OF BANGALORE JESUIT EDUCATIONAL SOCIETY) MANAGEMENT ACCOUNT RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31st MARCH, 2015									
RECEIPTS		Sch No	2014-15	2013-14	PAYMENTS		Sch No	2014-15	2013-14
			₹	₹				₹	₹
To Opening Balances:		1			By Expenses Towards Specific Fees		12	1,09,62,003.00	62,35,525.00
Cash in Hand			-	-	By Salaries And Allowances		13	4,37,35,205.00	3,08,17,813.00
Balances With Banks			24,95,029.68	4,24,094.63	By Administrative Expenses		14	36,48,862.10	59,64,585.88
	Sub Total		24,95,029.68	4,24,094.63	By Donations And Contributions		15	2,55,000.00	29,47,700.00
To Fees From Students		2	10,66,36,445.00	8,78,03,472.00	By Repairs And Maintenance		16	68,11,401.00	1,13,75,083.00
To Donations & Grants		3	2,55,000.00	2,40,000.00	By Other Expenses		17	64,46,126.00	30,03,416.00
To Investment Income		4	3,98,965.99	3,88,642.38	By Specific Earmarked Funds			-	-
To Rental And Other Income		5	91,76,215.84	67,08,387.00	By Salary Deductions & Remittances		18	20,53,820.00	9,77,113.00
To Specific Earmarked Funds		6	-	-	By Current Liabilities		19	16,26,970.00	20,51,118.00
To Salary Deductions & Remittances		7	21,89,930.00	16,44,947.00	By Investments		20	-	-
To Current Liabilities		8	16,26,970.00	20,76,118.00	By Current Assets		21	2,57,29,411.36	1,19,25,337.00
To Investments		9	-	6,57,000.00	By Fixed Assets		22	1,56,08,551.00	8,73,89,561.00
To Current Assets		10	2,47,22,835.81	1,60,35,621.55	By Interunit Transfers		22	13,89,53,034.00	10,04,81,000.00
To Fixed Assets		11	13,15,040.00	35,00,000.00		Sub Total		25,58,30,383.46	26,31,68,251.88
To Inter unit Transfers			11,18,84,979.00	14,61,84,999.00	By Closing Balances:		23		
	Sub Total		25,82,06,381.64	26,52,39,186.93	Cash in Hand			-	-
					Balances With Banks			48,71,027.86	24,95,029.68
						Sub Total		48,71,027.86	24,95,029.68
TOTAL			26,07,01,411.32	26,56,63,281.56	TOTAL			26,07,01,411.32	26,56,63,281.56

Report: We hereby certify that the Receipts and Payments Account for the year ended 31st March, 2015 represents a True and Fair view of transactions for the year. The same is verified by us and found correct.

For ST. JOSEPH'S COLLEGE

As per our report of even date
FOR SRIRAMULU NAIDU & CO.
Chartered Accountants
FRN: 0089755

CA. Sriramulu Naidu
Partner
Membership No.018244

Place: Bangalore
Date: 22 Jul 2015

St. Joseph's College (Autonomous)
P. Box 27094, BENGALURU-560 027

2015-16

ST. JOSEPH'S COLLEGE (UNIT OF BANGALORE JESUIT EDUCATIONAL SOCIETY) MANAGEMENT ACCOUNT							
RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31st MARCH, 2016							
RECEIPTS	Sch No	2015-16 ₹	2014-15 ₹	PAYMENTS	Sch No	2015-16 ₹	2014-15 ₹
To Opening Balances:	1	-	-	By Expenses Towards Specific Fees	10	1,03,01,575.00	1,09,62,003.00
Cash in Hand				By Salaries And Allowances	11	6,13,81,371.00	4,37,35,205.00
Balances With Banks		48,71,027.86	24,95,029.68	By Administrative Expenses	12	58,24,890.18	36,48,862.10
	Sub Total	48,71,027.86	24,95,029.68	By Donations And Contributions	13	2,65,000.00	2,53,000.00
To Fees from Students	2	13,76,53,707.00	10,66,36,445.00	By Repairs And Maintenance	14	45,10,735.00	68,11,401.00
To Donations & Grants	3	3,99,917.00	2,55,000.00	By Other Expenses	15	79,02,917.00	64,46,126.00
To Investment Income	4	3,14,732.00	3,98,963.99	By Salary Deductions & Remittances	16	32,46,808.00	20,31,820.00
To Rental And Other Income	5	1,24,00,209.97	91,76,215.84	By Current Liabilities	17	36,18,121.00	62,26,970.00
To Salary Deductions & Remittances	6	33,04,439.00	21,89,930.00	By Current Assets	18	97,17,247.20	2,70,44,451.36
To Current Liabilities	7	23,94,529.00	16,26,970.00	By Fixed Assets	19	1,42,60,116.00	1,42,93,511.00
To Current Assets	8	1,11,63,054.20	2,60,37,875.81	By Interest Transfers	20	15,82,90,000.00	13,43,53,034.00
To Interest Transfers	9	10,93,36,035.00	11,18,84,979.00	By Fixed Deposit	21	7,634.00	-
					Sub Total	27,93,26,414.38	25,58,30,383.46
		27,71,66,623.17	25,82,06,381.64	By Closing Balances:	22	-	-
				Cash in Hand		27,11,236.65	48,71,027.86
				Balances With Banks		27,11,236.65	48,71,027.86
					Sub Total	27,11,236.65	48,71,027.86
TOTAL		28,20,37,651.03	26,07,01,411.32	TOTAL		28,20,37,651.03	26,07,01,411.32


Report: We hereby certify that the Receipts and Payments Account for the year ended 31st March, 2016 represents a True and Fair view of transactions for the year. The same is verified by us and found correct.

For MANAGEMENT ACCOUNT

Dr. Joseph's College
P.A. Authorized Signatory - 000 000

Place: Bangalore
Date: 20 JUL 2016

As per our report of even date
FOR SRIRAMULU NAIDU & CO.
Chartered accountants
FRN: 000775



CA. Sriramulu Naidu
Partner
Membership No.018244

6.4.4. Have the accounts been audited regularly? What are the major audit objections and how are they complied with?

The accounts have been audited regularly. There have been no major audit objections so far.

6.4.5 Narrate the efforts taken by the College for resource mobilization.

The College gets its resources mainly from various student fees collected during the academic year. In addition, the Institution mobilizes income through sponsors and donors who come forward during intercollegiate events such as Exodus and Visages/Nirvaan. Many certificate courses, seminars and workshops are organized by various departments which also generate income through sponsors and registration. Research projects also generate funds for the College. For several years now, the College has rented out its classrooms and playground after hours, and on holidays. The canteen and parking lot in the campus also generate a steady income for the Institution. In 2014, a new auditorium was constructed to meet the needs of the Institution. This is rented out to others when it is not used by the College, which has resulted in substantial income. The details of the income generated from various sources for the previous four years are given below:

2012-13

Chemistry Credit Course	20,126.00
Foundation Course Fees	-
HRD Course	-
Bangalore University - Applications	595.00
Certificate Fees	3,02,283.00
Challenge Valuation	-
Duplicate College ID Card Charges	38,850.00
Fine Collection - Hall Ticket	-
Marks Card Correction	13,570.00
Migration Fees	-
Provisional Degree Certificate	1,200.00
Transcript Fees	54,700.00
Verification Fees	29,300.00
Fines	
Fine - Collection	1,13,552.00
Fine Collection- Library Dues	26,971.00
Fine Collections- Breakages	79,680.00
Registration Fees	8,100.00
Certificate Course	31,000.00
Exam & Re-Examination Fees	3,62,350.00
Fees Collections	6,82,23,927.00
Honours Course Fees	12,94,750.00
Re-Admission Fees	3,36,575.00
Revaluation Fees	87,150.00
Total	7,10,24,679.00

2013-14

Chemistry Credit Course	32,451.00
Foundation Course Fees	10,000.00
Bangalore University - Applications	-
Certificate Fees	3,16,329.00
Sports Fees	10,100.00
Duplicate College ID Card Charges	86,560.00
Fine Collection - Hall Ticket	2,745.00
Marks Card Correction	4,560.00
Computer Course/ Exam Fee	12,400.00
Provisional Degree Certificate	24,650.00
Retotalling Fees	200.00
Transcript Fees	1,52,000.00
Verification Fees	45,613.00
Mathematics Workshop	500.00
Fines	
Fine - Collection	59,770.00
Fine Collection- Library Dues	28,170.00
Fine Collections- Breakages	17,948.00
Registration Fees	43,603.00
Certificate Course	-
Exam & Re-Examination Fees	7,12,680.00
Fees Collections	8,39,32,793.00
Honours Course Fees	19,05,500.00
Re-Admission Fees	3,36,400.00
Revaluation Fees	68,500.00
Total	8,78,03,472.00

2014-15

Income From Holding Events	
Exodus - 2012	-
Exodus - 2013	11,100.00
Social Zest - Receipts	-
Visages - 2013 Receipts	-
Physics Workshop	-
Income From Sale of Items	
Application Fee	9,35,900.00
Application Fee 2014-15	73,850.00
Application Fees - Internet	3,15,150.00
Application Honours Course	34,750.00
Miscellaneous Income	86,694.00
Overheads Income	-
Rental Income	
Canteen Rent	2,43,000.00
Class Room Establishment Receipts	19,13,084.00
Ground Rent	8,65,000.00
Ground Income Others	40,500.00
Studio Establishment Receipts	4,000.00
Library Xerox	31,995.00
Library Xerox - PG	8,495.00
Convocation Fees	11,21,250.00
Mid Day Meals - Receipts	-
Parking Collection	11,800.00
Retreat/seminar/workshop- Receipts	35,900.00
Sponsorships Receipts	9,17,000.00
Salary Deduction	58,919.00
Total	67,08,387.00

2015-16

Chemistry Credit Course	35,182.00
Foundation Course Fees	46,150.00
Certificate Fees	12,84,048.00
Sports Fees	-
Duplicate College ID Card Charges	1,02,280.00
Fine Collection - Hall Ticket	-
Marks Card Correction	2,100.00
Computer Course/ Exam Fee	-
Provisional Degree Certificate	-
Retotalling Fees	100.00
Transcript Fees	1,40,860.00
Verification Fees	92,700.00
Mathematics Workshop	-
Fines	
Fine - Collection	39,915.00
Fine Collection- Library Dues	29,844.00
Fine Collections- Breakages	16,076.00
Registration Fees	75,905.00
Migration Fees	1,750.00
Exam & Re-Examination Fees	10,43,505.00
Fees Collections	9,02,16,050.00
Honours Course Fees	21,75,200.00
Re-Admission Fees	3,04,930.00
Revaluation Fees	73,850.00
Eligibility	58,57,000.00
Languages Fees Collection	50,99,000.00
Total	10,66,36,445.00

Income From Holding Events	
Exodus - 2012	-
Exodus - 2013	-
Income From Sale of Items	
Application Fee	-
Application Fee 2014-15	9,32,942.46
Application Fee 2015-16	3,09,147.38
Application Fees - Internet	-
Application Honours Course	29,250.00
Miscellaneous Income	1,53,117.00
Overheads Income	2,13,200.00
Rental Income	
Canteen Rent	3,13,000.00
Class Room Establishment Receipts	5,47,631.00
Auditorium Establishment Receipts	35,77,000.00
Ground Rent	3,85,000.00
Ground Income Others	21,500.00
Studio Establishment Receipts	13,000.00
Library Xerox	17,828.00
Library Xerox - PG	7,705.00
Convocation Fees	11,73,045.00
Parking Collection	1,65,000.00
Retreat/seminar/workshop- Receipts	2,63,100.00
Sponsorships Receipts	6,17,000.00
Salary Deduction	-
NSS Income	1,26,500.00
HRD Course/Outreach Programme	3,11,250.00
Total	91,76,215.84

2015-16

Chemistry Credit Course	36,007.00
Foundation Course Fees	24,750.00
Certificate Fees	14,89,160.00
Duplicate College ID Card Charges	1,04,760.00
Marks Card Correction	2,200.00
Retotalling Fees	1,000.00
Transcript Fees	16,200.00
Verification Fees	90,000.00
Fines	
Fine - Collection	62,035.00
Fine Collection- Library Dues	70,621.00
Fine Collections- Breakages	88,409.00
Registration Fees	1,500.00
Migration Fees	-
Exam & Re-Examination Fees	15,64,370.00
Fees Collections	11,84,03,000.00
Honours Course Fees	24,48,300.00
Re-Admission Fees	3,38,395.00
Revaluation Fees	81,000.00
Eligibility	69,64,000.00
Languages Fees Collection	58,68,000.00
Total	13,76,53,707.00

Income From Holding Events	
Exodus - Receipts	1,33,300.00
Income From Sale of Items	
Application Fee 2014-15	-
Application Fee 2015-16	15,77,796.38
Application Fee 2016-17	2,55,041.64
Application Honours Course	-
Miscellaneous Income	1,76,072.00
Overheads Income	59,550.00
Rental Income	
Canteen Rent	3,20,000.00
Class Room Establishment Receipts	11,85,634.00
Auditorium Establishment Receipts	40,08,226.00
Ground Rent	6,88,200.00
Ground Income Others	20,000.00
Other Income	
Studio Establishment Receipts	-
Library Xerox	11,593.00
Library Xerox - PG	2,428.00
Convocation Fees	19,19,350.00
Parking Collection	1,10,530.00
Retreat/seminar/workshop- Receipts	4,58,529.00
Sponsorships Receipts	4,00,700.00
Mid Day Meals-Receipts	5,58,100.00
NSS Income	4,24,260.00
HRD Course/Outreach Programme	90,900.00
Total	1,24,00,209.97

6.4.6. Is there any provision for the College to maintain the „corpus fund“? If yes, give details.

The income that is generated every year by the Institution is used up for maintaining the building and other infrastructure. The fund is also used for the payment of staff salaries. Therefore, there has been no provision for the College to maintain a corpus fund.

6.5. INTERNAL QUALITY ASSURANCE SYSTEM (IQAS)

6.5.1. Does the College conduct an academic audit of its departments? If yes, give details.

The College has a robust system of conducting academic audit and such audits are conducted at various levels and at various intervals. At the end of every month, through Work Done Diary System, HOD monitors the academic work carried out by the teachers of the department. Mid- and End-semester academic audits are carried out by the Staff Council. At the end of the semester, the COE's office prepares a consolidated academic audit with two components—the number of classes held, and the examination results of each department and pass percentage of students.

Internal audit also ensures that each department conducts its BOS annually. All BOS deliberations are forwarded to the Academic Council for discussion and approval. The Academic Report based on the audit is then presented at the Academic Council meeting for deliberation.

6.5.2. Based on the recommendations of academic audit what specific measures have been taken by the College to improve teaching, learning and evaluation?

The suggestions made during the academic audit meetings have been useful to bring about desired quality changes. In case of classes missed, the Principal suggests the number of extra classes that need to be taken. Some of the outcomes have been improvements in the presentations of the syllabi, increased use of ICT/mobile phones in teaching-learning, and creating an effective student mentoring system.

The conduct of examination has been an area which has witnessed continuous improvement like the introduction of Bar-coding for examination papers, online/coded entry of marks, greater transparency in continuous internal assessment, and the working of the Examination Grievance Cell. It has also been helpful in setting up various committees to redress emerging needs of the student body. New regulations have been suggested that would ensure a student-friendly approach to the academic process. Simultaneously, a set of practices to check student laxity have been put in place. Student internships have been promoted. New and relevant courses under CBCS have been put in place.

6.5.3. Is there a central body within the College to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

The central body which continuously reviews the teaching learning process is the Staff Council. This council consists of the Principal, Vice Principals, COE, Deans, HODs, Coordinators of the postgraduate departments, IQAC Coordinator, Research Director of the Research Committee and functionaries such as Welfare Officers, Placement/Extension Officer, and NCC Officer. This body reviews the functioning of the College in relation to the calendar of events, students' feedback on curriculum and facilities, and feedback on teaching learning.

It follows a participative methodology as inputs on various issues emerge during the monthly meetings of the council. Issues and concerns related to student attendance, dropout rates, number of classes held, completion of syllabi, setting of question papers, smooth conduct of examinations, announcement of results, conduct of BOE/BOS meetings, introduction of new courses, new academic activities, research and extension activities, and placement issues are discussed. After deliberation, suggestions are made, new approaches recommended, and/or new subcommittees appointed for further enquiry. All these efforts are aimed at improving the quality of teaching-learning.

6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes?

The College began its first effort to go in for accreditation 1997-98, and has come a long way in terms of quality consciousness. This academic and institutional activity has resulted in a momentum for quality processes in College right from those days. Today creating, monitoring and enhancing quality as a culture is more of an internal mechanism than an externally imposed system. Since the last assessment cycle, the AQAR has been uploaded to the College website, opening up the possibility of greater interaction between the Institution and its stakeholders.

For nearly twenty years or more, collecting student feedback has been a norm in the College and collecting feedback from other stakeholders has also begun, heralding a

story of continuous quality enhancement. Through IQAC, newly-recruited staff are enlisted in the conversation about quality.

A fully-fledged documentation centre is an outcome of the third cycle of accreditation and this has enhanced the accountability and documentation of all activities carried out in the College. The Documentation centre along with the IQAC was actively involved in the submission of application for UGC Review of Autonomy and preparing the Self Study Report for RUSA. IQAC also attends to sharing information with external agencies which conduct surveys.

Members of the faculty have become resource persons on quality issues in other colleges and also attend seminars and workshops conducted by the IQAC of other colleges in the country.

For this fourth cycle, feedback responses were collected from different stakeholders, analyzed and presented to the faculty as a part of quality assurance. This in turn was integral to the larger institutional processes regarding quality education. Seminars on the role and functioning of NAAC and IQAC were conducted for the newly-appointed teachers who joined the college after the third cycle. Thus the NAAC accreditation process and the follow-up with the establishment of the IQAC have ensured that quality has become institutionalized and is the philosophy behind all activities we carry out on campus. The Mission and Vision statements of all departments and the College constitute the benchmark by which the Institution is known.

The IQAC has been the nodal body to ensure quality in all aspects of the College. The IQAC's major intervention was in the form of an extensive External Audit carried out in College by the faculty of Loyola Institute of Business Administration, Chennai. For this fourth cycle, the IQAC conducted an exhaustive feedback from its stakeholders. Feedback responses were collected from different stakeholders, analyzed and presented to the faculty as a part of instilling quality in differing institutional processes. During this fourth cycle, the IQAC conducted

- a) Review of Evaluation System Under Autonomy (300 respondents)
- b) Students Feed Back On Infrastructure and Services (822 respondents)
- c) Student Feed Back On Teachers (all students)
- d) Teachers Feedback On Organization Climate (105 respondents)
- e) Feedback from Non-Teaching Staff (20 respondents)
- f) Gender Audit (105 respondents)
- g) Feedback On Library Services (450 respondents)
- h) Parent Feedback (61 respondents)
- i) Alumni Feedback

Teacher feedback, staff gender-audit and evaluation feedback were conducted in an anonymous manner, while the other feedback was collected online. The suggestions given to different departments were handed over to them to make the necessary changes.

6.5.5. Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members.

The IQAC has external members on its committee. We have an alumni representative, an industrialist, a parent and an academic representative. We receive suggestions at different levels and they support the College in its quality enhancement initiatives.

6.5.6. Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?

The College follows preferential option for the poor as its philosophy of education. It seeks after an inclusive education by admitting and serving marginalized communities. One of the functions of the COE's office is to follow up the incremental growth of such students. Freeships given to students from disadvantaged sections of society are linked to academic progress.

The Student Welfare Officer system which has been in vogue for more than thirty years has been a success as far as monitoring and supporting student progress is concerned. For more than ten years now, this system is supported by the mentor system with a mentor for every 30-40 students in a class. This has ensured that all students are under the care of a mentor who monitors their academic progress, attendance, and issues of discipline, if any, and also refers cases of students with personal difficulties to the counselors or to other senior faculty.

IQAC does not directly monitor this process as this is done by the COE's office, which shares the data with the IQAC. This mentor/welfare systems, and data from the COE's office, have helped in conducting bridge and remedial courses, providing mid-day meals to the needy and suggesting book bank facilities in the library. In specific cases, the management is informed about the difficulty a student faces and support from the College is given to the student.

6.5.7. What policies are in place for the periodic review of administrative and academic departments, subject areas, research centers, etc.?

The participative management style practiced in the College ensures that there is constant feedback in terms of the workings of the administration. The Academic audit of each department is reviewed by the Staff Council every semester. All departments appraise their own work through an annual SWOC analysis. BOS meetings review the teaching-learning-evaluation processes specific to each subject.

The functioning of the Research Centres is reviewed periodically by the Research Committee headed by the Director of Research.

Any additional information regarding Governance, Leadership and Management, which the institution would like to include.

The College promotes a cordial and healthy relationship between the management and its staff, and this translates to a warm sense of community among members of the faculty. This draws the student community into a sense of belonging.



CRITERION VII

INNOVATION AND BEST PRACTICES

7.1. ENVIRONMENT CONSCIOUSNESS

St Joseph's College, Bangalore, is committed to environmental protection and promotion of sustainable environmental practices. This process began in 1986 when the College offered its undergraduate course in Environmental Science in combination with Botany and Zoology. Today, besides this course, the Department of Economics offers an optional paper in Environmental Economics. The Departments of Bio-Technology and Microbiology have units on the subject and a student body like the WAAC directly promotes activism in generating environmental consciousness. A choice based course in Environment and Health, and a Foundation Course in Environmental Science is offered to all students. Thus through academic courses and activism, all efforts are maintained to raise environmental consciousness in the campus.

7.1.1. Does the College conduct a Green Audit of its campus?

Yes, the College has been regularly conducting an Internal Green Audit on campus. The audit is conducted and maintained by the Department of Environmental Science. Projects under Green Audit conducted by students of the Department of Environmental Science includes: biodiversity, energy, solid waste and water auditing of the Institution.

7.1.2. What are the initiatives taken by the College to make the campus eco-friendly?

* Use of renewable energy

College is the first of its kind in South India which uses renewable energy on campus. The solarisation of the campus was done when College installed a 100 KW rooftop solar power system covering an area of 11000 sq. ft. in the year 2010. This project was commissioned under Jawaharlal Nehru National Solar Mission. All types of energy load ranging from lights, lab equipment, air conditioners, and lifts to water pumps are powered by solar energy. On a daily average, 425 KW of power is generated during peak hours and the College is contributing to fighting global warming by reducing emission of 7600 kg of CO₂ every month and 91,000 kg every year. During the project life of 25 years, the College would have contributed to the global cause by reducing 23,00,000 kg of CO₂.

* Water harvesting

College has Rain Water Harvesting and Ground Water Recharging systems installed in both the UG Blocks and the PG Block. This has helped in the conservation of water.

* Check dam construction

College does not have a check dam.

* Efforts for Carbon neutrality

College, in its effort to attain Carbon neutrality, has contributed 1500 kg of paper waste for recycling which has saved 33 trees, 39 kilo liters water, 675 units of energy and 1.7 cubic meter landfill space, and has reduced its carbon footprint by 1 MT carbon dioxide over the last two years. This has been done in collaboration with the ITC Ltd, Bangalore.

*Plantation

The continuous process of Green Audit has helped the College to compile a photographic descriptive taxonomic catalogue of the flora of the campus. Department of Botany maintains a Green House and Department of Environmental Science maintains the Medicinal Plant Enclosure. The flora of the campus is documented and a catalogue of taxonomical description is maintained in Department of Botany.

The postgraduate students were sent to Manvi, Raichur district of Karnataka for the Rural Exposure camps. During these camps, they planted over 1,500 saplings in St. Xavier School campus, thus educating students about the importance of social forestry. Vanamahotsava is celebrated in College. The Green House, which features rare plants, is of environmental and academic importance. Aromatic and medicinal plants are maintained in a separate garden.

* Hazardous waste management

In order to minimize chemical and water consumption, –Green Chemistry” is practiced in the laboratories. Utilization of toxic chemicals, acids and alkalis are reduced by carrying out the experiments in groups and usage of Carbon Tetrachloride (CCl₄) and Chloroform (CHCl₃) is reduced to protect the ozone layer.

* e-waste management

E-waste is collected by the students and handed over to the private collection unit. Since 2012, 100 keyboards, 100 mice and 50 cables have been sent for recycling. Old computers of the College were donated to Loyola PU College, Manvi and Loyola Primary School, Bangalore.

* Any other

For solid waste management, vermi-composting is being carried out in UG and PG Blocks. A workshop on solid waste management by ‘One Bag and Two Bins System’ was organized and **two documentaries** around the theme –Keep the Campus Clean” were prepared by the students. A waste segregation system, using separate bins for different types of waste, is being practiced on campus. Plastic and paper wastes are collected in separate bins and the hygiene staff sell the waste to recycling units. When the quantity of solid waste becomes large, it is given away for recycling to Hasiru Dala, a local NGO.

Old furniture (desks and benches) of the College were donated to needy schools.

Movements and rallies are an important part of raising environmental consciousness and the Swachh Bharath Pledge was taken by all students. Each final year student takes the pledge of protecting the Environment during the Farewell Day Ceremony.

Fumigation of the campus is done periodically to prevent the spread of Dengue and Chikungunya.

Students of the Department of Environmental Science carry out projects about environmental issues. They have worked on topics such as:

- Phytoremediation of sewage using planted gravel filter system.

- Impact of cultural eutrophication on Bellandur lake, Bangalore.
- History of water management in Bangalore.
- Veterinary biomedical waste management (A study on veterinary hospitals and clinics in urban Bangalore).
- Carbon footprint of vegetable supply chain in Bengaluru.
- Study of fluorides in ground water – a case study of Bagepalli taluk.
- Study of urban heat islands in Bangalore city.
- Impact of municipal solid wastes and their management in Bangalore city.

Students from the Department of Economics have written assignments on environmental issues affecting Bangalore, such as the city lakes, waste, waste disposal, food waste, livelihood issues, etc.

College is a 'No-Smoking' zone and Anti-tobacco Day is observed every year.

World Merit Day–We were the only college in Bangalore who celebrated World Merit Day. In partnership with the United Nations, we work on promoting the program of Sustainable Development Goals.

7.2. INNOVATIONS

College believes that continuous innovation in various processes paves the path to quality education. Both the student body and faculty are constantly involved in innovative activities on campus.

7.2.1. Provide details of innovations introduced during the last four years which have created a positive impact on the functioning of the College.

The innovations are categorized criterion wise:

Curricular aspects

- College started innovative courses related to journalism with lab requirements namely B.A. English, Journalism and Psychology (EJP) in 2013 and another course namely B.A. Communicative English, Political Sciences and Economics (CPE) in 2016. Both these courses had good responses in terms of applications.
- It introduced the B.Com course to meet the rising demand for qualified personnel in the field.
- Yet another innovation was in continued industry-institution interaction which resulted in offering one undergraduate and one postgraduate course - B.Com.-BPS (Business Process Services) and M. Sc. Big Data Analytics in 2016 in collaboration with Tata Consultancy Services: Both courses are well-received.
- Two UGC vocational courses in media studies were introduced in 2014: B. Voc. (Filmmaking) and B. Voc. (Animation), both of which are drawing good responses.

Apart from this, a large number of certificate courses are being offered to interested students in the field of basic sciences, natural sciences, social sciences, languages, art/theatre and skill based training.

Entrepreneurship courses to train in entrepreneurial skills, micro level business and marketing is part of many departments. Departments of Economics and Industrial Relations offer it as an optional paper.

College has committed to innovations in knowledge delivery through an optimal use of available technology. Innovative teaching pedagogy which is popular in many subjects is a source of creative thinking for the students.

College introduced Choice-Based Credit System (CBCS) in the academic year 2016-17. Syllabi for 35 papers for UG and 11 papers in PG for open electives have been designed by the departments during the academic year 2015-16.

Teaching Learning Evaluation

Much of the innovation that has taken place in the College relates to this important criterion of teaching-learning-evaluation. Autonomy has provided teachers with the freedom to devise innovative teaching-learning methodologies in their curriculum and this has been a continuous process.

Streaming of students to cater to academic diversity:

Faced with the challenge of mixed ability classes, the Department of English used the opportunity provided by the conferment of autonomy to divide students into three learning streams based on their ability levels in the English language at the entry stage. Levels are gauged through the instrument of a diagnostic test administered in the first week after admission to College. The objective is to help a student to journey from the level he or she is actually located in and follow a graded path upwards to more advanced levels. Accordingly, the curriculum and teaching approach were customized differently for each stream. Currently, there are three streams to which students are assigned in the first year. In the second year, students may elect for a regular course or opt for a special course according to their interest irrespective of the stream they were assigned to in the first year... The system is working well and has been delivering tangible benefits in terms of student progression in General English. The Department has innovated to develop a theme-based curriculum and syllabus that is customized differently for each stream. Department of English has begun the process of setting up both a Language Learning Centre and a Materials Production Centre. The Language Learning Centre is an attempt at departing from conventional language labs towards a more dynamic learning process where activity and language tasks can be integrated. Through the Materials Production Centre, the Department hopes to enlist its faculty into the task of designing and producing a wide range of audio-visual materials which are culturally appropriate, rather than depending on costly material aimed at Western audiences. Remedial classes, tutorials and peer teaching have been regular features of almost all departments.

There are 39 Certificate Courses of 60 hours' duration for Arts students and 120 hours for Science students. Each Course fetches 4 credits.

Mandatory research requirement:

Various postgraduate programs have a mandatory research requirement in terms of dissertation writing/project work. The postgraduate students of Economics have an eight credit dissertation and are graded on the basis of three internal seminars namely proposal seminar, work in progress seminar and final seminar, one long essay and a dissertation. Postgraduate students of Political Science, English and Social Work have a dissertation requirement. The postgraduate students of Micro Biology have a full semester dedicated for the dissertation.

The Department of Environmental Science has made a research-based dissertation mandatory in the final semester of the B. Sc. course. All undergraduate courses have term paper writing as a compulsory academic activity. Apart from this, College offers

the choice based credit system and offers a variety of courses for students from across disciplines.

Students of Optional English are required to go through a semester-by-semester engagement with research methods and conventions in the Humanities at the undergraduate level.

Co-curricular extensions are focused on building problem-solving and practical skills among students.

Laboratory/practical work in Mathematics, Economics and Journalism courses:

The Department of Economics has added a practical component to its Research Methodology and Computer Applications Course for postgraduate students where fifty percent of its syllabus is for practical classes and students are taught to handle big data like the NSSO and IHDS, using software like STATA, SPSS and R. Practical examinations are also conducted for the same. It has introduced a Computer Programming course as an elective for the B. Sc. The postgraduate courses also have a strong laboratory orientation.

- Department of Mathematics offers practical classes for its postgraduate students with a view to providing hands-on experience in the use of software for mathematics and mathematical models. A new exclusive Maths ICT laboratory has been created for engaging practicals.
- Undergraduate journalism students of the EJP course are required to go through six semesters of work in print and web design through practical lab-based classes.

Participative learning methods

Participative learning methods like case studies, role plays, situation simulations, mock parliament sessions, group work, panel discussions and lab work are now popularly used by the teachers of social sciences and humanities. On-the-spot analysis of sample populations of underprivileged/marginalized/small-time traders/menial workers is part of the sociology curriculum. The experiments in Chemistry and Electronics are accompanied by pre-lab and post-lab questions to enable a more effective understanding of concepts.

Feature films and documentaries

These are used effectively to enhance learning. Individual teachers make use of the multimedia facilities available in the institution, thus making more holistic learning possible. Students also produce short films and documentaries under the guidance of teachers. Some of these are well-acclaimed and have won awards. Relevant and meaningful YouTube videos and TEDx Talks are included in classroom processes. Submission of Models/Photographs is also part of the learning process.

Subject experts as resource persons:

All departments invite resource persons for talks and discussions on policy matters, societal issues and on advances in science and technology. Industrial trips and field trips are conducted to give real time exposure to students on various subjects. Seminar presentations and quizzing by students, teachers and quizmasters are effectively used by most departments.

Use of ICT in teaching-learning:

Most class rooms and labs are fitted with LCD projectors. Practical specimens interfaced with stereo zoom microscopes and LCD projectors have helped students

understand microscopic specimens better. Web-based interactive smart classes are utilized. MOOCs and MOODLEs are used by some departments in their teaching-learning processes. Students are given assignments centered on the use of internet and social media tools like Facebook, Twitter, Instagram, Tumblr, Snapchat and blogs. The Economics Course has a program on computer software which has a practical examination.

Creating „Student“ teachers:

The Department of Political Science engages students of various postgraduate courses, who are well-versed in Indian Constitution, to teach the undergraduate foundation course, Indian Constitution. Besides being provided with training in teaching the subject, they are also trained to evaluate answer scripts. The postgraduate students of Economics teach remedial classes for the undergraduate students. Joseph's Outreach Centre has taken the initiative to send our students as **„Student Teachers“** to teach in government schools thus encouraging many of them to pursue a career in teaching.

Human Resources Development courses:

The campus minister is in charge of organizing Human Resources Development and theology classes. Junior teachers under the mentorship of senior teachers plan sessions for these courses and teach them.

Question papers:

In Chemistry, 20% of the questions are of application-type (IIT-JEE type) to discourage rote-learning. The Departments of English, Kannada and Hindi set different question papers for BA/BSc/BCom courses and English offers a choice of three themes in question papers for each stream of students. Economics has different question papers for students with visual impairment and other disabilities. In the entrepreneurship paper, case studies are given in examinations.

In-house publications

College publishes a newsletter, *Josephite*, which covers campus events. Daily events are covered by the in-house lab-journal, *The Beacon*. Many departments have in-house newsletters and in-house publications such as *Open Dosa*, *Perpendicular*, *Outreach*, *Helixer* and *Zest*. *Biovistas*, an online international journal of biological research, with ISSN, is published bi-annually (www.biovistas.net). College also publishes an annual called *Blue and White*.

Internship:

Postgraduate courses in Economics, Political Science and Microbiology have compulsory internships as part of their curriculum. An Industrial-mentor based program is conducted by the Department of Biotechnology in collaboration with Curricooler, an innovative supplementary educational platform. Undergraduate programs such as B.A. (Vis. Comm.) and B.A. (EJP) also place emphasis on internship requirements.

Innovation in the examination section:

The examination centre is the nucleus of the College. After the third cycle accreditation, several changes have taken place in this unit of the College. The

objective has been to provide an efficient and effective examination system which enhances the quality of the inclusive education the College provides.

- To reduce the wastage of paper from examinations, ruled answer scripts with 28 lines per page are provided to the students in the answer booklet. Used answer scripts are sent for recycling (Environment & Recycling Solutions, India). The old answer papers with leftover writing space are being supplied to ITC Ltd which uses it for preparing notebooks which are distributed to poor students. Unused sides of the answer scripts are detached, bound and given to poor children in orphanages. These are also used to prepare booklets for workshops. The unused sides of photocopied sheets are further used in the administrative office for typing notices. Examination booklets are now bar-coded.
- A state-of-the-art software was purchased for maintaining the examination and attendance records of students. It has helped in improving the quality of the services provided like error free attendance entry and marks entry. The facility that enables teachers and mentors to view attendance and marks has resulted in better mentoring of students. Departments are better positioned now to examine the results of their subject online and find possible explanations for the outcomes. One of the many advantages of this system is that now all eligible candidates can directly download their examination hall tickets from the College Website. This software also helps in collecting student feedback on individual teachers, infrastructure services and library services. A student can now view his or her attendance and marks online according to their convenience. Parents and Guardians are alerted by SMS of the absence of their wards from classes on a daily basis.
- Online verification of certificates for students graduated from College can be done on www.sjc.directverify.in from anywhere across the world. Results of end semester examination are announced within a week of the conduct of the examinations and can be viewed online.
- The examination reforms include the conduct of Make-up Tests for the students who missed the tests due to valid reasons like the contraction of a contagious disease, dengue, chikungunya, accidents; or those who have represented the College for sports and games. A minimal fee is charged for this service. Visually challenged students answer their examinations with the use of designated software on computers assigned for this purpose. Development of a hearing aid software system for the physically challenged is underway.

Research, Consultancy and Extension

College research committee was set up during the academic year 2016-17 with a budget of Rs. 50,00,000 for providing seed money for research to young researchers. An MoU for Research and Student Exchange program has been signed with St. Louis University, USA and Namur University, Belgium. Two international conferences have been conducted due to this collaboration. Three members of the staff have visited these universities under the faculty exchange program. A student exchange program was also conducted where our students visited Namur University and vice versa.

The College has a sophisticated Central Instrumentation Laboratory to augment the instruments available in the departmental laboratories.

The newly founded **Josephite Research Forum** set up under the DBT star program encourages students and teachers from different disciplines to work together, leading to interdisciplinary approaches to research.

The newly formed **Joseph's Outreach** program is a compulsory and envisages the building of appropriate knowledge, skills, values and attitudes necessary for creating a just and secular society across student community.

Infrastructure and learning resources

As College has added new courses, and increased the use of ICT, the infrastructure has also seen many changes.

- Prayer/Meditation room, Music Room, Staff Reading and Recreation Room were added.
- Three modern and well-equipped studios for audio recording and video filming have been added to the infrastructure.
- The whole campus is Wi-Fi enabled.
- History Museum preserves archives of College history and photographs and manuscripts of important landmarks in the history of Karnataka and Bengaluru.
- College has an observatory with a state-of-the-art telescope for studies in Astronomy. Members of the public visit the observatory for night sky viewing.
- The College has installed CCTV Cameras in prominent locations to avoid any untoward incident and make the campus safe. Closed circuit TVs and public address systems disseminate official information and circulars.
- College provides elevators, ramp and wheel chair for physically challenged students and staff members.
- In order to share information about various events and activities in the College with all the students, three of our students designed the **SJC** mobile app. The app was thus designed for one of the oldest institutions of the country paving its way to leap into the world of technological advancement.
- All students have smart cards that are useful in economic transactions on campus, which is also an innovative step to make the campus a cash-free zone.

Innovation in Library

- The library has undergone several changes during the last four years. Galileo Digital Learning Centre- a digital library system has been introduced. It is connected with LAN /WiFi to all the systems on entire campus and is available for the students and staff. It has 6 TB (Tera Byte) storage capacity and it is on *Ostillos* platform. It has a large collection of e-books, e-journals, PowerPoint presentations, video presentations, biographies of eminent personalities, industrial case studies, language labs, fiction, non-fiction, etc.
- The library staff conducts a Library Information Literacy Program in the beginning of the academic year to all classes.
- The library organized a two day book fair which saw the participation of twenty three publishers, distributors and suppliers.
- The library software has introduced EPAC to help the users to know the bibliographical details and real time availability of books. The library has an assistive technology from Freedom Scientific, JAWS for Windows, Focus 14, 40 & 80 Blue for students with physical or learning disabilities.
- A Smart Gate Register is kept at the entrance of the library. Users have to show their Identity Card or furnish particulars at the Gate Register for entry into the library. The Smart Gate Register is helpful to get statistics of library users.

Student Support and Progression

Campaigns for various issues of social concern are undertaken by students and staff. Pet shows accompanied by talks on domestic animals, their care and adoption are held on campus. The North East and Tibetan Forum and International Students Forum conduct their cultural events every year. Ethnic Day, Vanamahotsava and World Human Rights Day are celebrated on campus. Parents Teachers Meeting (PTA) is conducted every semester to facilitate interaction between parents and teachers to help parents know the difficulties their wards face. An innovative program was initiated to foster parent-ward-College relationship by conducting an orientation for the parents and guardians at the beginning of the academic year.

Annual Alumni get-together is organized every year in the campus and Alumni News Letter is released on the occasion. Farewell Day is celebrated for outgoing students and four distinguished alumni are honored on this occasion. Union Voices is an initiative by the Students' Council to help students form strong ties with the College. Students can use this form to raise queries, make suggestions and register grievances regarding campus life.

Orientation program is conducted for freshers every year to introduce them to a variety of information relating to College. In order to develop Life Skills, a compulsory program –IGNITORS” is conducted at the beginning of the academic year for all the students.

Scholarships and Mid-Day Meal Scheme –The management gives around Rs. 20,00,000 per annum as scholarship to the students belonging to BPL category every year. Economically challenged students are covered by the Mid-Day Meal scheme, sponsored by alumni.

Tackle Fest, an innovative program, where 300 students from Government schools are invited to the campus. Students of the College teach these children concepts in science, humanities and social sciences through innovative exhibits and demonstration.

Governance, Leadership and Management

- A decentralized administrative system with the purpose of providing the best to the student body has been put in place.
- Feedback systems of different kinds have been initiated and these have gone a long way in improving the services rendered.
- Josephite Research Forum and Joseph's Outreach Centre have been established.
- Four counselors provide counseling services to students.

7.3. Best Practices

7.3.1. Give details of any two best practices which have contributed to better academic and administrative functioning of the College.

The institution has kept pace with the times in organizing its administrative system on the principle and practice of 'decentralization' of duties. The staff has been mobilized to take on administrative leadership roles so as to minimize the centralization of authority, to implement decisions faster, and to streamline academic processes.

A: Title of the Practice: Joseph's Outreach Centre

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

The Joseph's outreach activities have been a part of the College in the area of extension services for several years. The setting up of the 'Joseph's Outreach Centre' has formalized this activity and has contributed to its qualitative and quantitative enhancement. The center has the following objectives

- To put the mission of the College of 'forming men and women for others' into practice and to make the vision of 'Striving for a just, secular, democratic, and economically sound society' a reality.
- To develop social skills, knowledge and attitudes necessary for building a just, secular and equitable society.

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

College has been engaged in social action in a variety of ways over a long period of time. However, it was felt that there is a need to consolidate and design the entire activity in an organized manner so as to enable efficient and systematic delivery. It was felt that there was a need for establishing a separate unit with dedicated, trained staff. Once the unit was set up, it would be possible to plan and execute of social action through dialogue between the staff of the unit and the teachers. It would enable the College to incorporate the schedule of programs of the unit into the academic calendar.

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

After the setting up of this center, students' active social intervention was further systematized. The College has since then adopted Manvi, in Raichur a district in Karnataka where the Lambanis, Devadasis and Dalit communities suffer discrimination. The postgraduate students encounter these social and economic realities face-to-face, as they go for their annual rural camp for five days during their course of study. Apart from tree-planting activities on this camp, the students go into villages and slums and interact with the local people thus becoming aware of various forms of discrimination suffered by the marginalized groups. They are thus sensitized to the harsh realities of a world. This is usually an eye opener for many students who come from urban backgrounds.

The undergraduate students are involved in activities in the city of Bangalore wherein they provide assistance to Government Schools, orphanages, old-age homes, homes for the destitute. They are also involved in traffic education, eco-consciousness and are sensitized to several others issues. While on the one hand such programs reach out to society at large, they, on the other hand, deepen students' understanding of social issues of great urgency and equip them for a life of contribution to society.

All these programs are monitored by the mentors and reports are submitted in the prescribed outreach diary to the director of the Centre. In the case of the postgraduate students, a member of the faculty from the department accompanies them. Thus the program organized by the Outreach Centre goes beyond the classroom and strengthens experiential learning.

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

The target was that all students who join the College must engage with social realities and to temporarily share the lives of the underprivileged. It was envisaged that such an engagement would be transformative and create a resolve in the students to combat the inequities of the prevailing social order. Feedback from students and the accompanying teachers has been overwhelmingly positive, indicating significant success in reaching the target. The assessment showed that work was done as planned.

The positive outcome of the program strengthens the hope that students thus transformed would become potent agents of positive social change in their lives as citizens. If such efforts are adopted on a pan-India scale, the prognosis for a robust civil society will truly look bright.

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

The Outreach Program did encounter a few challenges at its inception. Many students and parents expressed apprehension and so did the faculty members. After detailed explanations and clarifications on the safety and nature of work, the program began running smoothly without any major setbacks. However, those helping the traffic police in directing traffic have occasionally been questioned by motorists about their authority for such a role. Mobilizing the entire College is a challenge, and being sensitive to students' perceptions and problems during these activities requires more training. Providing adequate transportation for all students has been a challenge as more than 100 students at a time are sent for field work. Finding time out of regular classes has taken effort and has been challenging. Nevertheless, the resources required are available with the College and hence the hurdles could be overcome.

B. Title of the Practice: The Josephite Research Forum

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

The Josephite Research Forum was set up with the objective of promoting research among faculty and students by providing seed funding and by framing policies conducive to the pursuit of research. Its primary objective is to engage undergraduate students in discussions pertaining to questions in science and humanities and to conceptualize short-term research projects that are interdisciplinary in nature. The forum calls for, and funds, student research proposals under the mentorship of faculty from all disciplines relevant to the project. It also aims at generating

publications/project proposals by improving the quality of students' term papers. It also strives to generate project proposals directed to external funding agencies.

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

There was a need to initiate conversations about research policy, to generate research ideas, and to formulate cogent project proposals. The Josephite Research Forum is an initiative under the DBT Star College Scheme begun in 2014-15 to encourage interdisciplinary research. The Departments of Biotechnology, Botany and Chemistry are currently under the DBT Star College scheme. The Research Forum aims to carry out small but internally funded research projects whose outcomes could be submitted as a term paper in the fifth semester, and can be published. A select few proposals that show great promise could be further developed so as to attract external research funding.

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

The research committee was granted Rs. 50,00,000 by the BJES and invited research proposals from faculty. After evaluation, the accepted projects were granted seed money. This funding has circumvented to some extent the problem arising from the paucity of funds available to young researchers from external agencies. The researchers have presented their research findings in a colloquium. These projects are expected to propel young faculty to seek external funding later. The committee has also examined the different needs of faculty for pursuing research in College.

The Josephite Research Forum has the active participation of 15 faculty members and 20-30 students across different streams and years. One of the initial meetings of the forum involved faculty members briefly describing their research interests and potential areas of collaboration, which gave both students and other faculty members an idea about whom to approach for specific research queries. One or two student presentations on specific papers or research ideas are discussed in every meeting. No topic is out of bounds and students are given the liberty to choose what they want to present. The format is very informal and questions are encouraged and appreciated. Active discussion is one of the hallmarks of most JRF meetings.

Project proposals are presented to the forum by the students and are screened by a panel of faculty members from across departments. Meritorious proposals are funded through the DBT Star College scheme.

All students pursuing research were tagged with faculty members from other departments, besides their term paper guides. The forum hopes to be able to fund more projects this academic year.

Starting this semester, the Forum also hopes to invite external experts to interact with its members on an array of topics.

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

The response to the Joseph's Research Committee in terms of research proposals is encouraging and currently, six projects have been accepted by the committee. Grants have already been disbursed and the research colloquium witnessed the participations of both interested students and faculty.

Though Josephite Research Forum is still in its infancy, there has been consistent active interest among faculty and students in discussing a diverse array of subjects. Interest in research among students has visibly increased lately. Students have reported that the program increased their confidence and ability to make effective presentations. More and more students are contemplating research as a career option. Two projects that were funded last year are nearing completion. This program has resulted in the starting of a certificate course in research methods for sciences.

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

Josephite Research Forum has not been able to generate adequate interest among students of social sciences and humanities to be part of the forum, probably because it has somehow been perceived as a 'science thing'. Faculty members from social sciences, however, have begun to show some interest.

The Research Committee has become aware of the need to develop adequate research skills among newly recruited teachers. Thus, the committee sees this as a thrust area for the immediate future. Finding time slots that work for everyone is an ongoing challenge.

A Research based workshop was recently conducted but this was rather preliminary and more such inputs will be necessary to enable the acquisition of research skills.

Notes

Optional. Please add any other information that may be relevant for adopting/ implementing the Best Practice in other institutions (in about 150 words).

The College with its experience in organizing social extension trips such as the ones mentioned above learnt that these programs have to be well organized by a dedicated team. It requires time and networking besides commitment from students who are willing to adapt to this work. This makes it necessary to motivate students right at the time of admission to become involved in these programs. The COE's office and the College calendar committee have to work synergistically to schedule the program optimally.

Both these activities have furthered the interests of the students. They have opened up new ways of furthering a holistic education.



C.EVALUATIVE REPORTS OF THE DEPARTMENTS

1. EVALUATIVE REPORT OF DEPARTMENT OF BIG DATA ANALYTICS

1. Name of the Department & its year of establishment: Big Data Analytics, 2016
2. Names of Programmes / Courses offered PG: M.Sc. in Big data Analysis
3. Interdisciplinary courses and departments involved
Statistics, Mathematics, Computer Science and Economics
4. Annual/ semester/choice based credit system: Semester System
5. Participation of the department in the courses offered by other departments: No
6. Number of teaching posts sanctioned and filled
Sanctioned Filled – 1 Associate Professors-none Asst. Professors - 1
7. Faculty profile with name, qualification, designation, specialization,

Name	Qualification	Designation	Specialization	Students
Mr. Krishna Mouli	M. Tech	Assistant Professor	Data analytics	

8. Percentage of classes taken by temporary faculty – programme-wise information.3
9. Programme-wise Student Teacher Ratio – 11:1
10. Number of academic support staff (technical) and administrative staff: sanctioned and filled
11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise. NIL
12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received :NIL
13. Research facility / centre with
 - o state recognition NIL
 - o national recognition NIL
 - o international recognition NIL
14. Publications:
 - * number of papers published in peer reviewed journals (national / international) NIL
 - * Monographs
 - * Chapter(s) in Books NIL
 - * Editing Books NIL
 - * Books with ISBN numbers with details of publishers NIL
 - * number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) NIL
 - * Citation Index – range / average
 - * SNIP NIL
 - * SJR NIL
 - * Impact factor – range / average NIL
 - * h-index NIL
15. Details of patents and income generated NIL
16. Areas of consultancy and income generated NIL
17. Faculty recharging strategies NIL
19. Student projects
 - o percentage of students who have done in-house projects including inter-departmental NIL

o percentage of students doing projects in collaboration with industries / institutes

20. Awards / recognitions received at the national and international level by

o Faculty NIL

o Doctoral / post doctoral fellows NIL

o Students

21. Seminars/ Conferences/Workshops organized and the source of funding (national NIL

/ international) with details of outstanding participants, if any.

Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

22. Student profile course-wise:

Name of the Course	Applications received		Selected		Pass percentage
	Male	Female	Male	Female	
M.Sc. in Big data Analysis	300	100	22	10	

Question no 23- 26 –no response

27. Present details about infrastructural facilities

a) Library - Yes

b) Internet facilities for staff and students - Yes

c) Total number of class rooms - 1

d) Class rooms with ICT facility - 1

e) Students' laboratories - 1

f) Research laboratories - NIL

Questions 28-31 no response

32. Give details of student enrichment programmes with external experts.

Special Lecture by Dr. Bimal Roy, ISI Kolkata

33. List the teaching methods adopted by the faculty for different programmes.

Lecture notes, Presentations, software representation of each topic

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

Feedback from students taken. Discussions during departmental meetings.

35-. Highlight the participation of students and faculty in extension activities. NA

37. Give details of “beyond syllabus scholarly activities” of the department

38. State whether the programme/ department is accredited/ graded by other agencies. Give details.

39. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

Strength: strong mathematics, computer science and economics department for support.

Large number of application in its first year itself. Job opportunity in ITES industry

Weaknesses: fledgling department, inadequate infrastructure, competent faculty members with industry experience

Opportunities: to become a popular course in the country

Threat: fear of attrition of trained faculty and getting faculty

Future plans of the department. – Internship programme in ITES Industry, Starting of Master degree in cyber security.

2. EVALUATIVE REPORT OF DEPARTMENT OF BIOTECHNOLOGY

1. Name of the Department & its year of establishment: Biotechnology, 2002
2. Names of Programmes / Courses offered:UG,
B.Sc Chemistry, Botany, Biotechnology
B.Sc Chemistry, Zoology, Biotechnology
3. Interdisciplinary courses and departments involved
All programs offered are three major combinations and are interdisciplinary in nature
4. Annual/ semester/choice based credit system
Semester system
One CBCS paper is offered in the IV semester.
5. Participation of the department in the courses offered by other departments
Department supports departments of Chemistry, Botany and Zoology in the running of CBBT and CZBT courses
6. Number of teaching posts sanctioned
Professors none
Associate Professors none
Asst. Professors: Sanctioned - 3 Filled - 3
7. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	Teaching experience
Mr. Madappa MB	M.Sc, M.Phil	Asst. Professor, Dept. coordinator	Plant Phytochemical Analysis	11 years
Dr. Grace Prabhakar	PhD, CSIR NET, ASRB NET	Asst. Professor	Molecular Markers and marker assisted selection	9+2 years
Dr. Susan Mary Philip	PhD, CSIR NET, ASRB NET, postdoctoral experience	Asst. Professor	Plant molecular responses to biotic and abiotic stresses	5 years

8. Percentage of classes taken by temporary faculty – programme-wise information
- No temporary faculty member is employed.
9. Programme-wise Student Teacher Ratio

Year	Student: Teacher ratio for labs	Student: Teacher ratio for theory classes
I yr CBBT	19:1	26:1
II yr CBBT	14:1	21:1
III yr CBBT	11:1	18:1
I yr CZBT	19:1	26:1
II yr CZBT	17:1	21:1
III yr CZBT	16:1	18:1

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled
1 lab attendant
11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.

Name of Faculty member	Funding agency	Duration	Amount (INR)
Mr. Madappa M.B	UGC	2015-2018	2.4 lakhs
Dr. Grace Prabhakar	UGC	2014-2016	2.0 lakhs
Dr. Susan Mary Philip	UGC	2014-2016	1.5 lakhs

12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received

The Department is funded by DBT under the DBT Star College since 2014.
The Department has received INR 9.6 lakhs to date under the scheme

13. Research facility / centre with

- state recognition
- national recognition
- international recognition

The department has a well-equipped research lab, where both faculty and student projects are conducted, but no accreditation has been applied for/granted to date.

14. Publications:

1. M.B.Madappa(2012) Preliminary phytochemical analysis of leaf of *Garcinia gummigutta* from Western Ghats. *IOSR Journal of Pharmacy and Biological Sciences (IOSR-JPBS)* Volume 4, Issue 1(Nov. – Dec. 2012), PP 17-27 ISSN: 2278-3008.
2. M.B.Madappa (2015) RAPD Analysis Of Rapidly Multiplied In Vitro Plantlets of *Anthurium Andraeanum Bicolour Var Agnihotri* *IOSR Journal of Biotechnology and Biochemistry (IOSR-JBB)* ISSN: 2455-264X, Volume 1, Issue 3 (Mar. – Apr. 2015), PP 10-14
3. Grace Prabhakar(2015)Stability Analysis of Rice Root QTL-NILs and Pyramids for Root Morphology and Grain Yield.Selvi et al., *J Rice Res* 2015, ISSN 2375-4338; 3:4 <http://dx.doi.org/10.4172/2375-4338.1000153>
4. Grace Sharon Arul Selvi(2015), Uday, G and Hittalmani, S., (2016), Root QTL-Pyramiding through Marker Assisted Selection for enhanced grain yield under low moisture stress in Rice. *J. Rice Res.*, 4(157), ISSN 2375-4338
5. Grace Sharon Arul Selvi,Uday, G and Shailaja Hittalmani, (2016), Identification of genes underlying the QTL regions in the QTL-NILs of IR64/ Azucena. *Intl. J. Of Agril. Sci. And Res.*, 6(4): 97-102.
6. Grace Sharon Arul Selvi,Uday, G and Shailaja Hittalmani, 2016, Identification of genes underlying the QTL regions in the QTL-NILs of IR64/ Azucena. *Intl. J. Of Agril. Sci. And Res.*, 6(4): 97-102. ISSN 2250-0057

Proceedings

GracePrabhakar —Enhancing grain yield under stress and abiotic conditions in rice (*Oryza sativa* L.) via QTL pyramiding for shoot and root traits”.Proceedings of the National Conference on —Crop Improvement and Adaptive Strategies to meet Challenges of Climate Change

15. Details of patents and income generated: NIL

16. Areas of consultancy and income generated: 16,000 at offering research consultancy

17. Faculty recharging strategies –

Participation in workshops, seminars and conferences.

Madappa M.B : Board of studies member-Jyoti Nivas College-2012-2015.

Board of studies member-Parvathibhai Chowgle college, Goa-2014-2016

Dr . Grace Prabhakar- Board of studies member, Jyoti Nivas College-2015-2018.

Dr .Susan Mary Philip- Selection Committee to interview and select students for a government scheme to provide practical industrial training, the Biotechnology Practical Industrial Training Program (BITP) for M.Sc./M.Tech./B.E./B.Tech students, under the Department of Biotechnology and the Biotech Consortium India Limited.

Year	Name Of Faculty	Details Of The Seminars/Workshops/Conferences
2012	Dr.Grace Prabhakar	IAS lecture workshop on Plant Sciences, Christ university
2103	Madappa M.B	Attended National conference, Bioneers at Jain university, Bangalore
2013	Dr.Grace Prabhakar	Presented a paper at the National Conference on Crop Improvement and Adaptive Strategies to meet the challenges of

		Climate Change, University of Agricultural Sciences, GKVK, Bangalore, February 22 nd – 24 th , 2013.
2013	Dr.Susan Philip	Attended Bangalore BIO-2013, Asoka Hotel
2013	Dr.Susan Philip	MHRD Funded –"VALUE Virtual Lab Workshop" at Amrita University, on August 14, 2013
2014	Dr.Susan Philip	Indian Academy of Sciences lecture workshop on –"Recent advances in Biology", Christ University, 31 st January and 1 st February, 2014
2014	Dr.Grace Prabhakar	Indian Academy of Sciences lecture workshop on –"Recent advances in Biology", Christ University, 31 st January and 1 st February, 2014
2014	Dr.Grace Prabhakar	Guest Speaker –"Molecular Markers in Plant Biotechnology" at the 2-day UGC sponsored lecture workshop on –"Techniques in Molecular Biotechnology and Bioinformatics" at Sree Siddaganga College of Arts, Science and Commerce for Women, Tumkur, Karnataka. 25 th August, 2015.
2014	Madappa M.B	Participated in the –"International Conference on Entrepreneurial Development: Challenges and the role of teachers" at Jyoti Nivas College on the 16 th and 17 th of September, 2014
2014	Madappa M.B	Attended a one day workshop on –"Governance in Jesuit Higher Education" at St. Joseph's College of Commerce on November 14 th , 2014
2014	Madappa M.B	Attended the Science Genome Conference at the Nimhans Convention Centre on November 18 th , 2014.
2014	Dr.Grace Prabhakar	Attended the Science Genome Conference at the Nimhans Convention Centre on November 18 th , 2014.
2014	Dr. Susan Philip	Attended the Science Genome Conference at the Nimhans Convention Centre on November 18 th , 2014.
2015	Dr. Susan Philip,	Attended a one day seminar on Stem Cells and Regenerative Medicine, organized by the Society for Regenerative medicine and Tissue Engineering at the School of Regenerative Medicine (SORM), Manipal University, February 2015
2015	Dr. Susan Philip	Workshop on Choice Based Credit System on the 8 th of January, at the Jnanbahartha Campus, Bangalore University.
2016	Dr.Grace Prabhakar	Attended the Science Academies' Lecture Workshop on 'Recent Trends in Cellular Mechanisms and Gene Expression' organised by the Department of Botany, St. Joseph's College, Bengaluru, February 12-13, 2016
2016	Dr. Susan Philip	Attended the Science Academies' Lecture Workshop on 'Recent Trends in Cellular Mechanisms and Gene Expression' organised by the Department of Botany, St. Joseph's College, Bengaluru, February 12-13, 2016
2016	Dr.Grace Prabhakar	Presented a paper at the –"International Conference on Green Technologies for Sustainable Ecosystems and Trade Show", Department of Botany, St. Joseph's College (Autonomous), Bengaluru, 26 th -27 th February, 2016.
2016	Dr. Susan Philip	Presented a poster at the –"International Conference on Green Technologies for Sustainable Ecosystems and Trade Show", Department of Botany, St. Joseph's College (Autonomous), Bengaluru, 26 th -27 th February, 2016.
2016	Dr. Susan Philip	STEM Teacher training workshop to develop Research based pedagogical tools, jointly organised by IISER Pune, DBT and the British Council on March 10-12, 2016, at IISER, Pune.
2016	Dr.Grace	Attended a one day –"Hands on training technical workshop in In-

	Prabhakar	vitro, In-silico Genome and Proteome Analysis, CMR Institute of Management Studies, 24 th March, 2016.
2016	Dr. Susan Philip	Science Academies' lecture-workshop on 'Emerging and re-emerging infectious diseases' organised by the Department of Microbiology, St. Joseph's College, Bengaluru, September 16-17, 2016
2016	Dr. Grace Prabhakar	Attended Focus Group Meet on "Meaningful Pedagogy Practices in the Biology Classroom" conducted by IndiaBioscience at Mount Carmel College, 30 th September, 2016.
2016	Dr. Susan Philip	Attended Focus Group Meet on "Meaningful Pedagogy Practices in the Biology Classroom" conducted by IndiaBioscience at Mount Carmel College, 30 th September, 2016.

19. Student projects

Percentage of students who have done in-house projects including inter-departmental -100%

Percentage of students doing projects in collaboration with industries / institutes -0.5%

20. Awards / recognitions received at the national and international level by

o Faculty

o Doctoral / post doctoral fellows

o Students NIL

1. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

No.	Title of Workshop/Seminar	Duration	
1.	"Emerging Trends in DNA Research"	3,4/32015	UGC Sponsored Seminar
2.	National level Bioinformation Collaborated With the department of Botany and Computer science.	19 /1/ 2012	College grants
3.	Science academy lecture workshop	12/1/2017	Indian Academy of Sciences

22. Student profile course-wise:

Course	Year	Total Applications	Applications (Male)	Applications (Female)	Admitted	Pass Percentage
CBBT	2009-12	NA	NA	NA	30	67%
	2010-13	NA	NA	NA	25	56%
	2011-14	NA	NA	NA	39	87%
	2012-15	36	26	10	31	49%
	2013-16	25	16	9	21	33%
	2014-17	54	29	25	23	73%
	2015-18	66	31	35	29	50% (I year result)
	2016-19	86	30	56	29	Awaiting results
BSc.C ZBT	2013-16	34	15	19	27	44%
	2014-17	106	21	85	31	74%
	2015-18	163	56	107	34	60%(Iyear result)
	2016-19	235	66	169	50	Awaiting results

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

Monica Sweta Bosco was awarded the UGC Postgraduate Merit scholarship for University rank holders to do Masters.

Defence-1, Sandeep Yadav-Indian Air Force

24: Student progression

UG to PG: 44%

Employed Campus selection 2015-3%

25. Diversity of staff

Percentage of faculty who are graduates of the same parent university---33.33%

From other universities within the State – 66.67%

From other universities from other States -NIL

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period. ONE

27. Present details about infrastructural facilities

a) Library – Departmental library-250 books

b) Internet facilities for staff and students – 4 computers with LAN, Wi-Fi-enabled Bioinformatics Lab

c) Total number of class rooms – 3 rooms

d) Class rooms with ICT facility -3 rooms

e) Students' laboratories – 2 laboratories

f) Research laboratories -1 laboratory

28. Number of students of the department getting financial assistance from College.

29. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology -Yes, student feedback, survey of colleges and courses in Bangalore

30. Does the department obtain feedback from

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it? Yes, Board of Studies, Curriculum is drawn as per consensus during BoS, question paper patterns are also approved by the BoS.

b. students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same? Yes, Student evaluation. The department improvises in areas shown wanting in the report, as well as mentoring is resorted to.

c. alumni and employers on the programmes and what is the response of the department to the same? Yes, BoS constitution has a representative of the alumni, an employer apart from the academicians.

31. List the distinguished alumni of the department

- Ms.Puspa Sharma- Ministry of Agriculture and Forests, Bhutan
- Ms.Komal Machaiah- Ministry of Foreign Affairs, Denmark
- Ms.Shruthi Naidu-Quality Assurance Officer at BAL Pharma Ltd
- Mr.Suman Chakrabarty- Research Assistant University of Nebraska-Lincoln Department of Chemistry
- Mr.Shane Rydquist--Associate Editor at Cactus Communications, Mumbai.
- Mr.Thamz Pranab-Genetic Research Analyst at HistoGenetics India Pvt Ltd
- Ms. Nishitha Giri –Research analyst at Ecolab, Australia

32. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

GUEST FACULTY INVITED				
2014	Dr. Justin. V. McCarthy,	Director of Biotechnology	University College, Cork, Ireland	Transgenic Animals and the future of

2014	Dr. Debra Bevitt	Deputy Head, Medical Sciences	University of New Castle,	Viral Genomes
2014	Dr. Steve Barton	Professor, Kingston College, London	Kingston College, London	Pharmaceutical analysis using capillary and gel electrophoresis
2014	Dr. Ravi C. Nayar	Dean, Centre for Academic Research and Consultant Otolaryngologist	HCG Hospitals (Health care global) Pvt. Ltd	Basic Sciences and Medicine
2015	Dr. Ramamohan G	Regulatory and Scientific affairs lead	Monsanto India	GM Crops: Technology, Opportunities and Challenges
2015	Prof. John Kirby	Head of the Applied Immunology and Transplantation research group	Newcastle University UK	Basic Mechanisms and Clinical Applications in Immunology
2015	Dr. Vishnu Janardhan	Doctoral Student, IISc	MRDG, IISc	Antibodies as research tools
2015	Ms. Anisha Zaveri	Doctoral Student, IISc	MRDG, IISc	Techniques for examining DNA- Protein interactions
2015	Nikhil G Bharambe	Doctoral Student, IISc	IISc	Overview of macro-molecular crystallography from protein crystal to electron density
2015	Mr. Kiran R Bettadapur	Doctoral Student, IISc	MBU, IISc	NMR: Key fundamentals and applications
2016	Mr. Sushanth Poddar	Doctoral Student, IISc	IISc	Molecular cloning and PCR - applications in industry, agriculture and medicine
2016	Mr. Pradeep B	Doctoral Student, IISc	IISc	Single molecule identification microscopy special ref to confocal/AFM
2016	Mr. Ajay Cadambi	Formerly Doctoral student	MRDG, IISc	Mass spectroscopy MALDI/SELDI, LCMS application to biomolecules

33. List the teaching methods adopted by the faculty for different programmes.

Conventional classroom teaching aided by ICT.

Group discussion

Problem solving concepts

Virtual labs

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

The department receives regular feedback from the students regarding new teaching methodologies. In addition, mock tests, viva-voce is routinely conducted to measure the learning outcomes. Referring to the UGC prescribed curriculum for the biotechnology course, referring to international university curricula, analyzing feedback from students who have undergone internships in industry.

35. Highlight the participation of students and faculty in extension activities. guiding term paper, student part of outreach programs

36. Give details of “beyond syllabus scholarly activities” of the department.

The students undertake 3 social work activities per year in addition to three weeks of village stay and related social work to create awareness about cleanliness in the neighbourhood and keeping the lakes clean and preserving them. Students were engaged in spreading awareness about obeying traffic rules. The department has 46 students enrolled for the curricular programme, an online portal for them to interact with experts. The students engage in Tackle fest, where high school students are brought in by an NGO and students are given an exposure of the joys of learning science through small, scientific experiments. The students are also encouraged to participate in representation, competition, seminars conferences and awareness. Specimen organs were dissected and displayed. Models of cell structure, bacteriophages etc were also displayed.

Nishanth, Srisha, Gokul Kumar, Edward Patrick, Sugumar, Sanchia Christine Charles, AkshithaPonnamma, Pavitra, Zubaid (2012-13) Participated in the 3rd International Conference on Food Technology at IICPT, Thanjavur,.

Husain M (2013-14) Summer research project —“Speciation, adaptation and morphological diversification; Evolution and genetics of butterfly wing patterns” at NCBS, Bengaluru.

Gokul Kumar and Edward Partrick(2013-14) Presented a paper titled “Evaluation of soil containing Tea powder wastes vermicomposted by using Eudriluseugeniae”

Husain M(2013-14) Presented a paper titled “Evaluation of soil containing Tea powder wastes vermicomposted by using Eudriluseugeniae”

Husain M(2013-14) Represented the department in a panel discussion on dog menace in Bangalore **at the TV9 news channel.**

1. Vishakha B.N, Mahesh VR, Oneil Arul Nathan, Rajesh V, Sushmitha HS, Karthik H and Joe Prem Briyand(2014-15) Presented papers during the “National Conference on Biological Advances and its relevance to the environment” on the 2nd and 3rd of September, 2014, at National Science College, Bengaluru.

2. Sneha S, Adrian D’Costa, Rajesh V(2014-15) Attended the workshop on Fluorescence microscopy at Dr. H. Krishna Murthy’s lab at the National Centre for Biological Sciences, TIFR, Bengaluru.

3. Rajesh V, Kausar Begum, Adrian Da’Costa, Sneha Mondal, Rahul Das, Mahalakshmi D, Veena Salomi, Dinesh Rubban, Parinisha L, Nidhi Rani Lokesh(2014-15) Attended a one day seminar on Stem Cells and Regenerative Medicine, organized by the Society for Regenerative medicine and Tissue Engineering at the School of Regenerative Medicine (SORM), Manipal University.

4. Accamma K S and Kausar Begam(2014-15) Participated in the State Inter group competition, NCC.

5. Tejas Rao, Karan Dubey, Nidhi Rani Lokesh, Sanjay S, Syed Ismail(2015-16) interned at KCRE (Kalinga Centre For Rain Forest Ecology).

6. Internships-15 students interned at HCG hospitals –year 2013-14

7. Collaborated with Biopractice Pvt. Ltd. for training.

8. Industrial visit- Visited TATA tea factory, Kodagu as part of the Industrial visit.

9. Industrial visit to DFRL, Defence food research laboratory, Mysore.

10. Industrial visit to Drosophila stock lab, Mysore University.

11. Visit to probiosis lab and BT finishing school.

12. Visited Heritage winery.

13. Chanapatana toy factory

14. Krishi Mela Interaction with farmers at GKVK (Agricultural college) Bangalore.

15. Reunion of the department alumni is conducted once in two years facilitated by the GGG: Green Gene Guild, the department’s association.

16. Complete data base of current work positions of old students from the department

17. Collaborations with HCG Hospitals, Collaborated with Genelon Pvt. Ltd. , Biopractice Pvt. Ltd.

Probiosis Lab Pvt. , Labland Mysore , HPLC by Biopractice solutions Pvt. Ltd for student projects.

36. State whether the programme/ department is accredited/ graded by other agencies. Give details.

The Department is supported by DBT for the strengthening of UG education under the STAR College Scheme.

37. State whether the programme/ department is accredited/ graded by other agencies. Give details. no

38. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

39. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

Strengths:

1. Awarded the grant of 12,00,000 from DBT STAR college scheme .
2. UGC Minor projects awarded 2015. All the staff in the department have a minor project each
3. Bioinformatics Entrepreneurship is compulsory papers in the syllabus.
4. Two certificate programmes with good student enrolment.
5. Competitive Biotechnology syllabus with the practical curriculum oriented towards research.
6. Well-furnished Under-graduate labs to assist practical classes. Research labs to support Plant tissue culture, Phytochemistry, Microbiology and Molecular Research. The department houses a mushroom cultivation unit.

Weaknesses:

1. Only undergraduate programme.
2. Major grants not yet received.
3. Minimal research activity owing to the workload.
4. 3 staff and 170 students, Staff to student ratio is 1:56.
5. Special papers in Animal biotechnology and immunology need trained faculty.

Opportunities:

1. Enter into collaborative agreements for postgraduate teaching.
2. Collaborative research.
3. Tie-ups with NGOs for extension activities.
4. Industry partnerships for internships of existing students.
5. Publish Papers at UG level.

Challenges:

- 1) Job descriptions lack time for research.
- 2) Dropout rates in students.
- 3) Funds availability.
- 4) Same courses offered by international standard universities in Bangalore (NCBS and IISC)
- 5) Lack of upgradation to technology innovations.

39. Future plans of the department.

1. Applied for the Kbits Karnataka Biotechnology incubation programme to start a collaborative PG level training institute.
2. Start MSc. Masters programme in Biotechnology. Develop syllabus for PG Biotechnology.
3. Stronger research plans and labs
4. Training programme initiations in the department.
5. Tie up with industries

3.EVALUATIVE REPORT OF DEPARTMENT OF BOTANY

1. Name of the Department & its year of establishment

Botany- 1954, PG course-1986

2. Names of Programmes/Courses offered

UG courses (CBZ, CEB, MCB, CBBt.); M.Sc. Botany, Ph.D. Programmes

3. Interdisciplinary courses and departments involved

Certificate Course on research based learning jointly conducted by Botany, Chemistry and Biotech departments and Josephite Research Forum (JRF) both these programs are sponsored by DBT.

4. Annual/ semester/choice based credit system

Semester and choice based credit system

5. Participation of the department in the courses offered by other departments

Our students participate in choice based credit system (CBCS) conducted by other departments. Staff members are resource persons in academic activities of other departments.

6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors) 10 aided (Associate Professors) 05 unaided (Assistant Professors)

7. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

	Name of the faculty	Qualification	Designation	Specialization	years	PhD 2012-16
1.	Dr. Betty Bagyam Daniel	MSc, M.Phil, Ph.D	HOD	Botany	30	
2.	Dr. Purushothama .K.B	MSc, M.Phil, Ph.D	PG Co-coordinator	Botany	28	01
3.	Dr. Prema Gunaseeli	MSc Ph.D.	Asso Prof	Botany	29	-
4.	Dr.Bopiah .A.K	MSc Ph.D.	Asso Prof	Botany	29	02
5.	Dr. Divakar K.M	MSc Ph.D.	Asso Prof	Botany	29	02
6.	Dr. Jacob N.Abraham	MSc Ph.D.	Asso Prof	Botany	29	-
7.	Dr.Jacob Paul V.J	MSc, M.Phil, M.Ed, Ph.D.	Asso Prof	Botany	27	-
8.	Dr. JayaramA Reddy	MSc, DCA, PGDHE, Ph.D	Asso Prof	Botany	26	01
9.	DrS.Rajamani	MSc, M.Phil,Ph.D.	Asso Prof	Botany	26	-
10.	Dr. U.Vijayakumari	MSc M.Phil Ph.D.	Asso Prof	Botany	26	-
11.	Ms.Poonam R.Ahuja	MSc. NET	Asst Prof	Botany	3	-
12.	Dr. Vaishnavi.M	MSc,Ph.D.	Asst Prof	Botany	5.0	-
13.	Ms.Grace Leena Crasta	MSc, KSET	Asst Prof	Botany	2.0	-
14.	Ms.Rini Annie Joseph	MSc	Lecturer	Botany	2.0	-
15.	Ms. Martin Paul	MSc	AsstProf	Botany	1	-
16.	NAME OF RETIRED FACULTY					
17.	Dr. N. Tamihzseran					
18.	Dr. Nayeem Ullah Khan					

8. Percentage of classes taken by temporary faculty – programme-wise information

No temporary faculty

9. Programme-wise Student Teacher Ratio

(2016-17)

UG- 24:1

PG-4:1

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled

Supporting staff total =4 (lab attenders) (3 -UG and 1- PG)

11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.

Major Research Projects Completed during 2012- 2016

S. N.	Name	Subject	Amount (In Rs.)	Year (Grant Received)	Funding Agency
1.	Dr. Nayeem Ullah Khan (retired)	Botany	7,87,800	22-06-2011	UGC

Ongoing Minor Research Projects: 2012- 2016

S.No.	Name	Subject	Amount	Year (Grant Received)	Funding Agency
1.	Dr. Betty Daniel	Botany	95,000	15-02-2014	UGC
2.	Dr. Jacob Paul	Botany	76,000	15-02-2014	UGC
3.	Dr. K. M. Divakar	Botany	1,10,000	15-02-2014	UGC

Minor Research Projects Completed during 2012- 2016

S.N.	Name	Subject	Amount	Year (Grant Received)	Funding Agency
1.	Dr. Jacob N. Abraham	Botany	48,000	27-01-2010	UGC
2.	Dr. Jayarama Reddy	Botany	1,00,000	29-03-2013	UGC

12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received
College has received the following amount under College for Excellence (CE) grants

Non-recurring	110 lakhs
Recurring	60 lakhs

13. Research facility / centre with state recognition, national recognition, international recognition

Our research centre is recognized by Bangalore University, Bangalore (till 2019 for PhD programme)

14. Publications:

- Jayarama Reddy, L. Manjunatha Rao and M. N. Nachappa: 2012. A study on multimodal biometric systems and taxonomic identification of plant species: International Journal of Advanced Computer and Mathematical Sciences. ISSN 2230-9624. Vol 3, Issue 2, 2012, pp 250-256.
- Jayarama Reddy, T V Ranganathan, M N Nachappa, Arjun. HS, Nitin. A, Shashank. B, K. Kannan, H. Bijlani, S. Prasad and J Hemachandran. 2013. Biological data bank (BDB) - a new database: Its organization and implementation. Int. J. Fundamental Applied Sci, ISSN: 2278- 1404, Vol. 2, <http://bma.org.in/ijfas.aspx> No. 1 (2013) 16-19.
- Jayarama Reddy and Nayeem Ullah Khan. 2013. Carpet Sampling Technique: A New Method of Sampling. International Journal of Statistics and Analysis. ISSN 2248-9959 Volume 3, Number 1 (2013), pp. 21-31.
- Sindagi, A and Jayarama Reddy. 2013. Bioremediation of Chromium in Pulp and Paper Processing Industrial Effluents by Indigenous Microbes. Journal of Bioremediation and Biodegradation. ISSN : 2155- 6199, Vol.3. Issue.12:pp.1-7
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37. Gautama Reddy K.V, Betty Daniel, Meher Master Moos, Purushothama K B, Thamizhseran N, Isolation of *Penicillium marneffeii* from the mango fruit of Walking Mango Tree, 2013, Indian J.L. Sci : 47-53.ISSN:2277-1743(print)
38. K. Haridasan , N.S Bisht , Martin Paul and Geetha Suresh Observations on the flora of Dampa tiger reserve in bio -resource and park management perspective Indian Forester : Vol.142(4):317-323, 2016.ISSN: 2321-094X
15. Details of patents and income generated :1

1. A simple method to control water hyacinth (*Eichhorniacrassipes*), a common aquatic weed: (Patent No. 145/CHE/2013);

For details visit: <http://ipindiaonline.gov.in/patentsearch/search>
 2. A combined single method of controlling arsenic levels in environment and extraction of gold using a common aquatic plant, *Eichhorniacrassipes* (Martius) Solms-Laubach (Pontederiaceae): (Patent No. 144/CHE/2013);

For details visit: <http://ipindiaonline.gov.in/patentsearch/search>

The income generated is NIL

16. Areas of consultancy and income generated: NIL

17. Faculty recharging strategies

Regular departmental meeting on research activities among staff are held. The other strategies are presenting papers at various forums, organizing conferences, academic meetings; attending seminars and workshops. Staffs have attended staff enrichment programmes, JESCOL programmes.

19. Student projects

- percentage of students who have done in-house projects including inter-departmental
- percentage of students doing projects in collaboration with industries / institutes

Term papers	Students number
2014	15%
2015	20%
2016	15%

20. Awards / recognitions received at the national and international level by

a. Faculty: Dr. Jayaram Reddy Eminent scientist award- (by The National Environmental Science Academy (NESAs), New Delhi)

b. Doctoral / post doctoral fellows

c. Students

21. Seminars/ Conferences/Workshops organized and the source of funding (National / International) with details of outstanding participants, if any.

Seminars & Workshops 2012-2016

S. No	SEMINARS/WORKSHOPS/CONFERENCES Organized (International/National/State Level)	Year	Source of Funding
1.	lecture workshop on "Recent trends in cellular mechanism and gene expression"	2015-2016	Indian Academy of Sciences
2.	International conference on green technologies for sustainable ecosystems and trade show.	2015-16	UGC
3.	Workshop on Bioinformatics and Drug designing.	2011-12	UGC
4.	Academies lecture workshop on plant taxonomy & Biodiversity, The National Academy of Sciences Allahabad Indian National Science Academy, New Delhi	2014-15	Indian Academy of Sciences Bangalore

22. Student profile course-wise:

Name of the course	Year	Total applications	Applications (male)	Applications (female)	Admitted
CBZ	2014-15	120	43	77	56 (27M+29F)
	2015-16	170	54	116	60 (17M+43F)
	2016-17	195	69	125	73 (30M + 43F)
CEB	2014-15	24	10	14	14 (6M+8F)
	2015-16	26	12	14	12 (8M+4F)
	2016-17	53	25	28	20 (10M+10F)

MCB	2014-15	45	16	29	24 (9M+15F)
	2015-16	54	09	45	25 (5M+20F)
	2016-17	47	16	31	19 (4M+15F)
CBBT	2014-15	54	29	25	28 (14M+14F)
	2015-16	68	31	35	32 (18M+14F)
	2016-17	86	30	56	29 (10M+ 19F)

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

NET-2013-1, 2015-1

24. Student progression

Student progression	Percentage against enrolled
UG to PG	15%
PG to M.Phil.	Approximately 2%
Ph.D. to Post-Doctoral	2-3%
Employed Campus selection	None
Employed Other than campus recruitment	Approx. 20% (Industry) 65% (Teaching and Others)
Entrepreneurs	Data not available

25. Diversity of staff: Staff who have joined the department from 2012-2016

Percentage of faculty who are graduates of the same parent university	6
Percentage of faculty who are graduates from other universities within the State	5
Percentage of faculty who are graduates from other universities from other States	4

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period. None

27. Present details about infrastructural facilities

a) Library: Common Library one for UG and one for PG

b) Internet facilities for staff and students: Available

c) Total number of class rooms -14

d) Class rooms with ICT facility: all classes

e) Students' laboratories

UG: 3Labs and PG 5 Labs

f) Research laboratories: 3

g) Number of students of the department getting financial assistance from College.

Information not available with the department

29. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology: No

30. Does the department obtain feedback form?

Yes – the college takes the evaluation and it is sent to the department

a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it?

Yes. Board of studies (BOS) meeting is conducted and the suggestions are incorporated in our curriculum.

b. Students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same?

Yes

c. Alumni and employers on the programmes and what is the response of the department to the same?

In BOS, one alumni is included and their feedback is incorporated.

31. List the distinguished alumni of the department (maximum 10)

1. Mr.Guru Prasad-Scientific Director- Durga Femto Technologies and Research

2. Ms.Yadugiri- research scholar at NCBS

3. Ms. Joanna Chiang- Phd- Scholar at Max Plank University, Germany

4. Dr. Veena Anil- Reader department of biotechnology- University of Agricultural Science (UAS)

5. Dr.Cherian Alexander- HOD department of English
6. Dr. Balaji- Phd From Scotland, presently working in India
7. Ms.Mishma Sylvia-Phd in Japan
32. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

Date	Speaker	Designation	Title
12/2/2016	Dr. K.M Mathew	Department of membrane biophysics, NCBS, TIFR, bangalore	—Recent trends in cellular mechanism and gene expression” in association with Indian Academy of Sciences Bangalore
12/2/2016	Dr. Rajalakshmi Gope	Professor and Head, Dept. of Human Genetics, NIMHANS,	Dysregulated gene expression through post-translational modifications in human brain tumors”.
12/2/2016	Prof. Bharathi P Salimath	Dept. of Biotechnology, Mysore University	Regulation of gene expression in tumor angiogenesis”.
13/2/2016	Dr. Malali Gowda	IISc, Next Gen. Genomics, NCBS, GKVK Campus, Bangalore	Dissecting cellular and phenotypic environment through metagenomics”.
13/2/2016	Dr. Nandeesh P	Scientist, Dept. of Biotechnology, IIHR, Bengaluru	—Heterogenous gene expression in crop plants”.
12/09/2014	Dr. Sundararajan	Dean of Research, Jain University, Bangalore.	Systems of Plant Classification of Ancient India’ Academies lecture
13/09/2014	Dr. Umashankar,	UAS Bangalore	Molecular Plant Taxonomy’
13/09/2014	Dr. K.R. Shivanna	Former Professor and Head, Department of Botany, Delhi University,	Reproductive Biology and Conservation of Plant Diversity’
12/09/2014	Dr. R.R. Rao,	Former Director CIMAP & ex director BSI, Kolkata	Role of Ethnobotany in Search of newer drug plants And conservation of Biological Diversity (some Concerns and issues)
12/09/2014	Dr. M. Sanjappa	Former Director BSI, Kolkata	Botanical Nomenclature’

33. List the teaching methods adopted by the faculty for different programmes. Quiz, field-trips, industrial visits, research based learning, projects, laboratory visits etc
34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?
The results of various programmes and methodologies are analysed and assessed and the pros and cons are discussed and extra attention is carried out to the students who are slow learners and mock tests and analytical thinking based questions are put forward for a better learning environment.
35. Highlight the participation of students and faculty in extension activities.
Service based surveys or projects are carried out, where we can give back to the society by educating them regarding certain diseases, its prevention etc. students take part in the outreach programmes conducted by college.
36. Give details of —beyond syllabus scholarly activities” of the department. Seminars, workshops
37. State whether the programme/ department is accredited/ graded by other agencies. Give details. NA
38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department
SWOC Analysis – Department of Botany

STRENGTHS

1. Department conducts certificate courses in Bioinformatics.
2. Staff members offer their academic expertise being members of BOS, BOE
3. Staff members are recognised guides of Bangalore University, MAHE, Manipal and Bharthiar University.
4. Department has published 43 research papers during 2010-2016
5. Department Publishes an online journal named- International journal of Biological research, ISSN registered, indexed journal to encourage teachers and students to publish research papers.

WEAKNESS

1. No lab space, store room and museum.
2. Cupboards need to be provided instead of racks for safe-keeping of lab specimens.
3. Position of green house is not suitable and needs to be renovated.
4. Replacement of old computers.
5. Need for having external examiners for PG practical final exam.

OPPORTUNITIES

1. Research opportunities to students are provided and providing them access to work in the research labs.
2. Hands-on training provided to Bachelors and Masters Students through term papers and projects.
3. CBCS course for PG has been well-accepted and has been in demand.
4. Students are taken to various institutes like FRLHT, NIMHANS, field visits and Botanical tours (4 days).
5. M.Sc. Students get trained to take up employment in the field of teaching by handling foundation course for UG students.

CHALLENGES

1. General decline in takers for Natural Science degrees.
2. Opening of similar new courses (M.Sc. Botany) in other colleges with low fee structure.
3. Admission to courses is being done before announcement of results in other Universities.
4. Low advertising about the college.
5. Injustice to the department during admission due to unequal distribution of students for B.Sc. courses with optional subject of Botany.

39. Future plans of the department.

1. Aiming that more staff enroll as Ph.D guides.
2. Consultancy to be established with I-IAM (FRLHT), St. Johns medical college and JCB Herbaria, IISc.
3. Collaboration with TOSKAR (The orchid society of Karnataka) and outreach programmes.
4. Ex situ germplasm conservation of rare and endangered species of plants at National level
5. This is in addition to curriculum and cocurriculum development programmes to facilitate students to make men and women for a better greener earth.
6. New innovative experiments will be added for B.Sc and M.Sc courses
7. To provide hands on training on operating instruments and training skills for the same.
8. Internet enabled practicals
9. More publications of papers/ books from the department by research students and staff members
10. Conducting workshops/seminars for exposure to recent trends.

4. EVALUATIVE REPORT OF DEPARTMENT OF CHEMISTRY

1. Name of the Department & its year of establishment
UG Chemistry 1922; PG Chemistry 1986; PhD program 1996
2. Names of Programmes/ Courses offered
UG courses (PCM, CBZ, CEB, CEZ, MCB, MCZ, CBBt, CZBt);
M.Sc. (Chemistry)
Ph.D. Program (Research Center affiliated to Bangalore University)
3. Interdisciplinary courses and departments involved
Josephite Research Forum (JRF) and Certificate Course on research based learning jointly conducted by Chemistry, Biotech and Botany departments. Both these programs are sponsored by DBT.
4. Annual/ semester/choice based credit system
Semester and choice based credit system
5. Participation of the department in the courses offered by other departments
Our students participate in choice based credit system (CBCS) conducted by other departments. Other students opt for chemistry under CBCS.
6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors)

16 aided (Associate Professors) 5 unaided (Assistant Professors)

1. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

	Name of the faculty	QIn	Designation	Specialization	Years	Ph.D 2012-2016
1.	Mr. T Baskar	M.Phil.	HOD	Chemistry	30	
2.	Mr. T.V. Vedavyasa	M.Phil.	PG Co-coordinator	Physical Chemistry	30	
3.	Dr. Nagaraju N	Ph.D.	Associate Professor	Inorganic Chemistry	31	1
4.	Mr. Anantha Padmanabha Rao	M.Phil.	Asso Prof	Organic Chemistry	31	
5.	Dr. Michael Rajamathi	Ph.D.	Asso Prof	Chemistry	30	02
6.	Dr. Vijayasri Srinivasan	Ph.D.	Asso Prof	Chemistry	30	
7.	Dr. Vijaykumar Reddy	Ph.D.	Associate Professor	Physical Chemistry	30	
8.	Dr. H Jayasankar	Ph.D.	Asso Prof	Chemistry	29	
9.	Dr. C. Mohana Das	Ph.D.	Asso Prof	Chemistry	28	
10.	Dr. Ronald Jerald Mascarenhas	Ph.D.	Associate Professor	Physical Chemistry	27	03
11.	Dr. Melwin Colaco	Ph.D.	Asso Prof	Chemistry	25	
12.	Dr. Somashekariah B V	Ph.D.	Asst Prof	Biochemistry	24	3
13.	Dr. Sandra Misquith	Ph.D.	Asst Profr	Biochemistry	22	3
14.	Dr. Shobha S.V	Ph.D.	Asso Prof	Chemistry	22	
15.	Dr. Shanty Mathew	Ph.D.	Asst Prof	Analytical Chemistry	21	
16.	Dr. Libi Thomas	Ph.D.	Asst Prof	Analytical Chemistry	21	
17.	Dr. Suhas D.P.	Ph.D.	Asst Prof	Chemistry	1	
18.	Dr. Joyce D'soza	Ph.D.	Asst Prof	Analytical Chemistry	2	
19.	Ms. Christine Nigli	M.Phil.	Asst Prof	Biochemistry	3	

20.	Ms. Laveena Mariet Veigas	M.Sc.	Asst Prof	Analytical Chemistry	1	
21.	Dr. Ashlee P. C.	Ph.D.	Asst Prof	Chemistry	-	

8. Percentage of classes taken by temporary faculty – programme-wise information: No temporary faculty

9. Programme-wise Student Teacher Ratio: PG 6: 1; UG 44:1

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled

Technical staff: 5(UG); 1 (PG)

11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.

Major Research Projects Completed during 2012- 2016

Si. No.	Name	Subject	Amount (Rs.)	Year Project Completed	Funding Agency
1.	Dr. Michael Rajamathi	Chemistry	55,00,000.00	2016	SERB
2.	Dr. Ronald J. Mascarenhas	Chemistry	9,39,807.00	2016	UGC

Ongoing Major Research Projects: 2012- 2016

Si. No.	Name	Subject	Amount (Rs.)	Year of grant received	Funding Agency
1.	Dr. Melwin Colaco	Chemistry	14,79,300	31-03-2013	UGC
2.	Dr. Sandra Misquith	Chemistry	22,96,000	07-10-2013	CSIR
3.	Dr. B.V. Somashekariah	Chemistry	12,68,900	31-03-2013	UGC
4.	Dr. Michael Rajamathi	Chemistry	36,82,580	24-06-2013	SERB, DST
5.	Dr. Ronald J. Mascarenhas	Chemistry	27,00,000	07-05-2014	BRNS

Minor Research Projects Completed during 2012- 2016

Si. No.	Name	Subject	Amount (Rs.)	Year Project Completed	Funding Agency
1.	Dr. Naveen Chandra	Chemistry	1,50,000	2015	UGC

Ongoing Minor Research Projects 2012- 2016

Si. No.	Name	Subject	Amount (Rs.)	Year of grant received	Funding Agency
1.	Dr Joyce D'Souza	Chemistry	2,00,000	04-02-2015	UGC

12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received
College has received the following amount under College for Excellence (CE) grants (Non-recurring: 110 lakhs and Recurring: 60 lakhs

DBT (POTENTIAL FOR STAR)	10 lakhs
DST FIST	95 lakhs (for 6 PG departments including CHEMISTRY)

13. Research facility / centre with

Department is recognized as Research Center by Bangalore University.

14. Publications:

Chapter(s) in Books

Tejraj M Aminabhavi, Suhas P. Dharupaneedi, Uttam A. More, The role of nanotechnology and chitosan based biomaterials for tissue engineering and therapeutics; Chitosan Based Biomaterials, Volume 2; Chapter 1 (http://dx.doi.org/10.1016/B978-0-08-100228-5_00001-8) Year 2016.

Tejraj M Aminabhavi, Suhas P. Dharupaneedi, Production of Chitosan based Hydrogels for Biomedical Applications; Book: Chitosan Based Biomaterials, Volume 1; Chapter 12 (http://dx.doi.org/10.1016/B978-0-08-100230-8_00012-1) Year 2016.

Publications in SCI indexed journal

Name of the Faculty	No. of Publications (2012-16)	H-Index	Publication details only from 2012-2016	Imact factor	Citation Index
Dr. N. Nagaraju	9	18	Journal of Power Sources Volume 309, 31 March 2016, Pages 212-220	6.09	16.61
			Materials Chemistry and Physics; Volume 164, 15 August 2015, Pages 98-107	2.35	
			Journal of Industrial and Engineering Chemistry Volume 19, Issue 1, 25 January 2013, Pages 337-346	3.45	
			RSC Advances Volume 6, Issue 85, 2016, Pages 82359-82369	3.97	
			Journal of Energy Chemistry December 25, 2015 DOI: 10.1016/j.jechem.2016.04.012	2.33	
			Cuihua Xuebao/Chinese Journal of Catalysis Volume 36, Issue 2, 20 February 2015, Pages 209-215	1.5	
			Cuihua Xuebao/Chinese Journal of Catalysis Volume 36, Issue 11, 20 November 2015, Pages 1825-1836	1.5	
			Advanced Materials Letters Volume 3, Issue 4, September 2012, Pages 309-314;	1.46	
			Chinese Journal of Catalysis Volume 33, Issue 2-3, February 2012, Pages 439-446	1.5	
Dr. Melwin Colaco	5		Acta Crystallogr Sect F Struct Biol Cryst Commun. 69 (2013) 103-108.	0.647	NA
			S PLoS One 9 (2014).	3.55	
			J Struct Biol.190 (2015) 304- 313.	3.067	
			Cryst Eng Comm, 17 (2015) 2523-2528	3.849	
			The FEBS Journal 283 (2016) 3723-2738	4.237	
Dr. Santra Misquith	3	9	Acta Crystallogr Sect F Struct Biol Cryst Commun. 69 (2013) 103-108.	0.55	11.75
			S PLoS One 9 (2014).	3.55	
			J Struct Biol.190 (2015) 304- 313.	3.067	
Dr. Ronald Mascarenhas	15	11	Ionics (2016): DOI: 10.1007/s11581-016-1806-y	2.119	22.8
			Journal of Electroanalytical Chemistry (2016): DOI: 10.1016/j.jelechem.2016.08.010	2.807	
			RSC Adv., 2015, 5, 91472	3.907	
			Materials Science and EngineeringC 57 (2015) 328–337.	3.338	
			Ionics 22 (2016) 405–414	2.119	

			Journal of Electro- analytical Chemistry 739 (2015) 49–57.	2.807	
			Journal of Electroanalytical Chemistry 732 (2014) 30–37.	2.807	
			Talanta 125 (2014) 352–360.	4.035	
			Ionics 20 (2014) 849–856.	2.119	
			J. Electroanal. Chem. 704 (2013) 220.	2.807	
			Journal of Colloid and Interface Science 402 (2013) 223.	3.758	
			Mater. Sci. Eng., C. 33 (2013) 3294–3302.	3.338	
			Colloids and Surfaces B: Biointerfaces 110 (2013) 458–465.	4.269	
			Journal of Molecular Liquids 174 (2012) 70–75.	2.740	
			Colloids and Surfaces B: Biointerfaces 101 (2013) 91– 96.	4.269	
Dr. Michael Rajamathi	19	33	Carbon 2012, 50, 4839.	6.19	47.7
			Port. Electrochim. Acta 2012, 30, 371.	0.96	
			Nanoscale 2012, 4, 496.	7.76	
			J. Mater. Chem. 2012, 22, 6885.	6.62	
			J. Solid State Electrochem. 2012, 16, 3189.	2.32	
			ACS Nano 2013, 7, 7311.	13.33	
			Mater. Res. Bull. 2013, 48, 2715.		
			J. Phys. Chem. Solids 2013, 74, 1164.	1.85	
			ACS Appl. Mater. Interfaces 2013, 5, 2708.	7.14	
			J. Solid State Chem. 2013, 198, 303.	2.26	
			J. Electroanal. Chem. 2013, 704, 220.	2.82	
			ACS Nano 2014, 8, 2755.	13.33	
			J. Phys. Chem. C 2014, 118, 1386.	4.50	
			J. Mater. Chem. A 2014, 2, 985.	8.26	
			Appl. Clay Sci. 2014, 87, 163.	2.58	
			RSC Adv. 2015, 5, 51176	3.907	
			Phys. Chem. Chem. Phys. 2016, 18, 12604.	5.3	
			Carbon 2017, 112, 8	6.19	
Dr.Suhas D.P.	1	4	RSC Advances, 5 (2015) 100984.	3.907	12.1

*Details of staff publications are included in the appendix

15. Details of patents and income generated: None

16. Areas of consultancy and income generated: Rs. 17,26,640 (PXRDConsultancy for pharma companies)

17. Faculty recharging strategies

Organizing conferences, academic meetings, attending seminars and workshops

18. Student projects

Percentage of students who have done in-house projects including inter-departmental: PG – 100%; UG – 05%

Percentage of students doing projects in collaboration with industries / institutes: NIL

19. Awards / recognitions received at the national and international level by

Faculty: Dr Michael Rajamathi, CV Raman Award, Karnataka, For 2011 (given in 2013)

Doctoral / post-doctoral fellows

Name of the Doctoral/Post-doctoral fellow	Achievement	Year
Nethravathi, C	PDF in NIMS, Japan	2012
Nygil Thomas	PDF in Germany	2012
Anto Jeffery	CSIR-SRF	2015

Students

Name of the student	Achievement	Year
Catherine Rajamathi	Doctoral Fellowship, MPI for Chemical Physics of Solids, Dresden, Germany	2013
Aravind	Doctoral Fellowship, FUNDP, Namur, Belgium	2015

20. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

sl	Seminars/workshops/conferences organized	year	funding agency
1	—Chemistry – Challenges & Opportunities” (NCCCO-2012)	2011-12	DST, St. Joseph’s College, Astra Zeneca
2	Electrochemical concepts: Materials for energy storage and sensing (ECMESS-2015)	2014-15	UGC
3	Spectroscopic and Microscopic Methods for the Analysis of Materials (SMAM-2016)	2016-17	National Science Academies

21. Student profile course-wise:

RESULTS UG															
Com binat ion	2009-2012			2010-2013			2011-2014			2012-2015			2013-2016		
	Ad mitt ed	C o m pl et ed	%	A d mi tte d	C o m pl et ed	%	A d mi tte d	C o m pl et ed	%	A d mi tte d	C o m pl et ed	%	A d mi tte d	C o m pl et ed	%
PCM	45	29	64.4	42	23	54.8	29	14	48.3	35	24	68.6	59	31	52.5
CBB T	48	25	52.1	34	24	70.6	32	15	46.9	38	25	65.8	22	11	50
CBZ	32	20	62.5	28	18	64.2	29	15	51.7	22	16	72.7	37	28	75.7
CEB	6	3	50	7	1	14.3	12	5	41.7	3	2	66.7	18	16	88.9
CEZ	11	3	27.3	22	13	59.1	18	13	72.2	6	5	83.3	16	10	62.5
MC B	17	12	70.5	16	8	50	8	4	50	12	8	66.7	15	8	53.3
MCZ	32	26	81.2	27	21	77.8	23	15	65.2	40	23	57.5	45	29	64.4
CZB T													36	16	44.4

22. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

UG and PG Programs	No. of Students qualify NET/GATE/INSPIRE etc. during last 3 years			
	2013	2014	2015	2016
NET	2	-	1	-
GATE		-	2	-
INSPIRE	4	1	2	-
KVPY	-	1	-	-
JNCASR POCE	-	1	1	1
IAS Summer Fellowship	-		2	-
Post Matric Scholarship for Minorities, GoI	-	1	-	-

23. Student progression

Student progression	Percentage against enrolled
UG to PG	20%
PG to M.Phil./PhD	25%
Ph.D. to Post-Doctoral	25%
Employed Campus selection	10%
Employed Other than campus recruitment	50% (Industry) 25% (Teaching and Others)
Entrepreneurs	Data not available

24. Diversity of staff

Staff who have joined the department from 2012-2016

Percentage of faculty who are graduates of the same parent university	17% (1/6)
Percentage of faculty who are graduates from other universities within the State	33% (2/6)
Percentage of faculty who are graduates from other universities from other States	50% (3/6)

25. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period: None

26. Present details about infrastructural facilities

a) Library: Common Library one for UG and one for PG

b) Internet facilities for staff and students: Available

c) Total number of class rooms

d) Class rooms with ICT facility

Courses	No. of Class Rooms	With ICT facility
PCM	3	3
CBZ	3	3
CEB/CEZ	3	3
MCB/MCZ	3	3
CBBt/CZBt	3	3
M.Sc. Analytical Chemistry	2	2
Total	17	17

e) Students' laboratories: UG – 4 Labs and PG – 3 Labs

f) Research laboratories: Six

g) Number of students of the department getting financial assistance from Colleges: Data not available with the department

27. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology. : No new programs initiated in this period.

28. Does the department obtain feedback from:

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it?

Yes. Board of studies (BOS) discusses the suggestions given by faculty and makes changes in the curriculum.

b. students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same? : College collects feedback on staff from students; feedback on curriculum obtained informally through occasional interviews. The staffs are advised by the Principal on any shortcoming indicated in the feedback by students; the student feedback on curriculum is discussed in the BOS.

c. alumni and employers on the programmes and what is the response of the department to the same?

Some alumni are brought into the BOS and their suggestions are discussed in the BOS. The Principal meets the staff in the beginning of each academic year and gives feedback as well as suggestions for progress.

29. List the distinguished alumni of the department (maximum 10)

Prof. J. Chandrashekar, Retired Professor from IISc

Prof. Vishnu Kamath, Professor, Bangalore University

Prof. E.S. Dwaraka Das, Industrialist

Sri Sri Ravi Shankar, founder of Art of Living (AOL)

Dr. Aby Paul, National Best Teacher Award Winner 2015-16.

30. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

Date	Name of the Speaker	Designation	Title
24/06/2015	Dr Murthy S Gudipatti	California Institute of technology USA	—des of the universe”
03/07/2015	Dr Ramamurthy	Jain Unbiversity	Over view of Intellectual Property rights
17/07/2015	Dr Narendra Reddy	Jain University	Biopolymer materials for a sustainable greener future: pursuing a common Bond
22/07/2016	Dr. Michael Rajamathi	St. Joseph’s College	Chemistry and my life
2016	Aninda Bhattacharya	Associate Professor, Solid State and Structural Chemistry Unit, Indian Institute Of Science, Bangalore.	Microbial electrochemical technologies
2016	Dr. Gulshan Relhan	Former programme officer of board of research in nuclear sciences, Senior Scientist Bhabha Atomic Research Centre, Mumbai	Innovation and future challenges in science and technology
2016	Prof. A Ramachandraiah	Chemistry Department, National Institute Of Technology, Warangal	Relevance of scientific communication in Indian context

31. List the teaching methods adopted by the faculty for different programmes.

ICT, Quiz, field-trips, industrial visits, research projects

32. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

We analyze the results at the end of each semester and make course corrections. Based on internal assessment test results we identify students who perform poorly and arrange remedial program for them.

33. Highlight the participation of students and faculty in extension activities : They take part in outreach programs

34. Give details: State whether the programme/ department is accredited/ graded by other agencies. Give details: No

35. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

SWOC Analysis – Department of Chemistry

Strengths:

- Our biggest strength is that we have highly qualified and committed faculty. More than 75% of our staff have Doctoral degree.
- Many of our teachers are actively involved research.
- Willingness to try new innovative methods in teaching and evaluation is another of our biggest strengths.
- We have a very highly sophisticated instrumentation centre.
- Teamwork is another very important strength of our department. We are also people with very diametrically opposite views, which is a good blend for the growth of the department.

Weaknesses:

- As a department, we do not come together as often as we should. Slight initial resistance towards anything new is emerging, of late.
- All members of the staff are not very vocal during department meetings; hence discussion of various issues happens between a few members.
- Many ideas are floated around during various department meetings but sometimes no proper decision is taken at the end of the meetings.
- Documentation is poor at the department level.
- Full potential of the department yet to be realised.

Opportunities:

- We can start new programmes at under graduate and the post graduate level.
- Institution - industry link can be strengthened further. This will help in training and also in placement of our PG students
- Research can be expanded further given all the facilities that we now have in the college.
- Alumni potential can be tapped for resources – monetary and intellectual
- Consultancy revenue can be increased by offering various analytical services to industries.

Challenges

- A very high Student: Teacher ratio in UG is one of our biggest challenges as it curtails the efficiency of the teachers.
- Space constraint in the labs is a problem. We are not able to handle large batches.
- Lack of incentives and lack of clarity of policies toward research, would come in the way of expanding research in the department
- Lack of a consistent policy towards fund allocation does not allow us to do anything extra such as industrial visits, attending seminars, various association activities etc.

36. Future plans of the department.

- We have plans to conduct seminars/workshops on a regular basis. Some of the areas picked out are —Innovative teaching methods”, —Sustainable Excellence”, —Spectroscopic and microscopic techniques”
- We would also conduct Conferences for the students by the students
- Those of our teachers who do not have a Ph.D. will get their degrees soon.
- We will strive to get more research projects from government funding agencies.
- We would initiate writing proposal for DST FIST funding
- We will strive to do well in DBT (Potential for STAR) program and reach DBT-STAR status.

PUBLICATIONS

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12. C. Nethravathi, J.Machado, U. K.Gautam, G. S.Avadhani, M. Rajamathi, Exfoliation of copper hydroxysalt in water and the conversion of the exfoliated layers to cupric and cuprous oxide nanoparticles, *Nanoscale* 2012, 4, 496.
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26. A. Anto Jeffery, S. R. Rao, M. Rajamathi, Preparation of MoS₂–Reduced Graphene Oxide (rGO) Hybrid Paper for Catalytic Applications by Simple Exfoliation–Costacking, *Carbon* 2017, 112, 8.
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5. EVALUATIVE REPORT OF DEPARTMENT OF COMMERCE

1. Name of the Department: Department of Commerce

Year of establishment: 2015

2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

Undergraduate Programs

B.Com 2015 – 2016

B.Com BPS 2016 - 2017

3. Interdisciplinary courses and departments involved

English: Department of English

Languages: Department of Languages

Department also offers one certificate course on —Basic Financial Accounting” to facilitate students basic knowledge on accounting to the non-commerce students.

4. Annual/ semester/choice based credit system

Semester and choice based credit system

5. Participation of the department in the courses offered by other departments

Choice based credit course	Offered by other departments.
Certificate Courses	Offered by other departments.

6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors)

Category	Sanctioned	Filled
Professors	N/A	N/A
Associate Professors	N/A	N/A
Asst. Professors	9	9

7. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

	Name of the faculty	Qualification	Designation	Specialization	years of Experience
1.	Dr. Christo Selvan	M.com, MBA, PGDCA, Phd	Assistant Professor	Financial Accounting	15 years
2.	Mr.Cyril	M.com, PGDBA, PGDFM, NET, K-SET	Assistant Professor	Accounting & Finance	1.5yrs-Teaching
3.	Ms.Amita Priyadarshini	M.com, PGDFM, NET (JRF), K-SET	Assistant Professor	Accounting & Finance	1.5 Years
4.	Ms. Princy Nisha	M.com, PGDHRM	Assistant Professor	Finance	5 Years
5.	Mr. Charles Ambrose	M.com, NCCMP, NET (JRF), K-SET	Assistant Professor	Taxation, Cost accounting	4.5yrs
6.	Ms. Radhika Uttam	M.com, PGDBA, K-SET	Assistant Professor	Financial Accounting	1.5 years
7.	Ms.Divyashree V	M.com, NET	Assistant Professor	Accounting & Taxation	2.5 years
8.	Ms. Ahana Ruth Pinto	M.com, PGDBA, PGDFM, NET , K-SET	Assistant Professor	Finance & Marketing	1.5 years
9.	Ms. Immaculate	M.com, PGDBA, PGDFM	Assistant Professor	Finance	0.5 years

8. Percentage of classes taken by temporary faculty – programme-wise information: NIL
9. Programme-wise Student Teacher Ratio UG : 80:1
10. Number of academic support staff (technical) and administrative staff: sanctioned and filled NIL
11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.: NONE
12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received NONE
13. Research facility / centre with
State Recognition : No
National Recognition : No
International Recognition: No
14. Publications: 2012-16 only with ISSN ISBN
 1. Christoselvan and Chau Thanh Doan Thu (2015), The benefits and Challenges of Palm oil plantation in Malaysia – a study on FDI, published in Global Business, Economics, Finance and Social Science, February 2015, Thailand, Malaysia, ISBN: 978-1-941505-22-9
 2. Cyril (2016) Mindfulness and authentic happiness: A study on Bangalore based software professionals, Published in Next generation BPs-A catalyst for value creation: Page Nos 61-68 ISBN NO.978-93-86176-25-7
 3. Cyril (2016) A study on “change in the pattern of investment by the individuals during the financial instability”. In an International Journal of Business and administration Research Review: Issue No:4 Volume No:1 Impact factor 3.853 ISSN No:2348-0653
 4. Amita Priyadarshini (2016), A Study on Green Banking In India: Its Impact on Return On Equity and Sustainable Development, International Journal Of Business And Administration research review, September 2016, Bangalore, India , ISSN: 2348-0653
 5. A study on change in the pattern of investment by the individuals during the financial in stability- International Journal of Business and Administration research review-Volume no.1, Issue no.4, Impact factor 3.853. ISSN No-2348- 0653.

Proceedings

6. Christoselvan and Reteka Singh (2016) —A study on the problems and prospects of Green Marketing in India” in Conference Summaries at SNR Sons College, Tamilnadu ISBN 978-93-5258-625-7
7. Cyril The role of small, micro and medium enterprise in inclusion growth- National seminar on financial inclusion – opportunities and Challenges- ISBN no.978-81- 920859-3-
8. Charles (2016), A Study on Comparative Analysis of Equity Schemes Offered by Kotak Mutual Funds-Emerging Trends in Global and Indian Business Scenario at St Joseph Evening College on 27/02/2016, ISBN No. 978-81- 923066-4- 3.
9. Divya Shree and Radhika Uttam(2016), A study on —GoldETF as a choice of investment avenue among women faculties in Bangalore” Organized by Kristu Jayanti college, published in —International Journal of Business and Administration Research Review” ISSN - 2348-0653.
10. Divya Shree & Radhika Uttam(2016), A study on —GoldETF as a choice of investment avenue among women faculties in Bangalore” Organized by Kristu Jayanti college, published in —International Journal of Business and Administration Research Review” ISSN - 2348-0653.
15. Details of patents and income generated: NONE
16. Areas of consultancy and income generated: NONE
17. Faculty recharging strategies : staff have attended workshops and seminars and presented papers.

19. Student projects

- percentage of students who have done in-house projects including inter-departmental: NONE
- percentage of students doing projects in collaboration with industries / institutes: 100% Internship Project

20. Awards / recognitions received at the national and international level by: NIL

21. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.: NONE

22. Student profile course-wise:

Not Available with the department

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations? NOT APPLICABLE

24. Student progression Not Applicable

25. Diversity of staff:

Percentage of faculty who are graduates from:

Same University

Other universities within state

Other universities other states

	Faculty name	Same university	Other universities within state	Other universities other states
1.	Dr. Christo Selvan	-----	-----	Bharathiar University
2.	Mr.Cyril	-----	Mangalore university	
3.	Ms.Amita Priyadarshini	Bangalore University	-----	
4.	Ms. Princy Nisha	Bangalore university	-----	
5.	Mr. Charles Ambrose	Bangalore university		
6.	Ms. Radhika Uttam	-----	Christ University	
7.	Ms.Divyashree V		University of Mysore	
8.	Ms. Ahana Ruth Pinto	Bangalore university	-----	
9.	Ms. Immaculate	Bangalore university	-----	-----
	Total	56%	33%	11%

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period. NONE

27. Present details about infrastructural facilities

- a) Library: Common Library one for UG
- b) Internet facilities for staff and students: Available
- c) Total number of class rooms: 9 Class rooms
- d) Class rooms with ICT facility: YES
- e) Students' laboratories: NO
- f) Research laboratories: N/A

27. Number of students of the department getting financial assistance from College. Not available with the department

28. Number of students of the department getting financial assistance from College.

29. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology.

No

30. Does the department obtain feedback from : Informal feedback by respective class mentors.

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it?

Yes. Board of studies (BOS) meeting, incorporating the suggestions in our curriculum.

b. students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same?

Based on the feedback on staff and curriculum, following actions were taken

1. Remedial classes for weaker students

Bridge course for non mathematics students

2. Personal teaching

3. Special advice for the students who appear for Professional Certificate courses like CA/ACCA and others

4. Mock examination

5. Assignments are given to meet their individual learning needs

c. alumni and employers on the programmes and what is the response of the department to the same?

Not Applicable

31. List the distinguished alumni of the department

Not Applicable

32. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

Date	Institution/company	Designation	Title
June, 2015	Yashes Academy	Marketing	Careers in Chartered Accountancy (CA) & CS
July, 2015	Global Express Travel Academy Ltd	Branch Manager and marketing Head	Travel and Tourism Management
12/ 2015	ISDC	Marketing Head	Orientation to ACCA
7/ 2016	Byju's Classes	Byju's academicians	Career guidance
7/ 2016	Seattle University, USA	Dr. Ajay Abraham, Asst. Professor	Emerging trends in Marketing.

33. List the teaching methods adopted by the faculty for different programmes.

Ans: ICT, Case Studies, Research Projects, Practical Assignments

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

Through evaluating practical assignments, we identify students who require extra attention and help them improve academically, on one-to-one basis. Also we conduct result analysis and carry out remedial classes for academically poor students.

35. Highlight the participation of students and faculty in extension activities.

Ans: Take part in outreach programs, Industry visits are organized to visit Coca Cola Industry, Bangalore

36. State whether the programme/ department is accredited/ graded by other agencies. Give details.

Yes, the college has an outreach centre which monitors and assesses these outreach program

37. State whether the programme/ department is accredited/ graded by other agencies. Give details.

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

STRENGTHS

1. Good understanding between staff and students
2. Faculties have a broad base of expertise, specializations and an openness to share their expertise with students through advising/mentoring
3. Competitive and rigorous and updated curriculum.
4. Commerce Association with various activities provides like THARANG, EMPORIO etc to show case the talents.
5. Certificate course: Department has organized a basic accounting for non-commerce students.

WEAKNESS

1. Time and resource constraint for conducting extension activities
2. New department which needs time to establish
3. Need for infrastructure facilities.

OPPORTUNITIES:

1. Scope for starting BBA and PG in Commerce
2. Scope for Industry –academia collaboration (CA, CPA,ACCA and CMA) and arranging guest lectures/ talks from academics/ Industry experts /internships in different companies.
3. Plan to organize National seminars / conferences / workshops in recent developments in statistics once in every academic year.
4. Strengthening departmental library by procuring more text books, peer journals and reference books.
5. Better placement services.

CHALLENGES:

1. Multiple colleges offering similar course in the vicinity.
2. Attracting potential employers for the placements.
3. Remedial classes for academically weaker students – Produced best result in the

6. EVALUATIVE REPORT OF DEPARTMENT OF COMMUNICATION

1. Name of the Department & its year of establishment

Communication, 2008

2. Names of Programmes/ Courses offered

UG: BA (Visual Communication), B. Voc (Visual Media and Filmmaking) and B. Voc (Digital Media and Animation)

MA (Journalism and Mass Communication)

4. Interdisciplinary courses and departments involved :Josephite Research Forum (JRF)

5. Annual/ semester/choice based credit system : Semester and choice based credit system

5. Participation of the department in the courses offered by other departments

Our students participate in choice based credit system (CBCS) conducted by other departments.

6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors)

Associate Professor - 1 Assistant Professors - 12

11. Faculty profile with name, qualification, designation, specialization

	Name of the faculty	Qualification	Designation
1.	Johnson Rajkumar	MS Com , NET	Assistant Professor UG Coordinator
2.	Parinitha Shinde	MS Com NET	Assistant Professor PG Coordinator
3.	Sathish Rajan	MSc Visual Com NET	Assistant Professor BVOC Coordinator
4.	Fr. Richard Rego	Ph.D.	Director, Research Center, Associate Professor
5.	Fr. Pradeep Anthony	MS Com SLET	Assistant Professor
6.	Swati Bandi	Ph.D.	Assistant Professor
7.	Marudhu Pandiyan	MSc Visual Com NET	Assistant Professor
8.	Ms Sahana Sarak	M.Sc	Assistant Professor
9.	Vidisha D'Souza	MS Com M Phil	Assistant Professor
10.	Nevil D'Souza	M Sc. Electronic Media	Assistant Professor
11.	Mr. Venkatesh	Media LAB	Assistant Professor
12.	Mr. Naveen B	M.Sc	Assistant Professor
13.	Mr. Ajay Chandran	M.Sc	Assistant Professor

Percentage of classes taken by temporary faculty – programme-wise information

UG: BA (Visual Communication) – 8.3%

BVOC

PG: 18%

9. Programme-wise Student Teacher Ratio

PG 30:1 ; UG 50:1

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled

2(UG); 1 (PG)

11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.: None

Questions 12-14 No response Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received: NA

13. Research facility / centre with: NA

14. Publications:

1. D'Souza, V. Understanding the Uses and Gratifications of Online News Portals in India, Book of Abstracts: ISBN 978-93-82305-76-7 2015

2. Arakal, F. Media Ethics and Social Responsibility ISBN 978-81-7086-697-8 2014

3. Rego, R Casteism in Girish Kasaravalli's Films, Journal of Creative Communications, Sage, October 2013. ISSN 0973-2586

15. Details of patents and income generated: None

16. Areas of consultancy and income generated

Video and Photography. Service based

17. Faculty recharging strategies

Presenting papers, organizing conferences, academic meetings, attending seminars and workshops

1. Reg R. & Srimathi, P. (2017). Role of Media in Building Democratic Society: A case study of the news coverage of Burhan Wani killing in Kashmir, at the National Conference held at Gujarat Vidyapith, Ahemdabad, 20-21 Jan. 2017.

2. Rego, R. (2017). Communalising the National, Politicising the Communal: Framing Communities in Nakul Singh Sawhney's Muzaffarnagar Baaqi Hai, at the International Symposium held at Central University of Kerala, Kasargod, Mapping 21st Century Indian Political Documentary Film - Discursive & Formal Trajectories. 14-16 Feb. 2017.

19. Student projects

Students have done projects in Film, Photography, Design/Branding, Web Design, Magazines and Public Relation Events

Name of the student	Achievement/Recognition	Year
Prantik Deshmukh	Special Mention Award, National Students' Film Award (Government of India)	2013
Sarah Thomas	Best Documentary Film, Rolling Frames International Film Festival.	2014
Syed Usman	Official Selection, International Documentary and Short Film Festival of Kerala, Mumbai Women's International Film Festival	2014
Aiman Salman, Sumit Dasgupta, Santhosh Chandrashekar	Best Cinematography, Rolling Frames International Film Festival.	2016
\	Official Selection, International Documentary and Short Film Festival of Kerala	2016
Raunak Hazarika	Campus Diaries, Most Talented Young Changemakers	2016
Sreerag Krishna	Young Filmmaker Fellowship, Media Collective	2016

20. Awards / recognitions received at the national and international level by

o Faculty

Name of the Faculty Achievement/Recognition

1. Johnson Rajkumar Certified by National Film Archive of India and International Federation of Film Archive, Belgium on Film Preservation and Restoration Named among the top 25 'Teachers Transforming the Landscape of Education' in India by the magazine, Campus Diaries, 2016

2. Selected to work on a documentary film under the film funding project supported by Films Division, Ministry of Information & Broadcasting, Government of India. Out of an 167 proposals received from across the country, 9 films have been selected. The issue is the role of women organization in patriarchal society of Manipur. The funding of 3.3 lakhs includes for research, production and post production of the film

21. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

Sno.	SEMINARS/WORKSHOPS/CONFERENCES	YEAR	Source of funding
1	National Conference on Media and Social Responsibility	2013	UGC
2	National Conference on Media Challenges in the age of Globalization and Digitization	2014	Sponsors

22. Student profile course-wise:

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

NET :2:

24. Student progression

Student progression	Percentage against enrolled
UG to PG	20%
PG to M.Phil.	3%
Ph.D. to Post-Doctoral	-
Employed Campus selection	16%
Employed Other than campus recruitment	90% (Industry) 5% (Teaching and Others)
Entrepreneurs	5%

25. Diversity of staff

Staff who have joined the department from 2012-2016

Percentage of faculty who are graduates of the same parent university	37.5% (6/16)
Percentage of faculty who are graduates from other universities within the State	6.25%(1/16)
Percentage of faculty who are graduates from other universities from other States	56.25% (9/16)

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period: One

27. Present details about infrastructural facilities

- Library: Common Library one for UG and one for P
- Internet facilities for staff and students: Available
- Total number of classrooms

Courses	No. of Class Rooms
BA (Visual Communication)	3
B VOC (Digital Media and Animation)	3
B VOC (Visual Media and Filmmaking)	3
MA (Journalism and Mass Communication)	2
Total	11

d) Class rooms with ICT facility

Courses	No. of Class Rooms
BA (Visual Communication)	3
B VOC (Digital Media and Animation)	3
B VOC (Visual Media and Filmmaking)	3
MA (Journalism and Mass Communication)	3
Total =	11

e) Students' laboratories

UG: BA (Visual Communication): 1 Lab, 1 Audio Visual Studio

BVOC: 1 Animation Lab and 1 Cinema Studio

PG: 1 Lab, 1 TV Studio, 1 Audio Studio

f) Research laboratories: NA

g) Number of students of the department getting financial assistance from College.

Not available with the department

28. Number of students of the department getting financial assistance from College.

29. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology: No

30. Does the department obtain feedback from:

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it? Yes. Board of studies (BOS) meeting, incorporating the suggestions in our curriculum.

b. students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same? No

c. alumni and employers on the programmes and what is the response of the department to the same? No

31. List the distinguished alumni of the department (maximum 10)

1. Terrina Jairaj, Senior Sub Editor, The Hindu
2. Hrithik Bagade, Business Correspondent, Deccan Herald
3. Govind Menon, Corporate Communication Specialist, Microsoft India
4. Shoiab Urmi, Reporter, The New Indian Express
5. Aishwaraya Jayasimha, Radio Jockey, Radio Mirchi
6. Pavan Kumar Patil, Correspondent, TV9
7. Sarah Thomas, Producer, Stom Production
8. Abhimanyu Sen, Sports Correspondent, CNN News18
9. Derek Francis, Reuters
10. Roshan Slyvetser, Assistant Professor, Jyothi Nivas College, Bangalore.

32. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

Date	Name of the Speaker	Designation	Title
2014	Mr Royston Rebello	Corporate Communication	‘How to succeed in the corporate realm’
	Mr Vivek Pinto		
2014	Jayadevan P. K	Editor of <i>nextbigwhat.com</i>	Journalism 2.0
2014	Clifford Pereira	Director, TV9 Network	Broadcast journalism
2014	Mr Siddharth Sinha	Film maker	Ideation and Film
2014	Dr Nagesh Narayana	Managing Editor, IBT	Digital and Business Journalism
2014	Mr Saad Khan	Film Director	Bollywood and challenges in going against conventional Hindi cinema
2014	Mr Tenzin Tsundue	Poet/Activist	Poetry of Resistance
2014	Mr Manohar Ranganathan	Human Rights Activist, SICHREM	Applying a Right to Information (RTI) report and the relevance of the act
2014	Mr Amudhan R.P	Filmmaker	Caste Issues and Film
2014	Mr Sharath	Deputy Superintendent of Police, Cyber Crime Branch	International Media Ethics Day
2014	Mr Na Vijayashankar	Director of Cyber Law College	International Media Ethics Day
2015	Mr. Sugata Srinivasaraju	Editorial director of Asianet News Network Pvt Ltd	Reporting and Editing Workshop
2015		Special Correspondent, Hindustan Times	Reporting
2015	Mr. Sudipto Mondal	International Business Times	Reporting
2015	Mr. A Varghese	Sub Editor, Deccan Chronicle	Newspaper Editing
2015		Environment Journalist	Production Management and Script to Direction
2015	Ms. Terrina Jairaj	Dean, Indian School of Communications & Reputation for Post-	

		Graduation (SCoRe)	
2015	Mrs. Marianne Furtado De Nazareth	Film director	'Film editing basics'
2015	Mr. Amit Prabhu	Editor, Kannada film industry	A workshop on 'Underwater Photography'
2015	Mr. Keerthi Kumar	Photographer	A workshop on Typography Design
2015	Mr. Santosh	Graphic Designer	Creative Copy Writing
2015	Anup Joseph Kattukaran	Executive Creative Director, Orchard Advertising	Advertising
2015	Sel Gee Kim	Editor in Chief, International Business Times, UK	Digital Journalism
2015	Vinor Eshwer	CEO, PR Hub	The future of PR is not PR
2016	John Crowley	Technical Writer, Intel	Technical Writing
2016	Xavier Prabhu	Art Director, Stirred Creative	Film Screening and Discussion on Workers Union
2016	Sanjana Bhatt	Filmmaker	Film Screening and Discussion on U-Turn
2016	Pawan Kumar	Filmmaker	

33. List the teaching methods adopted by the faculty for different programmes.

Ans: ICT, Quiz, field-trips, industrial visits, research, projects and Film Screening

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

Analyze the results and constant mentoring of academically poor students.

35. Highlight the participation of students and faculty in extension activities. Give details.

Take part in outreach programs, provide internship opportunities and participate in film festivals.

7. EVALUATIVE REPORT OF DEPARTMENT OF COMPUTER SCIENCE

1. Name of the Department & its year of establishment :1987

Department of Computer Science

UG: B.Sc 1987, BCA 2001 PG: M.Sc 2007

2. Names of Programmes / Courses offered

Undergraduate:

B.Sc: Mathematics, Electronics, Computer Science (MEC)

Physics, Mathematics, Computer Science (PMC)

Bachelor of Computer Application (BCA)

Post graduate

M.Sc (Computer Science)

3. Interdisciplinary courses and departments involved :

PG: Optional papers

Open Elective: Web Design

Departmental Elective: Computer Architecture and Mobile communication

4. Annual/ semester/choice based credit system

UG: Semester system including one choice based credit course

PG: Semester system including one choice based credit course

5. Participation of the department in the courses offered by other departments:

Students graduating in Computer Science and application pursue a Choice based credit course and Certificate Courses offered by other departments.

6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors)

Category	Sanctioned	Filled
Professors	N/A	N/A
Associate Professors	1	1
Asst. Professors	13	13

7. Faculty profile with name, qualification, designation, specialization.

Sl No.	Name	Designation	Qualification	years experience
1	Dr.M.N.Nachappa	Asso Prof And HOD	Msc ,SLET,M phil,Phd	23years
2	Ms Mary Merlin Rani	Asst Prof	MCA,MPhil	9
3	Ms Sandhya N	Asst Prof	MCA,MPhil	8
4	Ms Mrinmoyee Bhattacharya	Asst Prof	MCA,MPhil	9
5	Ms Banu	Asst Prof	MCA,MPhil	8
6	Mr Prasad Cn	Asst Prof	MCA	6
7	Ms Bojamma A.M	Asst Prof	BE,MSC	6
8	Mr Arunodhayan Sam Solomon	Asst Prof	MSc	5
9	Ms Shashikala D	Asst Prof	MCA,MPhil	4
10	Mr Selwyn Paul	Asst Prof	MSc	3
11	Ms Jayathi Bhadra	Asst Prof	MCA,MPhil	2
12	Ms Nithya M	Asst Prof	MCA,MPhil	1
13	Ms Aparna M.C	Asst Prof	MSc	1

8. Percentage of classes taken by temporary faculty – programme-wise information -NIL

9. Programme-wise Student Teacher Ratio

Undergraduate: B.Sc: 70:1

BCA: 65:1

Post graduate: M.Sc: 35:1

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled: Nil

11. Number of faculty with ongoing projects

(i) National: 1

(ii) International funding agencies: No

(iii) Total grants received- Rs 65,000

Mention names of funding agencies and grants received project-wise.

List of ongoing projects for the period 2016-17

Name	Project title	Funding agency	Duration	Period	Amount
Ms Banu	A Study To Evaluate The Acceptance Of Integration Of Crypto-Currency Into Ewallet By The Entrepreneurs Of Bangalore Metropolitan City	UGC	1	2016-17	65,000
Total					65,000

List Of Completed Projects For The Period 2012-16

Name Of Faculty	Project Title	Funding Agency	Duration	Period	Amount
Dr.M.N. Nachappa	Multi Algorithm Approach For Taxonomical Identification Of Plant Species	UGC	1	2012-13	1,00,000
Ms Mrinmoyee Bhattacharya	Multimodal Route Planning Using Improved Generic Algorithm	UGC	1	2014-15	60,000

12. Departmental projects funded by DST-FIST; DBT, ICSSR total grants received: NIL

13. Research facility / centre with:

State Recognition: No

National Recognition: No

International Recognition: No

14. Publications: 2012-16 only with ISSN ISBN

1. Nachappa, M. N. (2012) A Study On Multimodal Biometric Systems And Taxonomic Identification Of Plant Species, International Journal Of Advanced Computer And Mathematical Sciences. ISSN 2230-9624. Volume 3, Issue 2, 2012, Pp 250-256 (IC Value 3.45)
2. Nachappa, M. N., Bojamma, A. M., Nithya, B. N., & Prasad, C. N. (2013), Biometric Security Systems, International Journal Of Inventive Engineering And Sciences(IJIES), ISSN 2319-9598, Volume 1, Issue 3, February 2013, Pp 32-38
3. Nachappa, M. N., (2012) VALIDATION OF VACCINE CANDIDATE FOR H1N1 INFLUENZA BY USING BIOINFORMATICS TOOLS, World Research Journal Of Computer-Aided Drug Design, ISSN: 2278-5612 Volume 3, Issue 2, 2012, Pp.-38-42.
4. Nachappa, M. N., Rani, M. M., Bhattacharya, M. (2012), Powervm, The Server Virtualization Without Limits, International Journal Of Management & Information Technology(IJMIT) ISSN: 2320-5687 & E-ISSN: 2320-5695, Volume 1, Issue 1, 2012, Pp.-13-19.
5. Nachappa, M. N., Anita, S., & Banu, M., A Prominent Solution To Test Academic And Scientific Integrity Using LSA, International Journal Of Inventive Engineering And Sciences (IJIES) ISSN: 2319-9598, Volume 1, Issue 4, March, Pp.-1-5.

6. Nachappa, M. N., Sashikala, D., Melwin, Y., Solomon, A. S., (2013), A Survey Of Compression Techniques, International Journal Of Recent Technology And Engineering (IJRTE)ISSN: 2277-3878, Volume-2, Issue-1, March 2013, Pp. 152-156, IP 1.0
7. Nachappa, M. N., Banu, M., Solomon, A. S., Paul, S. (2014), Electronic Wallet: Effective Search Enabling Complete View Of Personal Information M.N. International Scientific Journal On Science Engineering & TechnologyVolume 17, No. 05, June 2014, ISSN: 6814-4794 @ ISJSET
8. Nachappa, M. N., Bojamma, A. M., Prasad, C. N., Nithya, M. (2014), Automatic Speaker Verification System, International Journal Of Research Studies In Computer Science And Engineering (IJRSCSE)Volume. 1, Issue 3, July 2014, PP.26-33 ISSN 2349-4840 (Print) &ISSN 2349-4859 (Online) [Www.Arcjournals.Org](http://www.Arcjournals.Org)
9. Nachappa, M. N., Bhattacharya, M., Shashikala, D., Rani, M. M., (2014), Genetic Algorithms And Its Application In Biometric Authenticating System, Journal Of Environmental Science, Computer Science And Engineering & Technology JECET; June 2014-August 2014; Sec. B Vol.3.No.3, ISSN: 1436-1444. E-ISSN: 2278-1799
10. Nachappa, M. N., Bojamma, A. M., Prasad, C. N., Bhadra, J. (2014), An Insight To Steganography, International Journal Of Innovative Science, Engineering And Technology (IJSET)Volume. 1, Issue 10, December 2014, PP 29-42. ISSN 2348-7968 (Print)
11. Bojamma, A. M., Prasad, C. N., Nithya, M. (2014), AN OVERVIEW OF BIOMETRIC SYSTEMS, International Journal Of Computer Science And Engineering And Information Technology Research (IJCEITR)Volume. 3, Issue 2, June 2013, ISSN 2249-6831
12. Sandhya, N. (2014),Classification Problem In Text Mining, International Journal Of Innovative Research In Advance Engineering(IJIRAE) Volume. 1, Issue 8, Feb 2014, ISSN 2349-2163
13. Sandhya, N. (2014), Search On Web- From Classical Web To Semantic Web. International Journal Of Science And Modern Engineering (IJISME) ISSN: 2319-6386, Volume-I, Issue-IV
14. Nachappa, M. N., Bojamma, A. M., Aparna, M. C. (2015), Multimodal Biometrics :A Study Of Fusion Methods, International Journal Of Trend In Research And Development(IJTRD),ISSN:2394-9333
15. Details of patents and income generated NIL
16. Areas of consultancy and income generated NIL

17. Faculty recharging strategies:

Faculty	Resource Person	Seminars attended	Paper presented	BOS Member
Dr. M.N Nachappa	5	11	10	6
Ms. Mary Merline Rani		1	1	1
Ms. Mrinmoyee		3	3	1
Ms. Banu		5	3	3
Ms. Sandhya N		3	6	1
Mr. Prasad C N		5	3	1
Ms. Bojamma M		5	4	1
Mr. Arunodhayan Sam Solomon	1	4	4	1
Ms. Shashikala		4	2	1
Mr. Selwyn Paul		1	1	1
Ms. Jayanthi Bhadra		2	1	1
Ms. Nithya B		3	6	1
Ms. Aparna C		1	1	1

18. Student projects/participations

- Second year post graduate students have done internship in collaboration with various reputed companies such as INFOSYS, Wipro, DRDO etc. during their fourth semester.
- Second year post graduate students have done online certificate courses.
- Post graduate students were given an opportunity to teach foundation courses for the UG students (2014-15).
- All the final year BCA and B.Sc students have actively worked with projects.
- Final year B.Sc students (2016-17) worked with a project which was a part of the college website.
- UG students have submitted term papers related to advanced concepts in the field of computer applications.
- 68 students have completed their dissertation between 2014 and 2016 in various topics.
- Students of post graduate and under graduate have attended various seminars and conferences during 2014-2016.

19. Awards / recognitions received at the national and international level: NIL

20. Seminars/ Conferences/Workshops organized and the source of funding (national / International) with details of outstanding participants, if any.

Year	Seminars/Workshops/Conferences (State, National and International) - Title	Date of the Event
2012-2013	National workshop on Bioinformatics Techniques in Drug Designing	19 th and 20 th January 2012

22. Student profile course-wise:

Course	Year	Female	Male	Grand Total
BCA	2012	34	30	64
	2013	28	37	65
	2014	26	43	69
	2015	24	42	66
	2016	20	47	67
B.Sc. [PMC]	2012	26	34	60
	2013	26	42	68
	2014	22	38	60
	2015	31	38	69
	2016	21	46	67
B.Sc. [MEC]	2012	20	29	49
	2013	19	36	55
	2014	8	12	20
	2015	12	22	34
	2016	9	32	41
MSc Comp Science	2012	22	10	32
	2013	18	17	34
	2014	10	17	27
	2015	23	10	33
	2016	19	16	35

22. Diversity of Students : no response

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

State civil services – No information NET-1 Defence-1

24. Student progression

UG to PG - 35%, PG to M.Phil- no information, PG to PhDs- no information, Ph.D. to Post-Doctoral – no information

Employed

Campus selection 64 - 42 students

Other than campus recruitment: direct recruitment: passed out students are employed in public sector bank, private banks.

Most of the students are working as Assistant professors in reputed colleges.

Entrepreneurs- 10-23 students

25. Diversity of staff: Percentage of faculty who are graduates Same University, Other universities within state, other universities other states

	Faculty name	Graduation	Same university	Other universities within state	Other universities other states
1.	Dr. Nachappa M	Mysore	-----	Mysore University	Mysore University
2.	Ms. Mary Merline Rani	Tamil Nadu	-----	Bharathidasan University	Bharathidasan University Trichy
3.	Ms. Ms. Mrinmoyee		-----	-----	University of Burdwan
4.	Ms. Banu	Tamil Nadu	-----	Bharathidasan University	Bharathidasan University Trichy
5.	Ms. Sandhya	Tamil Nadu	-----	Bharathiyar	Coimbatore
6.	Mr. Prasad	Mysore	-----	Mysore University	Mysore University
7.	Ms. Bojamma	Tamil Nadu	-----	Bharathiyar University	Bharathiyar University
8.	Mr. Arunodhayan Sam Solomon	Bangalore University	Bangalore university	-----	St. Joseph's college Bangalore
9.	Ms. Shashikala D	Tamil Nadu	-----	Bharathidasan University	Bharathidasan University Trichy
10.	Ms. Selwyn Paul	Bangalore University	Bangalore university	-----	St. Joseph's college Bangalore
11	Ms. Jayati Bhadra	Delhi	-----	IGNOU	IGNOU
12	Ms. B Nithya	Tamil Nadu	-----	Madurai Kamaraj University	Madurai Kamaraj University
13	Ms. Aparna M C	Bangalore University	Bangalore university	-----	St. Joseph's college Bangalore

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period- None

27. Present details about infrastructural facilities

a) Library: UG and PG department library

b) Internet facilities for staff and students: Yes

c) Total number of class rooms: PG: 2 UG: 8

d) Class rooms with ICT facility: PG: 2 UG: 10

e) Students' laboratories: PG students use the computer science lab for research methodology classes

f) Research laboratories: Not applicable

28. Number of students of the department getting financial assistance from College- avail different scholarship?

29. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology.

- Three new subjects were introduced as open elective and as departmental elective.
- Eight certificate courses have been conducted by the department for the students
- BOS meeting is conducted to update the syllabus and also to introduce advanced subjects.
- Departmental meetings and discussion were conducted in order to clarify the performance of the students in their academic aspects.
- Extra classes for the slow learner students were also conducted for the improvement of their skills and knowledge.
- All the students of final year were guided for their projects and term papers by the faculties.

30. Does the department obtain feedback?

a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it?

b. Yes feedback is taken from students by analyzing examination results, assignment quality and term paper quality and informal discussion with students. The responses when ever feasible are converted into actions.

c. Students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same?

The question paper pattern was restructured on the basis of feedback obtained. organizing remedial classes, encouraging peer teaching, conducting mock examination, and offering a workshop on writing a term paper. Assignments are given to meet their individual learning needs.

d. Alumni and employers on the programmes and what is the response of the department to the same?

Having an Alumni member in the Board of Studies has contributed to getting insights into the past syllabus and their suggestions on teaching methodology and assignments have been taken and put to practice.

31. List the distinguished alumni of the department (maximum 10) no response

32. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

The department organizes several guest lecturers from specialist in different fields of economics and other subjects having interdisciplinary approach.

	Year	Event	Topic	Resource Person
1.	2013	seminar	—Requirements of the Computer Industry	Mr. Shrinath
2.	2013	seminar	—Cloud Computing”	Mr. Kumar and Mr. Neil
3.	2013	seminar	—Advanced Java and its Applications”	Mr. Joy
4.	2013	seminar	—Networking and Cisco Certification”	Mr. Abhay
5.		seminar	—Virtual Class room”	Professor Timothy
6.	2014	seminar	Open source technology	Mr. Vinay and Ms. Rajini kulkarni
7.	2014	seminar	Object Oriented Programming using C #	Mr Fardin Ahmadi
8.	2014	seminar	Hypertext Preprocessor (PHP) and Ruby on Rails (ROR	Mr. Saurabh, Mr. Kannan

9.	2014	seminar	—Interactive Digital Media”	Professor Glenn Strong
10.	2014	seminar	—Higher Courses in Computer Science”	Professor Santosh Rebello
11.	2014	seminar	Basic Communication Skills	Mr. Ravi
12.	2014	seminar	—Computer Aided Design”.	Mr. Stephan, Miss. Sathyabama, Latha, Mr. Jennish
13.	2014	seminar	—Gaming and Animation”.	Mr. Satish
14.	2014	seminar	—Opportunities & Trends in the Animation, Visual Effects & Gaming Industry”	Mr Subramanya MN
15.	2014	seminar	—Solving polynomial equations using Computer algebra”.	Prof. Dr. Martin Kreuzer
16.	2014	workshop	new technologies in the field of computers	Ms Aparna M C, Mr Fardin, Mr Charles

33. List the teaching methods adopted by the faculty for different programmes.

- UG and PG students are encouraged to use INFLIBNET, which enables them to access and review research articles in reputed journals for individual assignments.
- Microsoft Powerpoint, Excel etc. are used for effective delivery of lectures.
- Effective simulation software in practical classes was used.
- Application oriented problem solving is included in the classes.
- PG students are trained to conduct lectures for foundation courses.
- UG, PG students are given opportunities to present their assignment topics as PPT presentation in class.
- Students are encouraged to involve in Research Publications.

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

Advanced teaching methodologies, standardized format of assignments, presentations and discussion are done in the classes to monitor the student’s knowledge about the related topics, students are encouraged to actively participate in intercollegiate competitions and win prizes. Students are guided to be confident in research by including dissertation as a part of the curriculum.

35. Highlight the participation of students and faculty in extension activities.

All students attend the college Outreach Program.

36. Give details. State whether the programme/ department is accredited/ graded by other agencies.

According to —INDIA TODAY 2014” survey, our department secured 5th position in India.

37. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

a) Strengths

- Our unique culture that has distinguished the Department of Computer Science since its inception i.e., an open and collaborative culture in which we invest in and support one another.
- Experienced HOD supports the staff to achieve excellence.
- Student- Teacher relationship is very healthy.
- All the faculties involve in publishing papers in Journals.
- Dedicated and committed faculty with good experience.

b) Weakness

- Lot of Clerical work of college being handled by the teaching staff, there by affecting the efficiency of the teachers.
- No Financial Support from college for faculty’s continues learning and also attending technical training workshops to update themselves with the knowledge of new software.
- Wi-Fi speed not adequate

- Campus recruitment for the PG students is not satisfactory.
- c) Opportunities
- Demand to start one more batch for the BCA students as there are large numbers of students opting for BCA course during the admissions.
 - Opportunity to start MCA course which is very much in demand according to industry standards.
 - To collaborate with other Jesuit colleges across the world.
 - To get the support of the ALUMNI regarding placements and Industrial Interaction.

d) Threats

- Insecurity regarding Job policy.
- Quality of the students.
- Policy of salary of Professional courses with respect to other Colleges/ Educational Institutes
- Management – Staff relationship and Trust.
- Other market oriented Colleges.

39. Future plans of the department.

- To collaborate with AAHANA system to provide certificate course of advanced programming languages and web technologies.
- To sustain and enhance the results by providing students more orientation towards examination papers by working out and solving question bank.
- Introducing more value added courses
- Organize more seminars and conferences related to modern technologies
- Upgrading UG and PG library
- Increase fund allocation for the department
- Increase Industrial Visits and Company exposure
- Provide training opportunities for teachers to upgrade technical skills
- Collaborate with other colleges/Universities to expose our culture to them and vice versa
- Provide Teaching opportunity for the PG students to handle different courses
- Provide support for PhD, NET and SLET coaching
- Start new courses such as MCA, M.Sc(IT) which are in demand

8. EVALUATIVE REPORT OF DEPARTMENT: ECONOMICS

1. Name of the Department & its year of establishment

Department of Economics:1882

UG: 1882 UG (EMS):2010 PG: 2006

2. Names of Programmes / Courses offered

Undergraduate: B.A.

History- Economics- Political Science (HEP)

Economics -Political Science -Sociology (EPS)

Industrial Relations- Economics – Sociology (IES)

Communicative English-Political Science-Economics (CPE)

B.Sc. Economics-Mathematics-Statistics (EMS)

Post graduate M.A (Economics)

3. Interdisciplinary courses and departments involved :

PG : Optional papers

(i) Comparative Politics : Political Science Department

(ii) Business Journalism: Department of Media Studies

(iii) Human Resource Management : Trained Department Faculty

(iv) Computer programming : computer sc dept

4. Annual/ semester/choice based credit system

UG: Semester system including one choice based credit course

PG: Semester system including one choice based credit course

5. Participation of the department in the courses offered by other departments:

Students graduating in Economics pursue a Choice based credit course and Certificate Courses offered by other departments.

6. Number of teaching posts sanctioned and filled (Associate Professors/ Asst. Professors)

Category	Sanctioned	Filled
Professors	N/A	N/A
Associate Professors	2	2
Asst. Professors	6	6

7. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

	Name of the Faculty	Qualification	Designation	Specialization	years of experience
1.	Dr.Subhashini Muthukrishnan	M.A, M.Phil, PGDHRM, PhD	AssoProf & Head of Dept of Economics, Dean of Social Sciences	Human Resource Economics Environmental economics	31
2.	Mr. Clement D'Souza	M.A, M.Phil	Asso Prof & Vice Principal (Humanities)	Econometrics & Quantitative Economics	25 years
3.	Ms. Anita Noronha	M.A, M.Phil,NET	Asst Professor	Public Economics and Statistical Economics	14 years
4.	Mr. Keshav Murthy	M.A, KSET	Asst Professor	Agricultural Economics and International Trade	7 years
5.	Dr. Manojit Bhattacharjee	M.A, PhD, NET	Asst Professor & PG co-coordinator	Development Economics & Macroeconomics Applied Econometrics	5years 4 months

6.	Ms.Nikitha K R	M.A	Asst Professor	Financial Economics	1 year & 6 months
7.	Ms.Treesa Joy	M.A, NET	Asst Professor	Development Economics	6 months
8.	Mr Nilesh Kumar	M.A, NET	Asst Professor	Development Economics	6 months
Faculty left					
9.	Dr Latha Radhakrishnan	M.A, PhD	Associate Prof	Public finance	30 years
10.	Dr Ayayendu Sanyal	M.A, PhD, NET	Asst Professor	Public finance	2 years
11.	Mr. Anirban Kundu	M.A , M.Phil (PhD)	Asst Professor	Computable general equilibrium	1 year & 6 months

8. Percentage of classes taken by temporary faculty – programme-wise information: 5%

9. Programme-wise Student Teacher Ratio

Undergraduate: BA: 80:1 B.Sc: 34:1

Post graduate: MA: 10:1

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled: Nil

11. Number of faculty with ongoing projects

a) National: 3

b) International funding agencies: No

c) Total grants received- Rs 2,00,000 College of excellence ,Rs. 8,85,000 (Ongoing Projects) & Rs. 13,06,955 (Completed Projects)

d) Completed Projects: 5

Mention names of funding agencies and grants received project-wise.

List of ongoing projects for the period 2012-16

Name of faculty	Project title	Funding agency	Duration	Period	Amount
Mr. Clement D'Souza	Household Savings pattern of garment works in Karnataka	UGC	2	2015-17	85000
Mr.Keshav Murthy	Agricultural Schemes and their impact on the agrarian families of minorities and socially vulnerable groups.	ICSSR	2	2014-16	700000
Dr. Ayanendu Sanyal(LEFT	A Study of Civil Service Pension Reforms in Karnataka and Kerala funded by University Grants Commission	UGC	2	2014-16	100000
TOTAL					8,85,000

List of completed projects for the period 2012-16

Name of faculty	Project title	Funding agency	Duration	Period	Amount
Dr. Subhashini Muthukrishnan	Financial Inclusion In Urban And Rural Bangalore	UGC	2	2013-15	105000
Mr. Keshav Murthy	Financial aspects of Gram Panchayath in Karnataka.	UGC	2	2013-15	85000
Dr.Subhashini Muthukrishnan	Supply And Demand Of Quality In Higher Education In Karnataka	ICSSR	2	2014-16	1000000

Dr. Manojit Bhattacharjee	Study of Informal Credit Market in the context of Economics Reforms	UGC	2	2014-16	116955
TOTAL					13,06,955

Collaborative project

Dr. Manojit Bhattacharjee (in collaboration with Prof Meenakshi Rajeev, ISEC) placed at ISEC	Mapping of Farm and Nonfarm linkage in Rural India	ICSSR	2	2014-16	1500000
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12. Departmental projects funded by DST-FIST; DBT, ICSSR total grants received: NO

13. Research facility / centre with:

State Recognition: No

National Recognition: No

International Recognition: No

14. Publications: 2012-16

Articles:-

1. Muthukrishnan Subhashini(2016) What do college students perceive as quality of higher education, university news, Vol 54 no 41, ISSN 0566-2257
2. Mukherjee Tania and Muthukrishnan Subhashini(2014) Female Migration and Role of Education: A Comparative Study, Asian Academic Research: Journal of Social Science and Humanities Vol:1, Issue: 27, September ISSN: 2278-859X.
3. Muthukrishnan Subhashini(2012) Shiksha Parikshan aur Aay: Benagluru nagar ke binarman kshetra ka adhyan, NEUPA, Vol 19, issue 2, August 20,2012; ISSN: 0972-7515 (Hindi)
4. Muthukrishnan Subhashini (2012) Gender wage gap in formal industrial sector in ACRM Journal of Business and Management Research March. ISSN: 0973-3523.
5. Noronha, Anita(2014) Ecotourism in India- Challenges and Role in Sustainable Development Horizon, International Journal of Tourism research, September 2014, ISSN 2349-0624. pp 9-13
6. Noronha, Anita(2015) Democratic Participation and Empowerment: Case of Employment generation programmes in Karnataka, KILA Journal of Local Governance Vol 2, No.1, January-June 2015, ISSN 2319-930X. pp 57-66
7. Murthy, Keshav (2016) –How have rural women self empowered through agricultural trades? Some reflections from Karnataka”. Journal of Rural Development vol. 34. No.(4) pp.475-491, 2016, National Institute of Rural development, Hyderabad. ISSN 0970-3357.
8. Murthy, Keshav (2012)"Macro Management of Agricultural Schemes in Karnataka an assessment of Impact"-Journal of Rural Development,Vol.31 No (4) PP.435-456, 2012,NIRD, Hyderabad. ISSN 0970-3357.
9. Bhattacharjee Manojit (2015) Loan Repayment Problem in India, Agricultural Situation in India, August 2015, ISSN 0002-1679
10. Bhattacharjee Manojit (2014)Accessibility to Credit and its Determinants: A State-level Analysis of Cultivator Households in India vol 8 (3), August 2014, Margin: the journal of Applied Economics Research (co-authored with Meenakshi Rajeev), Sage Publications, Print ISSN: 0973-8010, Online ISSN: 0973-8029
11. Bhattacharjee Manojit (2013) Modeling Loan Repayment Behaviour in Developing Countries, Applied Economic Perspectives and Policy, volume 35, number 2, pp. 270–295, 2013, Oxford University Press (co-authored with Meenakshi Rajeev), 2013, ISSN 2040-5790 (PRINT), ISSN 2040-5804 (ONLINE)
12. Kundu, A. and S. Chakrabarti (2015): ‘Implication of Changing Agrarian Regime on Rural Non-farm Economy: Case of Six Major Indian States’, Journal of Land and Rural Studies, Vol- 3, No.1. ISSN no. 23210249.

Books:-

13. Muthukrishnan Subhashini (2015), Economics Of Environment published by Prentice Hall India Pvt Ltd ,Second edition 2015 ISBN 978-81-203-5135-6
14. Mr. Clement D'Souza, Chapter in Book—"Industry academia partnership for employability" – published in the book titled soft skills and employability edited by Vinay rajath .D and Robert Clive December 2013 – ISBN 978-81-928345-1-1
15. Mr. Clement D'Souza , Chapter in Book –"Working of micro finance amongst the street vendors and hawkers in Bangalore south a self-employment option"- in the book Micro finance and inclusive growth edited by Reebu Samuel 2014- – ISBN 978-81-928345-2-8
16. Ms.Anita Noronha, Chapter in Book: —"Women Empowerment through Entrepreneurial Development in India", Women- Awakening to the Epitome of Power (2016), pp 265-273 , Serials Publications Pvt Ltd, New Delhi. ISBN: 978-81-8387-739-8
17. Bhattacharjee Manojit, Chapter in Book: Climate Change and Uncertainty in Agriculture: Does Crop Insurance Help in India? (2016) in edited book Climate Change Challenge (3C) and Social-Economic-Ecological Interface-Building—Exploring Potential Adaptation Strategies for Bio-resource Conservation and Livelihood Development by Sunil Nautiyal et.al. (Springer publications) (co-authored with Meenakshi Rajeev and BP Vani)ISBN 978-3-319-31013-8.
18. Bhattacharjee Manojit, Chapter in Book: Nature and Dimensions of Farmers' Indebtedness in India (with Meenakshi Rajeev and B P Vani), chapter in an edited book Innovations in Rice Production by Prof. P K Shetty, MR Hegde and M Mahadevappa, National Institute of Advanced Studies, Bangalore (2013). ISBN 978-81-87663-70-6
19. Bhattacharjee Manojith, Chapter in Book : Formal-Informal Interlinkages in a Resource Constrained Economy (contributory chapter) in S. Chakrabarti Inclusive Growth and Social Change: Formal-Informal- Agrarian Relations in India, 2016 New Delhi: Oxford University Press.ISBN: 9780199466061
20. Clement D'Souza ,Editor of In House Economics journal —Economics beyond class room exploring new boundaries —,2014-2015-ISBN 978-81-926007-0-3

Working Papers

21. Bhattacharjee Manojit (2014) Is Access to Loan Adequate for Financing Capital Expenditure? A Household Level Analysis on Some Selected States of India, ISEC Working Paper 315, 2014 (co-authored with Meenakshi Rajeev), ISBN 978-81-7791-171-8
22. Bhattacharjee Manojit (2013) Identifying Credit Constrained Farmers: An Alternative Approach, ISEC Working Paper No. 304, 2013 (co-authored with Meenakshi Rajeev), ISBN 978-81-7791-160-2
23. Bhattacharjee Manojit (2013) Credit Exclusion of the poor: A study of Cultivator Households in India, ICDD Working paper No. 8, University of Kassel, May, 2013, (co-authored with Meenakshi Rajeev) ISBN: 978-3-944090-09-2

Monograph

24. Bhattacharjee Manojit, Monograph: Has Revival Package improved functioning of Short term Cooperative Credit Societies? - A Case study of Madhya Pradesh. ISEC Monograph No. 28, 2012, (co-authored with Meenakshi Rajeev and Veerashekarappa)ISBN 81-7791-127-9

Proceedings

25. Muthukrishnan Subhashini (2015) Human Capital Needs In Manufacturing Sector, in Conference Summaries 57th annual conference of the Indian Society Of Labour Economics, October 2015 Srinagar, Kashmir.
26. Muthukrishnan Subhashini, Gokul Geetha , Sigh Niharika (2012) Labour Market Dynamics Of Retail Trade: A Study In Bangalore City" in the proceedings of the 54th Annual Conference of the Indian Society of Labour Economics. December 20-22, 2012
27. Noronha, Anita(2012) Socio economic Conditions of Coffee Plantation Workers in Kodagu District ,Meridian Vol 1 Number 2, June 2012. ISSN 2278-750X, published by Research Forum, MES Asmabi College, Kerala pp 86-92

28. Noronha Anita , —Interrogating the Socio-Economic Patterns in Higher Education: A Critical Analysis of Globalisation and Privatisation” published in the proceedings of the UGC sponsored National Seminar on —Dynamics of Social Infrastructure in India-Emerging Issues, Prospects and Challenges” on February 23rd and 24th 2016 at Mount Carmel College, Bangalore. Pp 19-25. Excel India Publishers, New Delhi. ISBN: 978-93-8577-727-

15. Details of patents and income generated: None

16. Areas of consultancy and income generated:

Dr. Muthukrishnan Subhashini: International water management institute Project: Community Based Perceptions in Changes in Ecosystems Services –Bangalore city- Rs 200000

Dr. Muthukrishnan Subhashini: Ministry of Planning and Statistics, Govt of Karnataka, Preparation Of Human Development Report, Rs 5000

17. Faculty recharging strategies:

Faculty	Resource Person	BOS	Seminars/workshops
Dr.Subhashini Muthukrishnan	50	8	15
Mr.Clement D’Souza	13	3	3
Ms Anita Noronha			5
Dr.Manojit Bhattacharjee	9	2	5
Dr.Ayanendu Sanyal	1		2
Ms.Anirban Kundu	4		2

19. Student projects

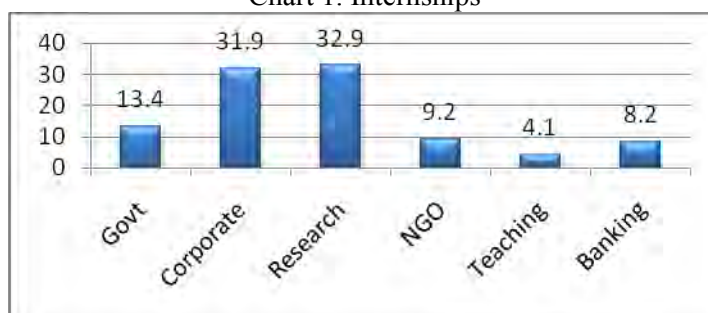
- Percentage of students who have done in-house projects including inter-departmental:
All first year post graduate students (2015-16) were involved in a project on ‘Review of Evaluation under Autonomy’, a project assigned by Controller of Examination to Dr Subhashini Muthukrishnan
- All PG students have to complete 8 weeks of internship in partial fulfillment of the course with institutes of national and international repute such as IIM, ISEC, CDS,NIAS, PMO office, IGIDR, Planning Commission Karnataka
- Some UG students have completed internships in reputed organizations like ISEC, Janagraha, TATA Steel
- Percentage of students doing projects in collaboration with industries / institutes – 1%

Distribution of PG Internships

A total of 97 students under took internships under various agencies from 2013-2016 such as govt departments, research institutes , corporate, NGO , banking and teaching , the distribution of which is shown below.

Govt	Corporate	Research	NGO	Teaching	Banking
13.4	31.9	32.9	9.2	4.1	8.2

Chart 1. Internships



Student dissertation: the post graduate students have completed 97 dissertations during 2012-2016 various subjects in the discipline which involved both primary and secondary data

Term papers: All teachers have guided term papers of undergraduate students during 2012-2016

20. Awards / recognitions received at the national and international level by

- Doctoral / post doctoral fellows – none
- Students: students have been able to get internships in National Level Research Institutions. They have won several prizes in intercollegiate/ and national level competitions.

YEAR	DEPARTMENT	ACADEMIC ACHIEVEMENTS OF THE STUDENTS
2011-12	UG Economics	Divya Roseline David -Masters from Oxford University Nicky Lama - Young India Fellowship
2012-13	UG Economics	Dyutimoy Seal - Masters from LSE
2013-14	Post Graduate Department of Economics	Anushree N Kashyap is pursuing PhD from ISEC with V.K.R.V Rao Fellowship Jafar Baig pursuing Masters in Economics at Warwick Sujoy Sathyanarayana pursuing PhD from University of Aberdeen with fellowship Devleena Chakrabarty pursuing PhD at IIT Chennai Khrimenou pursuing PhD at Nagaland university Pinak Sarkar pursuing PhD at CDS
2013-14	UG Economics	Advait Rajagopal, Masters in Economics with fellowship from the New School, US Sucharita Dhar - Young India Fellowship Ashik Kabir -Masters from JNU Ashwin Prakash -MSc in Acturial Science at Heriot Watt University Abilash Kolekar - Pursuing PhD Malavika Manohar -Masters in Economics from Warwick University Sneha Shankar –masters in economics from university of Warwick
2014-15	UG Economics	Sailesh Singhal participated in the G200 youth forum held in Germany. Also, he attended summer school at London School of Economics.
2016	UG Economics	Hirvanshi Malhotra attended summer school at London School of Economics Dhrubo is pursuing Masters in Economics at Warwick University Sasha Moses is pursuing Masters in Economics at Durham University
2016	PG Economics	Received the First Prize for an Idea Pitching competition during the Changemaker Week 2016 by Ashoka India, a Social Entrepreneurship Group. The M.A. Students were awarded the best contingent at Altius, National level Economics fest, Christ University

21. Seminars/ Conferences/Workshops organized and the source of funding (national / International) with details of outstanding participants, if any.

Year	Seminars/Workshops/Conferences (State, National and International) - Title	Date of the Event
2012-2013	UGC Sponsored national seminar on teaching the social sciences	29-30 th November

2015-2016	UGC Sponsored National Conference on Human Capital Formation: Issues and Challenges	9 th -10 th February, 2015 Best paper prize: Bidisha Mondal, JNU
2015-2016	UGC Sponsored National Level Seminar on Financing Micro, Small and Medium Enterprises	14 th and 15 th September, 2015
2016-2016	ICSSR Sponsored One day Seminar and Advisory meet on Understanding Farm and Non Farm interlinkages in Rural India	22 nd August 2016

22. Student profile course-wise:

Name of the Course	Year	Total Applications	Applications (Male)	Applications (Female)	Admitted	Pass Percentage
B.A(HEP)						
	2012-15	91	49	42	68	(2015) 36.76
	2013-16	77	49	28	65	(2016) 49.23
	2014-17	175	115	60	NA	NA
	2015-18	210	135	75	NA	NA
	2016-19	233	149	83	NA	NA
B.A(EPS)						
	2010-13	NA	NA	NA	53	(2013) 66.04
	2011-14	NA	NA	NA	64	(2014) 46.88
	2012-15	104	50	54	83	(2015) 57.83
	2013-16	94	59	35	89	(2016) 57.3
	2014-17	208	138	70	NA	NA
	2015-18	247	125	122	NA	NA
	2016-19	276	160	116	NA	NA
B.A(IES)						
	2012-15	90	58	32	76	(2015) 63.16
	2013-16	79	48	31	72	(2016) 61.11
	2014-17	177	113	64	NA	NA
	2015-18	194	118	75	NA	NA
	2016-19	214	128	86	NA	NA
B.Sc(EMS)						
	2012-15	32	20	12	21	71.43
	2013-16	38	16	22	35	71.43
	2014-17	124	68	56	NA	NA
	2015-18	213	97	116	NA	NA
	2016-19	219	124	93	NA	NA
B.A(CPE)	2016-19	151	71	80	NA	NA

PG ECONOMICS Year	Total Applications	Applications (Male)	Applications (Female)
2014-2016	89	35	54
2015-2017	88	31	57
2016-2018	70	17	53

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

State civil services -5 NET-7 Defence-1

24. Student progression

UG to PG - 40% PG to M.Phil- no information PG to Ph.D- 5% Ph.D. to

Post-Doctoral – no information

Employed

Campus selection :5%

Other than campus recruitment: direct recruitment: most passed out students are employed in corporate, banks, NGOS, teaching assignments

Entrepreneurs 20-30 students

25. Diversity of staff: Percentage of faculty who are graduates Same University, Other universities within state, other universities other states

	Faculty name	Graduation	Same university	Other universities within state	Other universities other states
1.	Dr.Subhashini Muthukrishnan	Chennai	-----	-----	University of Madras
2.	Mr. Clement D'Souza	Mangalore	-----	Mangalore university	
3.	Dr. Manojit Bhattacharjee	West Bengal	-----	-----	University of Burdwan
4.	Ms. Anita Noronha	Bangalore	Bangalore university	-----	
5.	Mr. Keshav Murthy	Mysore	-----	Mysore university	
6.	Mr Nilesh Kumar	Bihar			Bhagalpur university
7.	Ms.Nikitha K R	Bangalore	Bangalore university	-----	
8.	Ms Treesa Joy	Chennai	-----	-----	University of Madras
9.	Dr Latha Radhakrishnan(retired)	Kolar	Bangalore university	-----	-----
10.	Dr Ayanendu Sanyal (left)				University of Burdwan
11.	Mr. Anirban Kundu(left)	West Bengal	-----	-----	University of Calcutta
	Total		30%	20%	50%

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period- None

27. Present details about infrastructural facilities

a) Library : UG and PG department library

b) Internet facilities for staff and students: Yes

c) Total number of class rooms: PG: 2 UG: 14

d) Class rooms with ICT facility: PG: 2 UG: 10

e) Students' laboratories: PG students use the computer science lab for research methodology classes

f) Research laboratories: Not applicable

28. Number of students of the department getting financial assistance from College. no data

29. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology.

Two new courses namely, BSc.(Economics, Mathematics ,Statistics) B.A.(Communicative English, Political Science, Economics)were introduced after discussion among faculty of other Depts , BOS meetingNumber of students of the department getting financial assistance from College- avail different scholarship?

30. Does the department obtain feedback?

a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it?

Yes feedback is taken from students by analyzing examination results, assignment quality and term paper quality and informal discussion with students. The responses when ever feasible are converted into actions.

In the PG dept new optional papers were introduced with multi disciplinarily approach human resources economics, comparative politics and business journalism , UG syllabus was redone for financial economics

b. Students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same?

Action has been taken on the feedback by changing the question paper pattern, organizing remedial classes, encouraging peer teaching , conducting mock examination, and offering a workshop on writing a term paper. Assignments are given to meet their individual learning needs

c. Alumni and employers on the programmes and what is the response of the department to the same?

Having an Alumni member in the Board of Studies has contributed to getting insights into the past syllabus and their suggestions on teaching methodology and assignments have been taken and put to practice.

31. List the distinguished alumni of the department (maximum 10)

1. Dr. Rajeev Gowda- Prof M V Rajeev Gowda is an Indian politician and academician. He is a member of parliament in the Rajya Sabha since July 2014 and a national spokesperson for the Indian National Congress. Professor of Economics and Social Sciences and the Chairperson of the Centre for Public Policy at the Indian Institute of Management, Bangalore
2. Dr. Narendra Pani- faculty at NIAS, Bangalore. member of the Task Force on Manufacturing GOK, member of the Working Group Planning Commission, New Delhi, to review the performance of the Mahatma Gandhi National Rural Employment Guarantee Act.
3. Sri. Raveendra, Former Chief Secretary to Govt. of Karnataka
4. Sri. Pradeep Arya IRS, Additional Commissioner Income Tax
5. Sri. S.G. Raveendra, Director, Doordarshan, Bangalore
6. Sri. Munindra Khaund-Director of Web services and creative services at University of Illinois Springfield.
7. Ms Iileen Soroori Elaha University of Kansas , Works at Relief International
8. Mr Vishal Gunni- S.P, Nellore Andhra Pradesh.
9. Mr Immanuel Raj- Assistant Professor ,University of Copenhagen
10. Ms Surabhi Rajagopal-LSE , Principal Analyst at SELCO Foundation

32. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

The department organizes several guest lecturers from specialist in different fields of economics and other subjects having interdisciplinary approach.

Year	Topic	Resource Person
2012	Education, Population and Development	Dr. Komol Singh
2012	Reading and Writing Skills	Dr. Etienne R, Associate Professor, St. Joseph's College, Bangalore
2012	Logical Reasoning and its Applications in Social Sciences	Dr. Rabbi, Associate Professor, St. Joseph's College, Bangalore
2012	Economics of Rain Water Harvesting	Mr. John Daneil
2012	Trends in Social Sector Spending	Dr. Gayathri(ISEC)
2012	Poverty line measurements and issues	Mrs. Vani(ISEC)
2012	Urban Economics: Challenges	Dr. Mahadeva(ISEC)
2012	Growth in Indian national income	Dr. Elumali Kannan(ISEC)
2013	Liberal Political Thought & Social Movements and Indian Political System	Dr. Khalid Wasim(ISEC)
2012	Changes in RBI's monetary policy	Dr. P Brijesh, Assistant Advisor to the Department of Economics and Policy Research
2012	Rural Credit	Shri. G. B Kulkarni, Deputy General Manager, Rural Planning and Credit Department, RBI
2012	Foreign Exchange Controls	Smt. Betsy Rajagopal, Assistant GM, Foreign Exchange Department, RBI
2012	Currency Management	Dr. C R Mohan , GM, RBI
2013	Overview of U & I projects	U&I(NGO) founder, Mr.Ajit Sivaram
2013	Globalization and its impact on labor: A Case study on Tata Steel	Mr. Vinay Kumar, ISEC
2013	Empirical Research: Methodological issues and insights into Indian economy	Professor Charan Singh, IIM-B
2013	Career prospects	Mr.Vijay Dominic alumnus of IIM Kozhikode
2013	Discover the Power of Self Confidence	Dr.Shailaja Shastri, Professor and Head Department of Psychology, Jain University
2014	Empirical Research	Dr. Lalith Achot GKVK
2014	Valuation of Environmental Resources	Dr. Durba Biswas AITREE
2014	Social Innovation	Ms Surabhi Rajagopal and Ms Noorain from SELCO
2014	Medianomics	Mr. Sachin Tantry,HOD, Jain University,Bangalore
2014	Consumer Behaviour	Prof Usha Joyappa, HOD, Dept of Psychology, JNC,Bangalore
2014	Indian's perception on Indian economy	Dr. Bruce Stokes
2014	Economics of infrastructure	Prof Nagesh G, Government Arts College, Bangalore
2014	FDI in retail	Mr. Kedar Vishnu, Phd scholar, ISEC
2015	Human capital theoretical	Prof Abdul Aziz , NLSUI

2015	Education as human capital	Prof Chiranjib Sen , Azim Premji university
2015	Gender Aspect Of Human Capital Formation.	Dr Manimekalai, Director of Department of Women Studies Bharatidasan University Trichi
2015	Quality- Design, Delivery And Evaluation In Higher Education	Dr Senthil Kumaran , Principal Counselor, Confederation Of Indian Industry , Institute Of Quality
2015	Training and Skill Development In the Informal Sector	Mr. Kirti Vardhana, <u>Head - Consulting & Products</u> <i>LabourNet Services India (Pvt) Ltd</i>
2015	Social Networks	Mr. Mainak Mazumdar, IIT Jodhpur
2015	Biotechnology and Economics	Dr. Madappa Mitra SJC
2015	Economics of Vaccination	Dr. Betty Daneil SJC
2016	Economics of innovation	Dr. Jyotinath Ganguly

33. List the teaching methods adopted by the faculty for different programmes.

UG and PG students are encouraged to use INFLIBNET , which enables them to access and review research articles in reputed journals for individual assignments .

- Field based learning for UG and PG for applied papers such as environment economics and for dissertation
- Case studies, screening of movies, application oriented problem solving
- Extensive use of tools like Microsoft Powerpoint, Excel etc. for effective delivery of lectures
- PG students are trained to use statistical software packages like R, STATA and SPSS
- UG, PG students are given opportunities to present their assignment topics as PPT presentation in class

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

Teaching methodologies, nature of assignments, and presentations done in class ensure that the learning objectives are met as much as possible. Student response in examinations and assignments, participation in intercollegiate competitions and winning awards indicate to their learning the subject. Their ability to secure internships and complete them successfully indicate to the objectives being met. The successful completion of PG students dissertation indicates to their ability to carry out independent research.

35. Highlight the participation of students and faculty in extension activities.

All students attend the college Outreach Program. Industrial visits are organized to visit Toyota factory, Nandhini Dairy KMF, GKVK campus.

36. Give details. State whether the programme/ department is accredited/ graded by other agencies.

Yes, the college has an outreach centre which monitors and assesses these outreach program

37. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

Strengths:

- Qualified, competent, innovative and progressive staff
- Offers optional papers in emerging and valued subjects in undergraduate Economics course like quantitative economics, Entrepreneurship, Environmental Economics, Financial Systems, Public Finance and Institutions, Basic Econometrics, Basic Statistics giving opportunity for students to pursue their higher studies in Economics
- The post graduate course offers important papers necessary for work, or for pursuing higher education in research. The course has a high level of quantitative dimension to teaching the subject. It offers students to learn computers from the first semester itself with introduction to soft ware such as R, SPSS, STATA and handle big data analysis like NSSO. The students should complete a dissertation as a part of the curriculum which uses both primary and secondary data. Besides it has a compulsory internship component for 8 weeks after the second semester students
- Research abilities are strong and there is significantly high output in research
- The department has a departmental library and has a well stocked library

Weaknesses:

- Have not been able to comprehensively harness Alumni for setting up internships and for providing placements
- Yet to set up in-house research publication facilities for journals and books
- Had only one tie ups with other research organizations(ISEC).Only one consultancy with TISS Guwhati
- No faculty member is recognized a research guide in Bangalore university
- Do not have many students presenting research papers

Opportunities:

- Tap Alumni resources by planning an alumni get together of the PG economics and UG economics
- To make college a referral centre for expertise in Econometrics
- To set up research centre for economics
- To offer diploma courses in identified areas of the discipline
- To provide training program for NET and other services like RBI staff training

Threats:

- To retain qualified and competent staff
- Major challenge to balance teaching, research and administrative work
- Other colleges in the city offering post graduate course in economics
- It is quite a challenge to attract students with sound aptitude for studies in the post graduate courses.

38. Future plans of the department.

- To start a few diploma courses in Economics on weekends.
- Staff training programmes for Bank employees in collaboration with RBI.
- Explore possibilities of faculty exchange, student exchange, twinning programmes with other universities and sign MOU s in this regard.
- To offer Msc course in Economics

9. EVALUATIVE REPORT OF THE DEPARTMENTS: ELECTRONICS

- Name of the Department & its year of establishment: Department of Electronics; 1984
- Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):
B.Sc. (Maths, Electronics, Computer Science)
B.Sc. (Physics, Electronics, Maths)
- Interdisciplinary courses and departments involved: Nil
- Annual/ semester/choice based credit system: Semester (V Semester), CBCS (III Semester and I Semester)
- Participation of the department in the courses offered by other departments:
Faculty members provide help to the students of BCA, Dept. of Computer Science for completing their final project work which is majorly based on Electronics.
- Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors)
Sanctioned Filled
Professors: NA
Associate Professors: 3
Asst. Professors: 2
- Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D./M. Phil. etc.,)

S.n	Name	Qualification	Designation	Years of experience
1	Dr. Godwin J. D'Souza	M.Sc., Ph.D.	Head, Associate Prof.	27
2	Ms. Regina Mathias	M.Sc., M.Phil.	Associate Prof.	28
3	Mr. Gregory Sequeira	M.Sc., B.Ed., M. Phil.	Associate Prof.	25
4	Dr. Boby Mathew (on redployment)	M.Sc., B.Ed., Ph.D.	Associate Prof.	24
5	Dr. Priyanka Parmar	M.Sc., DOEACC A Level, Ph.D.	Assistant Prof.	11
6	Mr. Rajesh G.	M.Sc.	Assistant Prof.	7

- Percentage of classes taken by temporary faculty – programme-wise information: It changes every semester according to the syllabus distribution among the staff members. The percentage for 2016 is as follows:

S.No.	Programme	Permanent Faculty	Temporary Faculty
1.	B.Sc. I SEM PEM	100%	-
2.	B.Sc. I SEM MEC	100%	-
3.	B.Sc. III SEM PEM	100%	-
4.	B.Sc. III SEM MEC	100%	-
5.	B.Sc. V SEM PEM (Paper I)	100%	-
6.	B.Sc. V SEM PEM (Paper II)	100%	-
7.	B.Sc. V SEM PEM (Paper I)	100%	-
8.	B.Sc. V SEM PEM (Paper II)	100%	-

- Programme-wise Student Teacher Ratio:

- MEC - 22:1
- PEM – 30:1

- Number of academic support staff (technical) and administrative staff: sanctioned and filled: S – 02; F – 02

- Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.: Nil

- Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received: Nil

13. Research facility / centre with
- state recognition: No
 - national recognition: No
 - international recognition: No
14. Publications:
- *Details of staff publications are included at the end
15. Details of patents and income generated: Nil
16. Areas of consultancy and income generated: NA
17. Faculty recharging strategies:
- Faculty is encouraged to participate in seminars/workshops to have exposure to research and enhance their knowledge and skills.
 - Induction programme are organized by the college for junior faculty members.
 - Two faculty members attended a four day residential training programme in June, 2016 organized by the college.
19. Student projects:
- percentage of students who have done in-house projects including inter-departmental:
 - 100% (One major project is mandatory for all the students of final year.)
 - Over and above some of the students have made exemplary projects and won award in inter-college competitions.
 - percentage of students doing projects in collaboration with industries / institutes: Nil
20. Awards / recognitions received at the national and international level by
- Faculty
 - Doctoral / post doctoral fellows
 - Students
21. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.
- 1.UGC sponsored workshop on VLSI system design was organized on 16th and 17th December, 2011.
- 2.One day HRD workshop was conducted on 5th March, 2013 on —Zal for Excellence.”
22. Student profile course-wise: 2016 -2017

Name of the Course	Applications Received		Selected		Pass percentage (Previous Semester)
	Male	Female	Male	Female	
B.Sc. PEM I Sem	52	20	43	15	Ongoing
B.Sc. MEC I Sem	45	10	41	07	Ongoing
B.Sc. PEM III Sem	38	10	32	08	66.66
B.Sc. MEC III Sem	29	08	22	05	70.5
B.Sc. PEM V Sem	41	18	31	13	89.47
B.Sc. MEC V Sem	40	14	32	09	80

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?:
24. Student progression
- UG to PG :55%
- PG to M.Phil 5%.
- PG to Ph.D.5%
- Ph.D. to Post-Doctoral :no data
- Employed
- Campus selection 25%
 - Other than campus recruitment 5%
- Entrepreneurs 5%
25. Diversity of staff
- Percentage of faculty who are graduates of the same parent university: 33%

from other universities within the State : 33%
 from other universities from other States: 33%

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period: 01 (Ph.D.)

27. Present details about infrastructural facilities

- a) Library: Yes
- b) Internet facilities for staff and students: Yes
- c) Total number of class rooms: 08
- d) Class rooms with ICT facility: NA
- e) Students' laboratories: 03
- f) Research laboratories: NA

28. Number of students of the department getting financial assistance from College.

29. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology.

The latest developments in Electronics are taken into consideration before designing a new topic. Syllabi of other renowned universities/ colleges are taken into consideration before finalizing the new syllabus. Discussions with external experts, subject experts and people from industry are held before finalizing the syllabus.

30. Does the department obtain feedback from

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it?

Yes, the department holds a departmental meeting every month, where teaching, learning and evaluation is discussed time to time.

b. students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same?

The Principal takes feedback from the students on staff as well as teaching learning and evaluation process. Along with that time to time the Head enquires the students about the teaching and learning process.

c. alumni and employers on the programmes and what is the response of the department to the same?

Feedback is taken from members of BOS which includes subject experts, industrialists and alumni. The feedback is taken into consideration and likewise the changes are made in the syllabi to keep abreast with the latest developments in Electronics.

31. List the distinguished alumni of the department (maximum 10)

S.N.	Distinguished Alumni	Designation
1.	Mr. Satish Kumar	Police Sub Inspector, Bangalore
2.	Ms. Sindhu H L	Team Lead, Cognizant
3.	Ms. Edward Joseph	Technical Advisor, Logica CGI
4.	Mr. Sydney	Chief Editor, Deccan Herald
5.	Mr. Sujith Thomas	Product Test Engineer, Silica Labs, Singapore
6.	Ms. Gayathri	HR Team Lead, Empasis
7.	Mr. Royan	Manager, IBM, South Region and Srilanka
8.	Ms. Vidhya	Technical Advisor, IBM
9.	Mr. Lionel	Director, Uneek Events
10.	Mr. Digvijaya Singh	Manager, SBI New Delhi

32. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

1. The department runs a UGC certificate course on Embedded Systems and Networking.
2. The department conducted a two day workshop on Machine building and automation on 1st and 2nd March, 2014 in collaboration with EVOBI.

33. List the teaching methods adopted by the faculty for different programmes.

- Chalk and duster method
- Power point presentations
- Video presentations
- Experiments based teaching
- Building projects based on latest techniques in Electronics.

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

1. Regular class tests and other activities are conducted for the students to follow up the understanding and learning out comes.
2. The department has extensive practical sessions and monitors the performance and understanding of the practical applicability of the subject throughout the session.
3. Mock tests are held before the final practical exams to make sure the students understand the subject.

35. Highlight the participation of students and faculty in extension activities:

- The department has formed an association, Josephite Electronics Technology Club. The club organizes various activities to give a platform to the students to showcase their talent and to participate in nation building.
- Every year the students of JET Club participate in society building activities, such as Tackle fest (a fest for Govt. school children), Swach bhatar abhiyan, cleaning the campus and likewise.
- The students participate in mandatory outreach programme organized by the college every semester, where they visit an orphanage, old age home, or go to places for traffic control or to a rural exposure camp.

36. State whether the programme/ department is accredited/ graded by other agencies. Give details. No

37. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department:

Strength	Weaknesses
1. Punctuality and dedication towards work. 2. Talks conducted on recent trends and developments in Electronics. 3. Teachers are available beyond the working hours. 4. Teachers are actively involved in research activities which include publication of papers in reputed journals. 5. Department got Minor Research Project. 6. The lab facilities provided to the students as well as guidance by teachers is exceptionally good.	1. All the teachers are not equipped to handle new topics and there is no provision to train them either. 2. The student strength is decreasing as the combination does not look attractive to the students. 3. Lack of coordination between staff members has created a negative feeling in students. 4. Staff members need to be more dedicated in fulfilling the assigned task.
Opportunities	Threats

<ol style="list-style-type: none"> 1. Allow teachers to attend workshops on new topics with leave and financial assistance from the college. 2. Principal should periodically interact with the staff to dispense the differences. 3. To organize state/national workshops. 4. To encourage the students to come up with better projects. 5. Different methods of testing schemes need to be developed for internal/final assessment. 	<ol style="list-style-type: none"> 1. Decrease in student strength and quality of students has been a major problem. 2. Lack of discipline among the students is a hindrance in the proper functioning of the department. 3. The additional work entrusted to the staff is hindering the actual departmental work. 4. Lack of coordination is not helping to achieve the academic excellence. 5. The department must not become a small island by itself.
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38. Future plans of the department.

- To provide better lab facilities and state of the art technology.
- To conduct National/ State level workshop/seminar for teachers.
- To apply for Major and Minor Research Projects.
- To facilitate teachers to attend seminars and workshops.
- To provide hands on experience to the teachers on the new topics incorporated in the syllabi.
- To start M.Sc. (Electronics).
- To conduct state level departmental fest.
-

Paper in Conference Proceedings:

1. Godwin J D' Souza, Co-60 irradiation effects on MOSFETs for application in communication satellites, PARIPRAJNA ACADEMIC JOURNAL ISSN 0976-7150 Vol X, Issues 1&2 Vol. XI page 317 to 325 in An Overview on Fault Types and Fault Tolerance Techniques, Rajesh G, Dr. Chirag Sharma, **Place** : National conference at Basaveshwara First Grade College.

10. EVALUATIVE REPORT OF THE DEPARTMENTS: ENGLISH

1. Name of the Department & its year of establishment - ENGLISH, established 1882.
2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

UG: EJP – Optional English, Journalism and Psychology

1. CPE – Communicative English, Political Science and Economics
2. General English for B.A, B.Sc and B.Com
3. Additional English for B.A, B.Sc and B.Com
4. Media, Culture and Technology—General English course for Professional courses (BCA and BVC)

P.G:M.A English

3. Interdisciplinary courses and departments involved –

1. English, Journalism and Psychology – The Journalism and Creative Writing programme features staff from Journalism and English working in tandem to develop writing skills, local language competence and industry-readiness.
2. Communicative English, Political Science and Economics – CPE. In this newly-begun programme. the department has begun working closely with the Department of Political Science to promote a curricular and co-curricular acquaintance with writing for the social sciences among the students, and hopes to develop archiving skills among takers as well

4. Annual/ semester/choice based credit system –

Semester Plus Choice based Credit System

5. Participation of the department in the courses offered by other departments

A number of teachers from the Department have given guest lectures in Social Work, Political Science and Economics departments.

6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors)

Sanctioned Filled

Professors - 00

Associate Professors - 03

Asst. Professors - 19

Sl no	Name of the teacher	Designation	Qualification	Years of experience	Guided PhD
1.	Rev. Fr. Victor Lobo	Principal	M.A, Ph.D.	12	
2.	Dr. Cheriyan Alexander	HOD	M.A, Ph.D	34	3
3.	Dr. Etienne Rassendren	Assoc Prof	M.A, Ph.D	33	
4.	Ms . Mini Mark Bonjour	AssocProf	M.A, Ph.D	20	
5.	Dr. Arul Mani	Assoc Prof	M.A, Ph.D	20	
6.	Dr. Ashley Tellis	Asst. Prof	M.A., NET, Ph.D	20	
7.	Ms.Nalini Pai	Asst. Prof	M.A., M.Phil	14	
8.	Ms. Jyothsna. K	Asst. Prof	M.A., NET	5	
9.	Ms Vijeta Kumar	Asst. Prof	M.A., NET	3	
10.	Ms Amrita Banerjee	Asst. Prof	M.A., NET	3	
11.	Ms Livia Antony	Asst. Prof	M.A.	2	
12.	Ms. Sherin Mathew	Asst. Prof	M.A	3	
13.	Ms Soumya. R	Asst. Prof	M.A., NET	4	
14.	Ms Shilpa	Asst. Prof	M.A, M.Phil	3	
15.	Ms Jayshree Basappa	Asst. Prof	M.A	2	
16.	Ms Archita Murthy	Asst. Prof	M.A SLET	2	
17.	Ms Teena Ann Mathew	Asst. Prof	M.A SLET	2	
18.	Ms Gargi Datta	Asst. Prof	M.A NET	2	

19.	Ms.Rency Thomas	Asst. Prof	M.A	2	
20.	Ms.Noora Kamar	Asst. Prof	M.A., NET	2	
21.	Mr Vinayak Rama Varma	Asst. Prof	M.A	2	
22.	Ms Vinaya Nayak	Asst. Prof	M.A, M.Phil	8	

8. Percentage of classes taken by temporary faculty – programme-wise information: Nil

9. Programme-wise Student Teacher Ratio

General English – 60:1 (approx)

Additional English – 60:1

EJP – 50: 1

CPE – 45: 1

MCT – 60:1

M.A English – 35:1

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled: Nil

11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.

UGC – Minor Research Projects – 05

42,000 -2

40,000 - 2

35,000- 1

Total: 1, 1 7,000/-

12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received: Nil

13. Research facility / centre with

- state recognition: Have applied for Research Centre status within Bangalore University
- national recognition
- international recognition

1. Publications:

1. Mani Arul. —“Reading ThePolyphonist”. The Caravan. July 2012, ISSN 0008-6150(<http://www.caravanmagazine.in/reviews-essays/reading-polyphonist>)
2. Mani Arul. —“To The Lighthouse”. The Caravan. December 2013, ISSN 0008-6150(<http://www.caravanmagazine.in/reviews-essays/lighthouse>)
3. Mani, Arul. —“ByAny Other Name.” The Caravan. December 2014 (<http://www.caravanmagazine.in/reviews-essays/any-other-name>) ISSN 0008-6150
4. Rassendren Etienne " Imperial Desire and its Implications for Contemporary Representations of Colony” Artha J SocSci 15(3), 2016 ISSN 0975-329X
5. Rassendren, Etienne—“The Secular Ethics and The Pitfalls of VS Naipaul’s Non-Fiction” Journal of Dharma, Bangalore Vol 38, No.1 January- March 2013 ISSN 0253-7222 p.39-56
6. Rassendren, Etienne —“Wo/What then is Subaltern” Haritham: Journal of the School of Letters Kottayam: MG University 2013 No 21 p.84-95 ISSN : 2231-5063
7. Rassendren, Etienne —“GIVE US FREE”: NOTES ON THE WRITINGS OF ACHEBE AND MANDELA InterViews: An Interdisciplinary Journal in Social Sciences Saint Claret College Ziro 2015, Vol. 2, No. 1 pp. 13-26 ISSN: 2349- 400X
8. Pai, Nalini, “Dalit Literary Narratives”, Artha Journal of Social Sciences, Bangalore, 2015. 15-32. ISSN0975-329X
9. Pai, Nalini, —“Adapting to Technology: The Web in the Undergraduate English Classroom” Co-authored with Padma Baliga. Al Shodhana: A Multi-Disciplinary refereed Research Journal. Mangalore, 2014. 47-56. ISSN 2320-6292
10. Pai, Nalini, —“Open book examinations- boon or bane”. Co-authored with MalathyVanaja, Anil Joseph Pinto, VenkatLokanathan, and Shlok Kumar. Academic Studies. National Journal for Jyoti Research Academy, Bangalore. 18-21. ISSN0975-461X

11. Pai, Nalini, —Cinema, Politics, Women and the shifting contours of disciplines”. Artha Journal of Social Sciences, Bangalore. 15-32. 2013. ISSN0975-329X
12. Baliga, Padma. —Adapting to Technology: The Web in the Undergraduate English Classroom” Co-authored with NaliniPai. Al Shodhana: A Multi-Disciplinary refereed Research Journal. Mangalore, 2014. 47-56. ISSN 2320-6292
13. Baliga, Padma. —Making a Case for Children’s Poetry: Vikram Seth and SampurnaChatterjee” Gandhigram Literary Journal. Vol 2.1. 2014. ISSN: 2278-8170
14. Baliga, Padma. —Politics of Gender Representation” Abstract published in Journal of Research and Extension, GRI, Vol. XVI, No. 1 & 2, January 2014. ISSN.No. 0972-351X
15. Baliga, Padma. —Folklore and Children: A Mapping of the Disservices”, Pariprashna, Jain University, 2012.ISSN No: 0976-7150
16. Baliga, Padma. —The Periphery of the Margin: Contemporary Indian Children’s Literature and the Minority”. Artha: Journal of Social Sciences. ISSN: 0975-329X 2016
17. Kavuturu, Jyothsna, —Recognizing English Language Teaching”Regional Institute of English (Bangalore) journal Vol 14, No.1, 2012. ISSN 22502831
18. Kavuturu, Jyothsna. —Spirituality as Resistance.”Journal of the Jyothi Research Academy, Vol 9, Issue 1. 2015 ISSN 0975461X
19. Kavuturu, Jyothsna, —Stand Up Comedy: No Laughing Matter”.Al-Shodhana, Vol IV, No. 1, 2016. ISSN 23206292
20. Bonjour, Mini Mark. —Thuggee and Sati Revisited: the Persistence of the Colonial Gaze in the Merchant-Ivory film the Deceivers”. Artha J SocSci 15(3), 2016 ISSN 0975-329X

Books:

21. Rassendren, Etienne(2013) —Crime, Empire and Great Expectations: Engaging 19th Century England —St Aloysius College, Mangalore Seminar Proceedings ISBN 978-93-5087-949-8 p.15-29.
22. Rassendren, Etienne —The Secular Ethic and The Pitfalls of VS Naipaul’s Non-Fiction” in Nandhikkara, Jose (ED) Ethical Interface: Literature, Economics, Politics and Religion Bangalore /Geneva/Switzerland: Dharmaram Publications and Globalethics 2014 p.3-29 (Book Chapter) ISBN: 978-81-89958-79-4
23. Rassendren, Etienne —Producing Nation: Gender and the Idea of India” in Gulati, Varun and Anoop, Mythili (Ed) Contemporary Women’s Writing In India Lanham/NewYork/London: Lexington Books 2014 p.15-34 (Book Chapter) ISBN: 978-1-4985-0210-8
24. Rassendren, Etienne —Making Marginal, Imposing Power” in Mayben, Dexter (Ed) Borders and Margins: Revisioning Ministry and Mission Tiruvalla/Bangalore: UTC-CSS Publications 2015 (Book-Chapter) ISBN: 978-81-7821-682-9
25. Alexander, Cheriyan. —The Politics and Ethics of the Welfare State”.Dharmaram College. Bangalore 2014 (Paper contributed to published book)ISBN 978-81-89958-79-4
26. Alexander, Cheriyan. —A Mozartian Debut: A Note on Music in Vikram Seth’s The Golden Gate”. The Golden Gate – A critical Study. Ed. by S. RamaswamyPrestige Books New Delhi. 2013. ISBN 978-93-82186-12-0
27. Nirmal Raj, Jerome&Rassendren, Etienne "Laudato Si: Promoting Ecological sustainability Through Catholic Higher Education" Catholic Higher Education in India: Rethinking Purpose and Context Bengaluru: Christ university Centre For Publications 2016 310-324 ISBN978-93-82305-94-1
28. Pai, Nalini, _The issue of language and its translation in Dalit Literature’, (Routledge) Dalit Literatures In India, 2015. Chpt 5.ISBN978-1-138-19131-0
29. Pai, Nalini, —Towards more technology oriented teaching methods”. Co-authored with Padma Baliga. Alternative English syllabus for UG students: A viable option?Conference proceedings. Bangalore 2014. 47-54. ISBN No. 978-93-83192.
30. Pai, Nalini, —The Indian Gothic”. Gothic Landscapes. Changing Eras, changing cultures, changing anxieties. Palgrave Macmillan. 2016. 201-223.ISBN978-3-319-33164-5
31. Baliga, Padma. —Towards more technology oriented teaching methods”. Co-authored with NaliniPai. Alternative English syllabus for UG students: A viable option?Conference proceedings. Bangalore 2014. 47-54. ISBNNo. 978-93-83192.
32. Baliga, Padma. —Hik in Konkani: A Relatively Undeveloped Literary Language” in Alice

- in a World of Wonderlands: The Translation of Lewis Carroll's Masterpiece. Volume I. Oak Knoll Press. New Castle, Delaware, USA. 2015. ISBN 978-1-584456-331-0
33. Baliga, Padma. —Children's Poetry in English: A Study of Vikram Seth and Sampurna Chatterjee” in Critical Essays on Indian English Poets eds. Joseph Dorairaj and Hema V Raghavan. Wordsworth India. 2015 ISBN: 978-93- 82955-04-7
- Seminar proceedings
34. Brooks, R. M., & Kavuturu, J., & Cetin, M. (2012, June), *Application of Interrupted Case Method for Teaching Ethics to Graduate Students in Transportation Engineering* Paper presented at 2012 ASEE Annual Conference & Exposition, San Antonio, Texas. <https://peer.asee.org/20953> ASEE Online ISSN: 2153-5965
35. Brooks, R. M., & Kavuturu, J., & Cetin, M. (2012, June), *Science for Non-science Majors* Paper presented at 2012 ASEE Annual Conference & Exposition, San Antonio, Texas. <https://peer.asee.org/21901>
36. Brooks, R. M., & Kavuturu, J., & Cetin, M. (2012, June), *Critical Thinking: A Pedagogical Instrument for New Engineering and Science Educators* Paper presented at 2012 ASEE Annual Conference & Exposition, San Antonio, Texas. <https://peer.asee.org/21128>
37. Brooks, R. M., & Kavuturu, J., & Cetin, M. (2012, June), *Creativity for Enhancing the Technological Literacy for Non-science Majors* Paper presented at 2012 ASEE Annual Conference & Exposition, San Antonio, Texas. <https://peer.asee.org/21120>
38. Brooks, R. M., & Cetin, M., & Kavuturu, J. (2013, June), *Application of Peer Reviewed Journal Articles for Enhancing Technological Literacy* Paper presented at 2013 ASEE Annual Conference & Exposition, Atlanta, Georgia. <https://peer.asee.org/19213> ASEE Online ISSN: 2153-5965
39. Brooks, R. M., & Cetin, M., & Kavuturu, J. (2013, June), *Sustainability Perspectives of Graduate Students on Transportation Systems and Management* Paper presented at 2013 ASEE Annual Conference & Exposition, Atlanta, Georgia. ASEE Online ISSN: 2153-5965. <https://peer.asee.org/22507>
15. Details of patents and income generated - Nil
16. Areas of consultancy and income generated - Nil
17. Faculty recharging strategies - Nil
19. Student projects -
- o percentage of students who have done in-house projects including inter-departmental -
 - o percentage of students doing projects in collaboration with industries / institutes –
- On an average, each teacher in the department guides up to 10 students in writing a researched paper.
20. Awards / recognitions received at the national and international level by
- o Faculty - Nil
 - o Doctoral / post doctoral fellows - Nil
 - o Students –
1. In October 2014, II Year EJP students Ila Ananya and Rahul Pillai interned at the online magazine The Ladies Finger and wrote <http://theladiesfinger.com/the-two-finger-test-doesnt-work-no-one-told-the-medical-colleges/> which won them the Priyanka Dahale Award for Young Journalists in April 2016.
 2. Ila Ananya won the Prof. Barbra Naidu Prize for the Personal Essay in 2014 at Meta- A literature fest conducted by the Dept. of English.
 3. Zenisha Gonsalves was short-listed under the Creative Writing in English category for Toto Funds the Arts.
 4. Zenisha Gonsalves was selected for a one month course in Journalism at Washington City, Seattle, USA, where young journalists focused on covering South Asian issues.
21. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.
1. BODY CARE: A three –day intensive workshop on emotional and physical wellness was conducted by The Department of English in collaboration with The Centre for Wellness and Justice, Baduku Community College (Samvada, Bangalore) in November 2015.

2. A Two-day UGC sponsored National Seminar on ‘Teaching Social Sciences: Challenges and Opportunities in the new millennium’ in collaboration as part of all the Humanities Departments of SJC was conducted in November 2012.
3. A Seminar to commemorate the 50th anniversary of Martin Luther King Jr.’s ‘I have a Dream’ Speech and March on Washington was held in the American Corner in August 2013.
4. Thursday Causerie – A series of regular discussions for staff and students is conducted by the Dept. of English. The following people have been speakers at the Thursday Causerie in 2015, 2015 and 2016
 1. Arvind Narrain on Memory, Forgetfulness and the Indian state.
 2. Nisha Susan on Writing about Bollywood
 3. C.K Meena on Covering Theatre in Bangalore
 4. Dr. Nitya Vasudevan, Prof. Kannaki Deka and Zenisha Gonsalves in a panel on Women and Health
 5. Prof. Arun Thampan on MOOCS
 6. Australian writer Christos Tsiolkas on his book ‘Barracuda’.
 7. British Writer Adam Foulds on his book ‘Quickening Maze’.
 8. Mridula Koshy on her works.
 9. Prof. Srikanth Mallavarapu, Roanoke College, USA, on Science Fiction
 10. Prof. Darryl Jones, University of Dublin, Ireland, on Horror Fiction
 11. Prof. Nagesh Rao on Student Activism
 12. Mizo writer Malsawmi Jacob on her book Zorami.
 13. Prof. Lakshmi Srinivas on Cinema and the City.
 14. Prof. Vinay Kambipura on D.R. Nagaraj’s works.
 15. Writer C.K Meena on Living/Writing
5. A number of Lecture-demonstrations were conducted by the Dept of English as part of our literary festival META in the years 2013/2014/2015/2016.
Lec-Dems are in depth exploratory sessions in particular aspects of literature, or in new ways of bringing text and technology together. Dev Sukumar, Namita Aavriti, Nicolas Grandi, Priya Sen, Monica James, Srinath Perur, Lawrence Liang, Ayisha Abraham, Prem Panicker, Ajay Cadambi, Prof. Manu Chakravarthy, Mallika Prasad, Arvind Narrain, Joshua Muiyiwa, Tejaswini Niranjana, Preeti Prakash, Deepika Sarma, Arjun Swaminathan, C.K Meena, Padmini Ray and Bijoy Venugopal were a few invited speakers for the Lec-dems.
6. The Dept also organized a series of Roundtables and panel discussions as part of Meta. These panel discussions were on various themes and spanned across the four editions of Meta. Roundtables on Madness as Metaphor (Women and Mental illness), Food writing, Long form Journalism, Writing about Bangalore, Writing for the stage, Re-reading Ambedkar, Revisiting Children’s Literature, R.K Laxman’s work, Discovering Bangalore on foot, Remembering U.R Ananthmurthy were a few, Exclusion and Inclusion – After Rohith Vemula were some of the panels.
7. The Dept also organised performances from national and international artists for Meta. In collaboration with the Airplane Poetry Movement, a poetry slam workshop was held as part of Meta 2015.
8. Another feature at Meta is the Young Writer Interaction where writers talk about the craft of writing and also read from their work. Amandeep Sandhu, Sneha Rajaram, Nisha Susan, Abhishek Majumdar, Joshua Muiyiwa, Kurke Prashanth, Mounish Badiger, Gaurav Jain, Rohini Mohan, Srinath Perur were some of the invited writers.

23. Student profile course-wise:

	2009 –12		2010 – 13				2011 – 14			2012 – 15			2013 – 16		
EJP												36	27	75	
English	28	27	96.43	26	23	88.46	26	25	96.15	28	26	92.86	31	25	80.65

24. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

Civil Services - Nil

Defense Services – 01 NET – 04 SLET – 03 GATE – 00 24.

25. Student progression

UG to PG 35 %

PG to M.Phil.

PG to Ph.D. 5%

Ph.D. to Post-Doctoral

Employed

Campus selection 14 % Other than campus recruitment 90% Entrepreneurs 2%

26. Diversity of staff

Percentage of faculty who are graduates

Of the same parent university 08

From other universities within the State 06

From other universities from other States 05

27. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period - 01

28. Present details about infrastructural facilities

a) Library – 8000 subject related volumes

b) Internet facilities for staff and students - Yes

c) Total number of class rooms –

- 6 Classrooms for Core subjects offered by the dept - EJP, CPE and M.A English

- 30 classrooms for General English (as required) and Additional English

d) Class rooms with ICT facility - 20

e) Students' laboratories

- 02 (1 Materials Production Centre and 1 Language Learning Facility)

f) Research laboratories Nil

29. Number of students of the department getting financial assistance from College. - NA

30. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology.

The need for two new courses, EJP and CPE, was largely assessed on the basis of repeated enquiries year after year at the admissions office for them. A series of consultations were held with industry experts from Journalism, alumni of other institutions and teachers from other institutions to design the EJP programme. On the basis of this the department decided to begin the triple major course, English, Journalism and Psychology. It was felt that there was rich interdisciplinary potential for such a combination. Hence, the course was begun in 2013. The demand has been very good and the course has become viable and sustainable.

CPE was begun this year, 2016, once again going by an increase in enquiries for a course in communicative/functional English. It was felt that combining Communicative English with Political Science and Economics would add depth of knowledge of the contemporary global scene to the development of viable skills in communication.

31. Does the department obtain feedback from.

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it?

Yes. Through dept meetings, valuable suggestions are incorporated both in curriculum design and teaching practice.

b. students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same?

Yes. Regular evaluation process is undertaken by the college. These evaluation sheets are given to the teachers.

c. alumni and employers on the programmes and what is the response of the department to the same?

There is both an informal and formal process of sharing feedback. Usually the Principal and Head of Dept share feedback individually with teachers.

32. List the distinguished alumni of the department (maximum 10)

- 1) Darius Sunawala, Radio personality
- 2) Nazarius Manoharan, Theatre personality and advertising expert
- 3) Vibha Ghorpade, Theatre artiste and entrepreneur
- 4) Mallika Prasad, Theatre artiste and director
- 5) Kirtana Kumar, Documentary film-maker
- 6) Srikanth Mallavarapu, Professor, Roanoke College, USA
- 7) Mahesh Dattani, Playwright and theatre-person
- 8) Richard Tholloor, dancer and theatre-person
- 9) Vivek Madan, theatre entrepreneur
- 10) Nakul Krishna, Rhodes scholar (2007)

33. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

1. Thursday Causerie
2. Meta
3. Literati
4. Tackle Fest
5. Certificate Courses

The Department of English offered the following certificate courses during the academic year 2014- 15

1.Development Journalism and Volunteering is a 120-hour course offered by the department in collaboration with Headstreams, an NGO specialising in educational support for the underprivileged. The course will offer students a critical understanding of notions of development, followed by intensive training sessions in reporting from the margins of society. The course will commence in July and end in February. The course is open to all undergraduate students. Classes will normally be held on Saturdays and on public holidays.

2.The Contemporary Dance Practices Course is a 60-hour course offered by the department in collaboration with the noted performer Veena Basavarajaiah. Prior acquaintance with dance is useful, but not mandatory.

3.Winging It is a 120-hour, 4-credit course in Theatre and Performance Studies offered by the department in collaboration with several noted Bangalore-based theatre performers. The course will include training in dramatised reading, improv techniques, mime, voice, movement, acting, and scripting for the stage.

4. The Creative Writing Course is a 60-hour course where a student will learn how to start the writing process before progressing to poetry, fiction and non-fiction over six modules and submit a 5000-word portfolio of original writing to complete the course.

5.Fighting/Writing: Culture Journalism in Troubled Times is a 60-hour, course where a student will learn the basics of reporting and interviewing while also encountering the disconnect between traditional arts-and-culture reporting and the manner in which the question of culture itself has become prone to quarrels and controversies. The course offers a grounding in the idea that Culure is ordinary rather than a series of artifacts, and promotes an ongoing polemic with received wisdom and common sense over modules specific to everyday experience. Those taking the course student will submit a 5000-word portfolio of original writing to complete the course

6. *Adventures in Difference: Exploring Gender, Justice and Wellness in the Contemporary* is a 60-hour course offered in collaboration between the department of English, the NGO Samvada and Baduku Community College. Involving Self Work, Perspectives, and Writing/Reading the Self, the course connects the personal to the structural, the subjective to the formal, the 'us' and the 'other', the familiar and the unfamiliar, as they exist in relation to the gendered self.

34. List the teaching methods adopted by the faculty for different programmes.

Dialogic method, Research – Seminars, Tutorials, Social Media interface, audio visual aided teaching

35. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

There is constant interaction between the HOD and the faculty. As one of the best practices, we have a core committee for department work and a disciplinary committee to follow up on the student progression – academic and otherwise.

36. Highlight the participation of students and faculty in extension activities.

Teachers accompany students on the outreach programmes. They guide students to make presentations, write papers and participate in seminars outside the college. Teachers in the department also guide students in relation to social commitment issues. They also facilitate short term introductory programmes for outreach activities.

JEAN – The Josephite English Alumni Network was set up in 2015 in order to continue academic conversations with alumni. It has already carried out reflective and interactive sessions on teaching – learning processes, particularly with young alumni who are in the teaching profession. We are also in the process of introducing NET/SLET training.

37. Give details. State whether the programme/ department is accredited/ graded by other agencies.

We have been accredited as part of the institution by NAAC. The department's work has been highly commended in a 2014 evaluation of College conducted by LIBA (Loyola Institute of Business Administration).

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

Strengths –

1. Most people in the Department have either completed their PhDs or have enrolled towards a research degree. We have 4 NETs and 3 SLET/K-SETs. Teachers travel for seminars and conferences to deliver keynote and plenary talks. Thus we can say that we have highly qualified and respected faculty and academic rigour in the department.

2. We are a very student-friendly department. Primarily because of our remediation and tutorial programmes. Teachers spend a great deal of time evaluating written work of students and sharing feedback about their speaking and presentation skills.

3. We understand that we have strong and empowering General English, Additional English, Optional English, Journalism, Communicative English and Media-Culture-Technology syllabi which enable students to see English language learning as relevant and important for their everyday experiences.

4. One of our best practices is the Streaming Process for General English, Additional English and Media, Culture Tec students. A diagnostic test which helps in identifying clusters of skills in English language among students is conducted, in order to assess the streams they will be marked under. This Streaming enables teachers to give personal and sustained attention to the language needs of the specific cluster-skilled classroom. It also empowers students to learn the specific skills that they are challenged by.

5. The department has been in creative and innovative collaborations with NGOs, Theatre groups and cultural organisations to enhance the quality of extracurricular and co curricular programmes directed by the department.

Weaknesses--

1. Student – teacher ratios are far from desirable, as a result of systemic problems that are beyond the institution's control.

2. Sometimes we are not successful in persuading funding agencies such as the UGC about the relevance of our proposed projects.

3. Some members of the faculty have not yet been successful in acquiring NET/K-SET qualifications despite sincere efforts.

4. We have only been partially successful in following up on our alumni and keeping track of their postgraduation careers. This is a situation that we are determined to rectify in the coming year.

Opportunities--

1. There are many research opportunities that we can exploit as a department.

2. JEAN – Joseph’s English Alumni Network as a possible way of providing support to our alumni who have entered the teaching profession. There is also good potential in JEAN for training our alumni (who are teachers) for NET/K-SET

3. Lately, we have had good interactions with foreign faculty/writers and this is an avenue which we must explore more energetically with a view to forging new international partnerships.

4. From this year onwards we have very promising opportunities in our Materials Production Centre and Language Learning Facility to produce innovative language learning packages which we can even share with other institutions.

5. We are beginning to see promising opportunities of collaboration with noted writers and theatre artists specifically for our certificate course offerings.

Challenges

1. The reading habit, very vital for any in-depth intellectual growth, is now beginning to decline amongst students.

2. For the amount of work, we are gravely understaffed. Most teachers do more than are expected according to the norms set by the UGC/DCE.

3. Grant- in- aid as adequate recompense for intellectual and academic work delivered is being steadily withdrawn.

4. Growing number of private universities.

5. Rising per capita cost of higher education.

39. Future plans of the department.

The Department has applied for Research Centre status to Bangalore University.

We hope to set up a Centre for Research into World Literatures. The department hopes to begin a research journal in the field over the next few years.

Our ongoing Materials Production Centre project will, on completion, aid us in delivering a syllabus that moves beyond current reading and writing goals to empowering students with multiliteracy, and in enabling differently-abled students with language skills.

11. EVALUATIVE REPORT OF DEPARTMENT: ENVIRONMENTAL SCIENCE

5. Name of the Department & its year of establishment

Department of Environmental Science UG Estd: 1983

6. Name of the Programme:

Undergraduate: B.Sc.

Chemistry, Environmental Science, Botany (CEB)

Chemistry, Environmental Science, Zoology (CEZ)

3. Interdisciplinary courses and departments involved: 03

Environmental Science is interdisciplinary Cours

4. Annual/ semester/choice based credit system

UG: Semester system including one choice based credit course

5. Participation of the department in the courses offered by other departments:

(i) Certificate Courses offered by other departments

(ii) Term paper

(iii) CBCS offered by other departments

6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors)

Category	Sanctioned	Filled
Professors	NA	NA
Associate Professors	2	2
Asst. Professors	NA	NA

7. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization
B.S.Prabhakar	M.Sc., SLET, Ph.D	Asso Prof	Urban Ecology
M.R.Ebenezer Wilson	M.Sc., MPhil., Ph.D	Asso Prof	Air Pollution and Occupational Health Biotechnology

7. Percentage of classes taken by temporary faculty – programme-wise information: -NA-

8. Programme-wise Student Teacher Ratio

Undergraduate: B.Sc 45:1

9. Number of academic support staff (technical) and administrative staff: sanctioned and filled:

Sanctioned: 01; Filled: 01

10. Number of faculty with ongoing projects: Nil

11. Mention names of funding agencies and grants received project-wise.

List of ongoing projects for the period 2012-16: Nil

List of completed projects for the period 2012-16: Nil

12. Departmental projects funded by DST-FIST; DBT, ICSSR total grants received:Nil

13. Research facility / centre with:

State Recognition: No

National Recognition: No

International Recognition: No

14. Publications: 2012-16

1.B. S. Prabhakar, N. Nandini, M. Vijay Kumar and M. Kumar(2015)Park User's Perception towards the Utility of an Urban Green Space – A case study of CubbonPark, Bengaluru.Science Park - International Research Journal. Vol.3 (18), 1-8.ISSN: 2321-8045.

2.B. S. Prabhakar, M.Kumar,N. Nandini and M. Vijay Kumar Evaluating the Tree Species Composition and Carbon Sequestration Potential of a Park in Bengaluru. International Journal of Current Research.Vol.7 (11), 2015: 22320- 22325.ISSN: 0975-833X.

3. M. Vijay Kumar, N. Nandini and B. S. Prabhakar(2016) Perspectives on Ecosystem Services: Approaches, Development and Valuation.Weekly Science - International Research Journal. Vol.2016:3(28):1-12.ISSN: 2321 – 7871.

4. Bheemappa K., Nandini N., Kumar M., Vijay Kumar M., Raghavendra M. and Prabhakar (2016) Anthropogenic Activities on Shoreline Environs- A Profile of Byramangala Reservoir, Karnataka, India. International Journal of Recent Scientific Research. Vol. 7, Issue, 1, pp. 8236 – 8242. ISSN: 0976 – 3031.
5. Dr. M.R.Ebenezer Wilson (2014) —“Inborn Error of Phenylalanine Metabolism: Easy Methods of Detection of PKU using Plant Enzymatic Assay and Rat Model” Lambert Academic Publishing ISBN-13: 978-3-659-40185-5 ISBN-10: 3659401854; EAN: 9783659401855.
6. M.R.Ebenezer Wilson —“The need for choice based four year graduate course in India” in the International Conference on Higher Education, —“A Vision for Higher Education -2030 held on 30th and 31st July 2015 at Mount Carmel College , Bangalore.(ISBN : 978-93-5202-881-8).

Proceedings

7. M.R.Ebenezer Wilson —“Inborn Errors of Metabolism: Easy methods of detection of PKU using higher plant enzymes and rat as a model system” in the International Conference on Community Mental Health: Trends and Challenges on 11th and 12th December 2015, jointly organized by School of Social Work, University on North Carolina Wilmington and Department of Social Work and Department of Psychology, St. Joseph’s College, Bangalore.

3. Faculty Recharging Strategies

1. Dr. Wilson has participated two days workshop on National Programme on Technology Enhanced Learning (NPTEL) jointly organized by IIT Madras and Indian Academy Degree College, Bangalore on 7th and 8th Nov. 2013.
2. M.R.Ebenezer Wilson attended the Workshop on —“Biodiversity, Indigenous Knowledge & Biotechnology at Maharani Lakshmi Ammanni College for Women, Bangalore , on 9th Nov. 2013.
3. M.R.Ebenezer Wilson participated in the two day hands-on Workshop in Parasitology, conducted by Department of Microbiology, CSI Hospital, Bangalore.
4. M.R.Ebenezer Wilson has attended Lecture Workshop organized by the Department of Botany on Recent Trends in Cellular Mechanisms and Gene Expression, held on the 12th and 13th February 2016.
5. M.R.Ebenezer Wilson Two courses completed by M.R.E. Wilson. i) Post Graduate Diploma in Nanobiotechnology (PGDNBT) Life Science Foundation India (LSFI) Karnataka (2012).
ii) Completed by e- learning an Advanced Diploma Course in Public Health with A Grade from Institute of Public Health (IPH), Bangalore in 2016.
6. M.R.Ebenezer Wilson Presented a poster on Selective Habitats of Sparrows (*Passer domesticus*) in Bangalore City. International Conference on Sparrows. March 20th 2012, jointly organized by ZED-SJC-Christ University & GKVK
7. M.R.Ebenezer Wilson participated in a State Level Seminar —“Science from Space- New findings and challenges ahead, organized by the Department of Physics, Sponsored by ISRO, on 10th and 11th September 2015.
8. M.R.Ebenezer Wilson Participated in a Symposium on Child Mental Health in India: Catalyzing the Public Health Response, organized by the Department of Epidemiology, Centre for Public Health NIMHANS, on 20th January 2016.
9. M.R.Ebenezer Wilson Participated in a National Conference on the Application of Nanotechnology in Environmental Remediation, jointly organized by the Department of Studies and Research in Environmental Science, Tumkur University and SERB, New Delhi on 7th October 2015.
10. M.R.Ebenezer Wilson Participated in a Panel Discussion —“Save our Tigers” hosted by Hardnews Media Pvt. Ltd and Aircel Ltd. on March 16th 2016.
participated in the Management Workshop on —“Achieving Abdul Kalam’s Vision through Tapping People’s Potential” jointly organized by Shingo Institute of Japanese Management and Asian Journal of Professional Ethics and Management at Indian Heritage Academy on 11th September 2016.

11.M.R.Ebenezer Wilson delivered a talk on —Eath’s Fever and Weird Weather” on the occasion of World Environment Day (2016) celebration in Christ University.

15. Details of patents and income generated: none

16. Areas of consultancy and income generated:

Profitable Consultancy Services:

Dr.M.R.Ebenezer Wilson

i) Collaborative Research with ATREE – Rs. 20000/-

ii) Court Commissioner of National Green Tribunal (NGT-South) - Rs. 50000/-

Non-profitable Consultancy Services:

Water Quality Testing and Treatment for Educational Institutions

17. Faculty recharging strategies:

Name	Resource Person	Seminar attended	Workshop attended	BoS/BoE Member
B.S.Prabhakar	1	1	1	4
M.R.E.Wilson	2	6	4	3

20. Awards / recognitions received at the national and international level by Faculty members:

Dr.M.R.E. Wilson receivedanAppreciationAward—Gru Vandana”, Honoured by Rotary Bangalore South and Karnataka Civil Defence Corps for the dedicated service in the field of Environmental Science. The award was conferred by His Excellency Dr.Hansraj Bharadwaj, The Governor of Karnataka, on the occasion of Teachers Day Celebration held at Dayananda Sagar Institutions, Bangalore on the 28 th September 2013.

He has presented a thematic poster entitled —Impact of Mismanagement of Solid Waste in Bangalore City” in a National Conference themed Environmental Pollution, Urban Waste Management and Public Health Security, jointly organized by Christ University and Karnataka State Pollution Control Board. He won the best poster presentation award for the same under teachers’ category.

20: Seminars conference workshops organized : one with social work and zoology

21. Student projects : Dissertation in final year (Group Projects): As a compulsory work in the V and VI semesters; Equivalent to two practical papers.

Percentage of students who have done in-house projects including inter-departmental = 85

Percentage of students doing projects in collaboration with industries / institutes -As internships with ATREE, CADDISFLY, CDD, MYSORE ZOO, MYSORE UNIVERSITY, VARANASI RESEARCH FOUNDATION, CSE i- AIM – 15

20. Students Enrichment Programme conducted

Year	Name of the Guest Speaker	Topic
2012-13	S. Kartikeyan, Chief Naturalist, Jungle Lodges, KFD	India’s Natural Heritage
2013 -14	Sunil Kumar N, The British Embassy	Ants and their Behaviour
2014-15	Dr. Savitri Sambamurthy, Ayurveda Academy	Health and Wellbeing
2015-16	Dr. Chiranjeevi Singh	Interaction on current affairs
	Dr. Samira Agnihotri	Bird calls - Drongo behaviour
2016-17	One day Seminar Prof.Govindaswamy Agoramoorthy Dr. Annie Kurian Dr.Pankaj Sekhsaria Mr. Denzil Linhares	Way of Life with Chimpanzees Ancient Dinosaurs of the Marine World Islands and Ancient Tribes Ocean World- A journey underwater

Students' Achievements:

1. Vidya Balasubramanyan of First year (CEB) participated in AIESEC India's Global Community Development Program in China, between 22nd April and 2nd June 2013. As a team leader, Vidya has worked with Senior High School, High School and Sun Yat –sen University and communities in Guangzhou and spread Environmental understanding.

2. Vidya Balasubramanyan of Final year (CEB) has successfully completed six weeks (14th April- 25th May, 2015) Tech Cycle Project in Malaysia. She has created awareness among college students and the public about –The impact of e-Waste and their segregation” during her internship. The organization appreciated her dedicated time, effort and assistance towards service to humanity through this venture.

3. Sunayana Sajith of Final year CEB and Tanvi Agrawal of second year CEB have completed Internship Programme from 28th April to 30th May at Consortium for DEWATS Dissemination (CDD) Society Bangalore. They presented their work as a poster entitled –Situation analysis: Faecal sludge management in Kommaghatt village” in a National Conference themed Environmental Pollution, Urban Waste Management and Public Health Security at Christ University and won Second Prize for the same under students' category. Varsha, B of second year CEZ worked as an intern in CDD and carried out a survey on septic tanks in domestic households in Konnakunte, Bangalore.

4. Tanvi Agrawal (CEB) and Paul Pop Nampilly (CEZ) of final year B.Sc participated in Inter Collegiate Climate Change Quiz, organized by Davecha Centre for Climate Change, (2015-2016), IISc and won a cash prize of Rs.10, 000/- as First Prize.

21. Seminars/ Conferences/Workshops organized and the source of funding (national / International) with details of outstanding participants, if any.

Year	Seminars/Workshops/Conferences (State, National and International) - Title	Date of the Event
2016	National Seminar on Ecology, Sustainable Development and Wildlife Conservation	December 15 th and 16 th

22. Student profile course-wise: ADMISSION ABSTRACT (2013-2014)

Category	SC		ST		OBC		Minority		GM		Total	
	B	G	B	G	B	G	B	G	B	G	B	G
I-CEB	1	2	1	4	0	1	3	2	2	6	7	15
I-CEZ	0	1	2	0	1	0	7	0	3	6	13	7
Total	1	3	3	4	1	1	10	2	5	12	20	22

ADMISSION ABSTRACT (2014-2015)

Category	SC		ST		OBC		Minority		GM		Total	
	B	G	B	G	B	G	B	G	B	G	B	G
I-CEB	0	0	2	0	1	0	3	1	4	2	10	3
I-CEZ	1	0	0	0	3	1	3	2	7	4	14	7
Total	1	0	2	0	4	1	6	3	11	6	24	10

ADMISSION ABSTRACT (2015-2016)

Category	SC		ST		OBC		Minority		GM		Total	
	B	G	B	G	B	G	B	G	B	G	B	G
I-CEB	2	0	2	1	2	2	2	1	0	0	8	4
I-CEZ	0	1	0	1	2	2	4	4	2	1	8	9
Total	2	1	2	2	4	4	6	5	2	1	16	13

ADMISSION ABSTRACT (2016-2017)

Category	SC		ST		OBC		Minority		GM		PC		Total	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G

I-CEB	1	0	1	1	1	1	1	1	4	5	1	0	9	8
I-CEZ	0	0	1	1	0	0	3	1	5	10	1	0	10	12
Total	1	0	2	2	1	1	4	2	9	15	2	0	19	20

Per cent Results in Semester Examination (2012-2016)

YEAR	I SEMESTER	II SEMESTER	III SEMESTER	IV SEMESTER	V(P1&P2) SEMESTER	VI(P1&P2) SEMESTER
2012	100	96.0	96.0	100	100&100	100&100
2013	93.0	100	100	96.0	100&100	100&100
2014	65.0	96.6	96.5	100	100&100	91.3&91.3
2015	74.0	84.0	75.0	93.0	100&100	100&100
2016		92.5		86.9		100&100

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?-NA-

24. Student progression

UG to PG - 30%

Employed -30%

Campus selection 5-6 students

Other than campus recruitment: direct recruitment: most passed out students are employed in Corporate, Banks, Environmental NGOs and B.Ed.

Entrepreneurs - 5

25. Diversity of staff: Percentage of faculty who are graduates Same University, Other universities within state, other universities other states

Name	Graduated from the same University	Graduated from other University within the state	Graduated from other University outside the state	Per Cent
B.S.Prabhakar	-	Kuvempu University		50%
M.R.Ebenezer Wilson	-		Bharathidasan University	50%

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period- None

27. Present details about infrastructural facilities

a) Library: General Library and Department library

b) Internet facilities for staff and students: Yes

c) Total number of class rooms: UG: 03

d) Class rooms with ICT facility: UG: 03

e) Students' laboratories: Well-equipped Wet Laboratory for Air, Water, Soil and Microbial Analysis

f) Research laboratories: Laboratory is suitable for Basic Scientific Research

28. Number of students of the department getting financial assistance from College.

29. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology. No new course introduced

30. Does the department obtain feedback from

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it? yes BOS

b. students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same? Incorporates what is required

c. alumni and employers on the programmes and what is the response of the department to the same?

31. List the distinguished alumni of the department (maximum 10)

30. Number of students of the department getting financial assistance from College/ avail different scholarship?

Management Scholarship = 04

Year	Name	Class	Amount
2012-2013	Mary Ann George	III- CEZ	6000/-
2013-2014	Maurius Robin	III-CEZ	7800/-
2014-2015	Velangani Jyothi	I-CEB	6000/-
2015-2016	Velangani Jyothi	II- CEB	5210/-

31. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology.

Yes. BoS Meeting was conducted to frame syllabus for an Open Elective —Environment and Health” under CBCS.

32. Does the department obtain feedback?

c. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it?

d. Students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same?

Every Semester, online students’ feed back is being obtained.

c. Alumni and employers on the programmes and what is the response of the department to the same?

Having an Alumni member in the Board of Studies has contributed to getting insights into the past syllabus and their suggestions were incorporated into the syllabus

33. List the distinguished alumni of the department (maximum 10)

1. *Padma Shri* Dr. Sunita Krishnan, Social Activist, Founder of Prajwala, Hyderabad, Member of Women’s Cell, AP; Anti Human Trafficking Crusader

2. Leo Francis Saldanha, Environmental Activist, Environment Support Group (ESG), Bangalore.

ESG is a non-profit trust involved in environmental and social justice initiative in the country.

3. Akshay Heblikar, Environmentalist, Center for Environment & Sustainable Development, Eco-Watch – Played a key role in implementing Urban Forestry Projects; Establishes Biodiversity Parks in and around Bangalore; Set up Tropical Gene Bank of important Species in Belgaum District

4. Chaya Chengappa, Manager, Programs and Operations at Community Environment Alliance

5. Dr. Naveen, Assistant Professor, Occupational Health and Safety, Dr. MGR University, Tamil Nadu

6. Srinivas Ravindra, Environmentalist, Assistant Director, Center for Sustainable Development (CSD) Bangalore.

7. Udhayan.A, IFS, Mountain Ecology Specialist, SAARC Forestry Centre, Bhutan

8. Shashirekha, Sr. Manager – Quality, Bangalore Test House, an ISO 9001 Certified & NABL Accredited Laboratory, Bangalore.

9. Bineesha.P. Senior Technical Advisor, Indo German Environment Programme (IGEP) KSPCB, Bangalore

10. Devika Devaiah, Founder, Social Project —Saw River Cauvery"

34. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

The department organizes guest lecturers from specialist in different fields of Environmental Science.

Year	Name of the Guest Speaker	Topic
2012-13	S. Kartikeyan, Chief Naturalist, Jungle Lodges, KFD	India's Natural Heritage
2013 -14	Sunil Kumar N, The British Embassy	Ants and their Behaviour
2014-15	Dr. Savitri Sambamurthy, Ayurveda Academy	Health and Wellbeing
2015-16	Dr. Chiranjeevi Singh	Interaction on current affairs
	Dr. Samira Agnihotri	Bird calls - Drongo behaviour
2016-17	<u>One day Seminar</u> Prof.Govindaswamy Agoramoorthy Dr. Annie Kurian Dr.Pankaj Sekhsaria Mr. Denzil Linhares	Way of Life with Chimpanzees Ancient Dinosaurs of the Marine World Islands and Ancient Tribes Ocean World- A journey underwater

35. List the teaching methods adopted by the faculty for different programmes:

1. Orientation of weaker students: special coaching
2. Peer learning: —buddy system”, the weaker students get some assistance from brighter ones
3. Collaborative learning; Colloquium to discuss environmental issues that are not explicitly addressed in the formal curriculum. YOU TUBE is used to hear talks from TEDx.
4. Self learning: Students used Laptop and LCD Projector for their Ppt presentation, advised to use INFLIBNET, maintain a –Green File”
5. Field learning: Field visits and industrial visits were conducted and student’s video graphed their observations and present along with the Field Report in partial fulfillment of CIA in core theory papers.
6. Research and Cooperative learning: A compulsory Dissertation in final year for Research experience
7. External learning: Students took part in seminars, workshops and rallies to keep abreast of their knowledge regarding current environmental issues.

36. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

Teaching methodologies, relevant assignments pertaining to current environmental aspects, and PPT presentations done in class ensure that the learning objectives are fulfilled. Their ability to secure internships and complete them successfully indicates their attitude towards the subject. The successful completion of their dissertation indicates to their ability to carry out team work and independent research.

37.Highlight the participation of students and faculty in extension activities.

All students attend the college Outreach Program. Staff members help them to prepare the work schedule of the program. Some students involved in Internship Programme during vacation.

1. Denzil Noel Prato of second year CEZ has completed an Internship Programme entitled —Gap Analysis on Waste Management System at Ducab, Dubai from 23rd April to 15th May.
2. Varsha,B and Ambika,S.Y have completed their internship in Kalinga Centre for Rainforest Ecology and reported the density of birds and butterflies in grasslands in Agumbe.
3. Five of the final year students, Vidya Balasubramanyam,Sunayana Sajith,Meenakshi Menon, Shreem Kohli and Swati have participated two days Youth Seminar 2014, organized by the Tata Energy Research Institute, Bangalore.

4. Two students (II CEB/Z), Kaveri and Samanvitha, have participated in the Student Conference on Conservation Science, organized by IISc, 21st to 24th November 2016.

38. Give details. State whether the programme/ department is accredited/ graded by other agencies.

College has an Outreach Programme Centre which monitors and assesses the participation, activities and outcome of the programme.

In the case of Internship, the External agencies usually certify the students.

39. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department:

Strengths

- Dedicated, efficient, progressive staff
- First formed UG department in the state
- Healthy student-teacher relationship
- Good infrastructure and lab facilities
- Good results and performance

Weaknesses

- Understaffed
- Poor external networking
- Lack of time for field work

Opportunities

- Funds available
- Availability of research avenues
- Experts in the field easily available
- The city houses many institutions that can be tapped
- Alumni potential

Challenges

- low salary structure in the private sector
- Lack of jobs in the organized sector (Pollution Control Board, Forest dept. Education dept. etc.)
- Governmental policies not promoting the subject in the employment area
- Other market driven courses

12.EVALUATIVE REPORTS OF DEPARTMENT: HISTORY

1. Name of the Department & its year of establishment: History. 1925
2. Names of Programmes / Courses offered:U.G. (B.A.)
3. Interdisciplinary courses and departments involved: N.A.
4. Annual/ semester/choice based credit system: Semester and for the fourth SEM - Choice Based Credit System
5. Participation of the department in the courses offered by other departments: N.A.
6. Number of teaching posts sanctioned and filled Sanctioned Filled- 01
Professors: nil
Associate Professors: 01
Asst. Professors: 02 [visiting]

7. Faculty profile with name, qualification, designation, specialization

Name :	Qualification	Designation	Specialization	Experience
Fr. Clarence D' Souza	M.A.; MPhil	Asso Prof	Modern Asian history	31 years
Ms. Pratibha Shetty	M.A	Asst Prof		4 years
Mr. Santosh	M.A	Asst Prof		4 years

8. Percentage of classes taken by temporary faculty – programme-wise information
9. Programme-wise Student Teacher Ratio: I Year B.A. =98:01; II Year B.A. =87:01; III Year B.A. =67:01
- 10.Number of academic support staff (technical) and administrative staff: sanctioned and filled :none
11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.
12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received
13. Research facility / centre with
 - o state recognition none
 - o national recognition none
 - o international recognition none
14. Publications:
 - * number of papers published in peer reviewed journals (national / international)
 - * Monographs none
 - * Chapter(s) in Books none
 - * Editing Books none
 - * Books with ISBN numbers with details of publishers
 - * number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) none
 - * Citation Index – range / average none
 - * SNIP none
 - * SJR none
 - * Impact factor – range / average none
 - * h-index: none
15. Details of patents and income generated none
16. Areas of consultancy and income generated none
17. Faculty recharging strategies : library

19. Student projects
- Percentage of students who have done in-house projects including inter-departmental: All final year B.A. Students (100%) are involved in in-house projects in the form of Term Paper.
- Student projects
- o percentage of students who have done in-house projects including inter-departmental
 - o percentage of students doing projects in collaboration with industries / institutes
20. Awards / recognitions received at the national and international level by
- o Faculty
 - o Doctoral / post doctoral fellows
 - o Students
21. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.
22. Diversity of students -
23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations? : Quite a few an average of 3 a year
24. Student progression
- UG to PG: about 50%
- Above : No data
25. Diversity of staff
- Percentage of faculty who are graduates of the same parent university:100%
- From other universities within the State N.A.
- from other universities from other States N.A
26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period. :
27. Present details about infrastructural facilities
- a) Library
 - b) Internet facilities for staff and students
 - c) Total number of class rooms
 - d) Class rooms with ICT facility
 - e) Students' laboratories
 - f) Research laboratories
- Question 27 & 28 no response.
29. Does the department obtain feedback from?
- a) Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it?
Yes. Necessary changes are incorporated in the Syllabus and the methodology of teaching
 - b) Students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same? - Positive
 - c) Alumni and employers on the programmes and what is the response of the department to the same?
30. Does the department obtain feedback from
- a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it? Yes, BOS.
 - b. students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same? Incorporates what is required
 - c. alumni and employers on the programmes and what is the response of the department to the same?

31. List the distinguished alumni of the department (maximum 10)

Mr. Arun Dev. - The Hindu Mr. Frank Noronha –Indian Information Service, working in the central government in the ministry of information.

3 Mr. Ravindra- doordarshan

4. Radhika Hegde-Works at St. John's Hospital & Medical College

5. Sanjal Shastri-Academic Associate at Indian Institute of Management Ahmedabad

6. Daitya Guru Shukracharya Yadav- Works at Trayambakam Arts N Crafts

7. Santosh R Murthy -Manager at SOTC - Kuoni Travel (India) Pvt. Ltd.

8. Ahmed Mohammad Teach For India - Pune

9. Mr. Gopi Shankar – Australian Embassy

10. Mr. Pavan-- DCP

Question :31to 35 no response

36. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

37. List the teaching methods adopted by the faculty for different programmes:

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

STRENGTHS:

- Committed and qualified, experienced Faculty Member, actively involved in
- Faculty is engaged in administration of the college
- The Department organizes field visits to historical places
- Special attention to academically weaker students and students from vernacular medium
- The Department is involved in display of paper cuttings on the notice board of Parishodana, a history association.

WEAKNESS:

- It is a single-teacher department
- Managed by visiting faculty

OPPORTUNITIES:

- The Department can organize field trips to historical places
- Upgrading the college Museum.

CHALLENGE:

- Is motivating the students in helping them to know the importance of study of history

39. Future plans of the department.

1. Continue with the Good Practices initiated by the Department
 - a) Special attention students from different Vernacular Background
 - b) Bridge courses for first time learners of history as a paper
 - c) Guest Lectures and field visits
2. Enable students to face competitive examinations.
3. Use of Audio-Visual media for providing additional inputs
4. Strengthen the existing college Museum.

13. EVALUATIVE REPORT OF THE DEPARTMENT OF INDUSTRIAL RELATIONS

1. Name of the Department & its year of establishment: INDUSTRIAL RELATIONS. 1986
2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D.):U.G. (B.A.)
3. Interdisciplinary courses and departments involved: N.A.
4. Annual/ semester/choice based credit system: Semester and Choice Based Credit System
5. Participation of the department in the courses offered by other departments: N.A.
6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors)
Sanctioned Filled
Professors: nil
Associate Professors: one
Asst. Professors: nil
7. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	Experience
G.Anuplal	M.A.; SLET	Assistant Professor	Sociology of Industrial Relations	20

8. Percentage of classes taken by temporary faculty – programme-wise information
9. Programme-wise Student Teacher Ratio: I Year B.A. =95:01; II Year B.A.=85:01; III Year B.A.=62:01
- 10-13 no response
14. Publications:
 - 1.G.Anuplal (2016)Netaji Subhas Chandra Bose: Contributions of a Revolutionary to Indian Social Reforms & Indian Industrial Relations, Artha Journal of Social Sciences, 15, 1, July. ISSN 0975-329X
 - 2.G.Anuplal (2016)Emerging Trends In Global & Indian Business Scenario -Chapter 15: Indian Business Scenario And Indian Industrial Relations: A Critical Overview. ISBN No. 978-81-923066-4-3; Himalaya Publishing House Pvt.Ltd. Mumbai
15. Details of patents and income generated: Nil
16. Areas of consultancy and income generated: Nil
17. Faculty recharging strategies :
Attending mandatory Refresher Courses and other in-service training programmes /seminars /workshops etc.
18. Student projects
 - o percentage of students who have done in-house projects including inter-departmental : All final year B.A. Industrial Relations Students (100%)are involved in in-house projects in the form of Term Paper.
 - o percentage of students doing projects in collaboration with industries / institutes
19. Awards / recognitions received at the national and international level by
 - o Faculty : Nil
 - o Doctoral / post doctoral fellows : Nil
 - o Students :Nil
- 20.Seminars/ Conferences/Workshops organized and the source of funding (National / international) with details of outstanding participants, if any.:
One National Seminar-in collaboration With Other Humanities Departments, funded by UGC.
UGC seminar : March 2017 gender and work collaborated with Sociology dept.

21. Student profile course-wise: No Data
22. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations? : One-Defense Services
23. Student progression
UG to PG 25%
24. Percentage of faculty who are graduates of the same parent university :
From other universities within the State N.A.
From other universities from other States N.A
From same university: 100%
- Question 25-27 No response
28. Does the department obtain feedback from
- faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it?
Yes. Necessary changes are incorporated in the Syllabus.
 - students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same?
 - alumni and employers on the programmes and what is the response of the department to the same?
Alumni and Industry Representative on the Board of Studies gives the feedback and necessary action is taken.
29. List the distinguished alumni of the department (maximum 10)
1. Mr. S.Mohan Raj H.R.Manager, Mylans Labs,
 2. Mr. Jaykumar Alexander, H.R. Manager, Siemens,
 3. Prof. R. Stephen Deepak, Faculty, Mount Carmel College of Management
 4. Ms.Sucharita Dhar, H.R. Manager, Genpact
 5. Col. C.P.Unni Krishnan, Indian Army
 6. Mr. Gregory David, H.R.Executive, Future Group India
 7. Mrs.Maria Saritha Roy, Senior Business Analyst, Banking Sector
 8. Ms.Surabhi Rajagopal, Analyst, SELCO Foundation
 9. Mrs.Shruti Goutham, Associate Editor, mDhil
 - 10.Mr. Chetan Kumar, Senior Reporter, Times of India
30. Give details of student enrichment programmes (special lectures / workshops /seminar) with external experts.
Guest Lectures by eminent persons from Academics and Industry, Industry Visits, Student Documentation etc.
31. List the teaching methods adopted by the faculty for different programmes.
Lectures using Chalk & Board, OHP, Power point, Screening of documentaries, discussions using press cuttings.
32. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?
Through Student Feed Backs and Feed Back from Alumni
33. Highlight the participation of students and faculty in extension activities.
Participation, paper presentation in various seminars, Internships etc.
34. Give details
Participation and Paper Presentation in National and International Seminars.
- 35.State whether the programme/ department is accredited/ graded by other agencies.. No
36. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

STRENGTHS:

- Committed, well qualified, experienced Faculty Member, actively involved in Paper Presentations and Publications and has good Rapport with the students
- Faculty is engaged in educational & career counselling and various extra/Co curricular activities of Students on a regular basis
- The Department has active Department Student Association engaged in various co curricular activities
- Special attention to weaker students and students from vernacular medium
- The Department is involved in Documentation of press cuttings on Industrial Relations themes, movie and Documentary Screening, Guest Lectures and Study trips

WEAKNESSES:

- Hard pressed for time for more active interaction with students in connection with tutorials for weaker students and students from vernacular background, outside class hours
- Space constraints and lack of technical support for enlarging Dept. Library and Documentation Centre

OPPORTUNITIES:

- The Department can organise student seminars and workshops highlighting the state of Industrial Relations in different parts of India and Abroad, as the course has students from most of the Indian States and few Foreign Countries
- Using the powerful Brand Name of the college, the department can think of tie-ups for Departmental Development, student projects etc.

CHALLENGE:

- There is a threat perception from competitors- other colleges and deemed universities which introduce fancy courses which may affect the intake of conventional courses including IES. Attracting more students to this combination and retaining the present strength will be a challenge.

39. Future plans of the department.

- a) Special attention to I year students from vernacular background
 - b) Remedial Classes for weak students
 - c) Guest Lectures and Industrial/Organizational visits.
 - d) Constant updating of syllabus with more relevant topics enabling students to face competitive examinations for higher studies and career.
 - e) Enhanced use of Audio-Visual media for providing regular and additional inputs
 - f) Strengthen Documentation activities to enable students to have easy access to competitive examination related extra reading.
- a) Faculty to concentrate more on publishing and paper presentations.
Assist in Organizing Inter-Departmental Regional/National Seminars.
-

14.EVALUATIVE REPORT OF THE DEPARTMENT OF MATHEMATICS

1. Name of the Department & its year of establishment Department of Mathematics: 1923

UG-(EMS)-2010

PG- 2014

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D.)

UG :PCM, PEM, PMC, MEC, EMS (2010)

PG- M.Sc. MATHEMATICS. 2014

3. Interdisciplinary courses and departments involved Certificate course: Non-Linear dynamics.

4. Annual/ semester/choice based credit system Semester and Choice based: *Semester and Choice based credit system*

5. Participation of the department in the courses offered by other departments: On Request

6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors) Associate Professors: 4

Sanctioned Filled

Professors

Associate Professors: 4

Asst. Professors: 8

7. Faculty profile with name, qualification, designation, specialization,

	Name of the Faculty	Qualification	Designation	Specialization	No. of years of experience
1.	Ms. Renee D' Souza	M.Sc., M.Phil,	Asso Prof & Head of Dept Mathematics	PDE, Matrices, Calculus	28 Years
2.	Dr. Stephen Titus	M.A, M.Phil, P.hD	Associate Prof & PG Co-ordinator	Fluid Mechanics, Measure Theory, Topology	28 years
3.	Mr. John J Binze	M.Sc., B.Ed, M.Phil	Associate Professor	Calculus, Analytical geometry	27 years
4.	Mr. A P Jain	M.Sc, M.Phil	Associate Professor	Algebra, Linear Algebra, Numerical Analysis	23 years
5.	Dr. K Madhukar	M.Sc, NET, M.Phil, P.hD.	Asst Prof	CFD and Fluid Mechanics, Algebra and Advanced Analysis	1 year & 6 months
6.	Ms. Maria Ancy	M.Sc , M.Phil	Asst Prof	Fluid Dynamics, Partial Differential Equations.	5 Years
7.	Ms.Mohammad Ayesha	M.Sc.	Asst Prof	Fluid Mechanics	4 Years
8.	Mr.Naveen Kumar P.	M.Sc.	Asst Prof	Fluid Mechanics, Numerical Analysis	2 Years.
9.	Mr. Taral D Shah	M.Sc.	Asst Prof	Linear Algebra, Graph Theory, Topology.	2 Years.
10	Ms. Grace D D'Souza	M.Sc	Asst Prof	Graph theory	2 Years.
11	Ms. Wilma L D'Souza	M.Sc., K-SET	Asst Prof	Algebra, Graph Theory	6 Months
12	Ms. Deepika Sebastian	M.Sc.	Asst Prof	Complex Analysis	6 Months

Percentage of classes taken by temporary faculty – programme-wise information: NIL

9. Programme-wise Student Teacher Ratio UG:-50:1 PG:- 22:1
10. Number of academic support staff (technical) and administrative staff: sanctioned and filled:NIL
- Questions 11 Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise. NIL
12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received Not Applicable for UG: NIL
13. Research facility / centre with– Satisfactory: Good library with plenty of advanced books, subscription of many journals & internet facility.
- o state recognition NO
 - o national recognition NO
 - o international recognition NO
14. Publications:
- Dr. Stephen Titus, One in International Conference Proceedings and one in ASME Journal of Heat Transfer ISSN NO:0022-1481
15. Details of patents and income generated :NO
16. Areas of consultancy and income generated NO
17. Faculty recharging strategies NO
19. Student projects
- o percentage of students who have done in-house projects including inter-departmental – About 5% students have done in-house projects, in the form of Term papers in UG and all the PG students have done projects as part of the syllabus in the 4th Semester.
 - percentage of students doing projects in collaboration with industries / institutes NIL
20. Awards / recognitions received at the national and international level by
- Faculty NIL
 - Doctoral / post doctoral fellows NIL
 - Students 2015-16
1. Won the Overall Trophy at Aikya 2015 (Mount Carmel Fest)
 2. Chaitra winning First place in Minute to win it and Mathematical Modelling
 3. Runners-Up at Convergence 2015 (Christ University Fest)
 4. Vanishree k and Aaruni Kaushik won second for Puzzles
 5. B. Bharghav won second for Lecture Contest
 6. John C.A, Daisy S and Reetama Das secured first place for Mathematical modelling at Vignana Vismaya (Jyoti Nivas College Science exhibition)
 7. Chaitra G came in third for Debate and won third for Mathematical modelling with Prashanth and Rakshika in Aarohan (Christ PG fest)
 8. Vaibhavi.M.S – Internship at IISER TVM
 9. Vanishree Hegde K – National Programme for Differential Equations(NPDE) at LNMIIT, Jaipur.
 10. Arjun.C.M – MTTs 2015 held at SSN College of Engineering, Chennai.
 11. Vaibhavi.M.S and Vanishree Hegde K – Mini MTTs(November 2015) held at Belgaum.
 12. Group Theory workshop at Cochin University – Attended by Vanishree Hegde K, Anantha Prasad, Bhavana, Desmond D’Souza, Yashas, Aditi.
 13. Jayati Kaushik – II EMS gave a talk on mathematically modeling the venation patterns to understand the efficiency of transportation through these veins.

14. Chetana B.V. – III PCM gave a talk on "Craquelure", the fine pattern of cracks formed on the surface of materials such as dried paint.
15. Vishnupriya A - III PCM gave a talk on geometric interpretation of transformations using matrix multiplication and Eigen values. She also gave three more lectures on Group theory.
16. Students of our college attended Pravega which was the annual fest conducted by IISc Bangalore. Pravega was an eclectic blend of science culture and technology.
17. Two students of our college from 2nd year PCM presented papers in National conference conducted by Jyoti Nivas College on 6th and 7th February, 2014. Hamsini won 3rd prize for her paper.
18. Vishnupriya Anupindi- Patterns in Digital Roots of Various Sequences.
Hamsini Sukumar- To Test Whether Auditory or Visual Information is Retained Better in the Memory in 10-12 Year Old Children.
21. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.
Science Academies Workshop In Mathematics; With participants from; Christ University; Mount Carmel College; Jyothi Nivas; Central College; Jain University; Maharani College; St.Joseph's College
22. Student profile course-wise:

	2009 – 2012			2010 - 2013			2011 - 2014			2012 - 2015			2013 - 2016		
	A	C	%	A	C	%	A	C	%	A	C	%	A	C	%
PC M	45	29	64.4	42	23	54.8	29	14	48.3	35	24	68.6	59	31	52.5
PE M	40	28	70	35	14	40	29	17	58.6	18	10	55.6	37	14	37.8
PM C	60	44	73.3	61	42	68.8	49	23	46.9	49	31	63.3	61	36	59
ME C	42	28	66.7	46	27	58.7	36	19	52.8	40	17	42.5	46	25	54.3
EM S	--	--	--	23	12	52.1 7	32	24	75	21	15	71.4 3	35	25	71.43

PG

Year	2014-16		
	Adm.	Comp.	%
	18	16	88.9

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

(1) Defense services- 02

(2) NET - 20.

Note: A good number of students have cleared state civil services examination, but adequate information is not available.

24. Student progression

UG to PG :Above 100

24. Diversity of staff Percentage of faculty who are graduates

	Faculty name	same college	universities within state	Other universities other states
1.	Ms Renee D'Souza		University of Mysore	-----
2.	Dr. Stephen Titus		-----	University of Madras
3.	Mr John J Binze		-----	University of Madras
4.	Mr. A P Jain		Bangalore university	
5.	Dr K Madhukar		Bangalore university	
6.	Ms. Maria Ancy		Christ University	
7.	Ms.Mohammad Ayesha		Bangalore university	
8.	Mr.Naveen Kumar P		Bangalore university	
9.	Mr. Taral D Shah		Christ University	-----
10.	Ms. Grace D D'Souza		Christ University	
11.	Ms. Wilma D'Souza	yes	Mangalore University	
12.	Ms. Deepika Sebastian	yes	Bangalore university	
	Total	16%	83%	16%

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period. One

27. Present details about infrastructural facilities

a) Library: College libraries

b) Internet facilities for staff and students: wi fi

c) total number of class rooms :17

d) Class rooms with ICT facility All

e) Students' laboratories: Two

f) Research laboratories not applicable

Number of students of the department getting financial assistance from College.

29. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology.

30. Does the department obtain feedback from

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it? Board of Studies and *Annual Faculty evaluation*

b. students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same? Fine tuning, Innovations, remedial programmes, Parent teacher meetings

c. alumni and employers on the programmes and what is the response of the department to the same? Alumni and Industry representative on the Board of Studies

31. List the distinguished alumni of the department (maximum 10)

1. Hamsini S

2. Vishnupriya A.

3. Chetana V

32. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts. Spectrum Programs

Format 1:

Year	Department	Seminars/workshops/conferences	Date of the event
2013-14	Mathematics	Special Lectures A talk by Prof. Uwe Storch Tushar Menon and Manasa Ramachandra Gulam Shaifullah	
2014-15	Mathematics	Science Academies Workshop In Mathematics	15/09/2014- 17/09/2014
2015-16	Mathematics	Dr. K Satheesh Kumar – Assistant Professor, Department Of Future Studies, Kerala University. How To Use Graph Theory In Building Networks Based On The Data Using Software Like Gephi. Ms. Kaumudi – Ph.D Scholar, Cornell University. Oscillations In Biological Systems. Mr. Anupam Pal Chaudar – Ph.D Scholar, TIFR Cam. Topology On A Number Line.	8/01/2016 27/08/2015

Format 2: 17 Faculty recharge

1. Dr. Stephen Titus —“Lorenz Model for Taylor-Bénard Convection” at the National Conference on Emerging Trends in Fluid Mechanics and Graph Theory at Christ University, 16 – 17 February 2012, Bangalore.

2. Dr. Stephen Titus —“Analytical Study of Heat transport using the Ginzburg – Landau Equation for Rayleigh-Bénard Convection with Vertical Throughflow” at the International Conference on Mathematical Modelling and Applied Soft Computing during July 11 – 13, 2012 at Coimbatore Institute of Technology, Coimbatore.

3. Dr. Stephen Titus —“Analytical Study of Heat transport using the Ginzburg – Landau Equation for Magneto Convection” at the International Conference on Emerging Trends in Fluid Mechanics and Graph Theory at Christ University, 16-18 August 2012, Bangalore.

4. Dr. Stephen Titus —“Analytical study of heat transport using the Coupled Ginzburg – Landau equations for Rayleigh-Bénard convection with thermal radiation” at the International Conference on Emerging Trends in Fluid Mechanics and Graph Theory at Christ University, 14-15 March 2014, Bangalore.

33. List the teaching methods adopted by the faculty for different programs.

Lectures, Group Discussions, Short paper Presentations by Students, Digital resources from YouTube; Assignments; interactive lectures and field visits

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

With inputs from the Controller of Examinations; Department annual reports; inputs from Board of Studies and student feed back

35. Highlight the participation of students and faculty in extension activities: part of outreach programs organized by College

36. Give details

State whether the programme/ department is accredited/ graded by other agencies. Give details. NO

37. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

STRENGTHS

- Motivated, committed, passionate, hardworking and experienced staff
- Democratic atmosphere and the team work.
- Open to learn and creative in the phase of challenges.

Effective communication and management of self, department, student and management.

WEAKNESSES

- Our approach is largely traditional.
- 16 hours of teaching with administrative and academic duties and demand for research is yet to be balanced

OPPORTUNITIES

- To venture into application of mathematics in physics, chemistry, biological science and environmental science.
- giving interdisciplinary topics to our term papers.
- Start talking to SJC staff's who use mathematics in their research.
- introduce interdisciplinary topics eventually such as financial mathematics etc.
- ForUG students offer topics such as mathematics for chemistry, physics, economics, computers
- Organize conference which could gives impetus interdisciplinary Studies.

THREATS

- Changing Government policies (redeployment, lack of funding salaries and lack of aid for the new staffs)
- Ever changing student mentality towards study and employmen

Research in teaching methods in mathematics

39. Future plans of the department.

❖ Increase our bargaining capacity with the government by preparing for Departmental accreditation.

❖ Action plan for this- starting M.Sc. mathematics with active collaborations from different Central Institutions like NBHM

❖ Bringing out teaching materials for our courses and which can be shared by others colleges.

❖ Training and consultancy for secondary and higher secondary teachers.

❖ To take the department to higher goals and make it a school of Mathematics

15. EVALUATIVE REPORT OF DEPARTMENT OF MICROBIOLOGY

1. Name of the Department & its year of establishment

Microbiology, UG department was established in 1988 and PG Course in 1998

2. Names of Programmes/ Courses offered (UG, PG,.)

UG Programme –B.Sc. MCB/MCZ- and PG programme in M.Sc. in Microbiology

3. Interdisciplinary courses and departments involved

1. Certificate courses- a.. Principles of Genetic Engineering b. Food technology

2. Open electives under CBCS for UG – “Microbial Diseases: Causes, Prevention and Cure” and Open electives under CBCS for PG – “Microbes and Us”

4. Annual/ semester/choice based credit system

Semester and choice based credit system

5. Participation of the department in the courses offered by other departments

Certificate courses, term paper and Open electives (CBCS) for UG and PG

6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors)

Total – 8 faculty

3 unaided (Associate Professors), 5 unaided (Assistant Professors)

7. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

	Name of the faculty	Qualification	Designation	Specialization (M.Sc.)	Teaching Experience	Ph.D Guided 2012-2016
1.	Dr. Beatrice Sequeira	M.Sc, NET, Ph.D	Associate Professor	Microbiology	19 years	Nil
2.	Dr. Syed Wajeed	M.Sc, NET, Ph.D	Associate Professor	Microbiology	17 years	Nil
3.	Dr. Vanitha N M	M.Sc, Ph.D, SLET, B. Ed	Associate Professor	Microbiology	23 years	1
4.	Ms. W. Jothy	M.Sc, M.Phil, NET	Asst Prof	Microbiology	13 years	Nil
5.	Ms. Mamatha	M.Sc, NET	Asst Prof	Microbiology	7 years	Nil
6.	Dr. Popy Dutta	M.Sc, Ph.D	Asst Prof	Biotechnology	5 years	Nil
7.	Ms. Ria Saha	M.Sc, SLET	Asst Prof	Microbiology	4.5 years	Nil
8.	Ms. Shalmali Kamat	M.Sc, NET	Asst Prof	Microbiology	5.5 years	Nil

8. Percentage of classes taken by temporary faculty – programme-wise information

Ans: No temporary faculty

9. Programme-wise Student Teacher Ratio

PG 30:1 ; UG ~60:1 – theory

PG 15:1 ;UG 19:1- practical

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled

Lab assistants - 2(UG); 1 (PG)

11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.

Major Research Projects Completed during 2012- 2016:nil

Ongoing Major Research Projects: 2012- 2016 : Nil

Ongoing Minor Research Projects during 2012- 2016

Si. No.	Name	Subject	Amount (Rs.)	Year of grant received	Funding Agency
1.	Dr. Syed Wajeed	Microbiology	1,90,000.00	2013	UGC
2.	Dr. Vanitha N M	Microbiology	70,000.00	2013	UGC
3.	Ms. Jothy W	Microbiology	1,90,000.00	2013	UGC

12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received
College has received the following amount under College for Excellence (CE) grants

Non-recurring	110 lakhs
Recurring	60 lakhs

13. Research facility / centre with

Both UG and PG labs are well equipped for research.

14. Publications: 2012-16

Name of the Faculty	publications	Publication details only from 2012-2016	Impact factor(Past 5 Years given by Thomson Reuters)
Dr. Syed Wajeed	4	PLoS One9 (2014).	4.4
		J Struct Biol.190 (2015) 304-313.	3.39
		The FEBS Journal (2016)	4.29

1. Syed W., Colaco M., Misquith, Mutational analysis gives insight into substrate preferences of a nucleotidyl cyclase from *Mycobacterium avium*. *PLoS One*9 (2014).
<http://dx.doi.org/10.1371/journal.pone.0109358>

2. Barathy DV, Bharambe NG, Syed W, Zaveri A, Visweswariah SS, Colaço M, Misquith S, Suguna K, Autoinhibitory mechanism and activity-related structural changes in a mycobacterial adenylyl cyclase. *J Struct Biol.*190 (2015) 304- 313. doi: 10.1016/j.jsb.2015.04.013

3. Bharambe N G, Barathy D V, Syed W, Visweswariah S, Colaço M, Misquith S, Suguna K, Substrate specificity determinants of class III nucleotidyl cyclases. *FEBS J.* 2016 Oct; 283(20):3723-3738. DOI: 10.1111/febs.13837

4. Popy Dutta, Goutam Kumar T, Soni Sharma, Shymal K Goswami, Sneha SudhaKomath, Marty W. Mayo, Joel W. Hockensmith, Rohini Muthuswami (2012) Global epigenetic changes induced by SWI2/SNF2 inhibitors characterize neomycin-resistant mammalian cells; *PLOS ONE*(2012); <http://dx.doi.org/10.1371/journal.pone.0049822>

5. Vanitha N.M, Cathrine G (2012) —Isolation of cellulose degrading bacteria and yeasts from pineapple waste”; *International Journal of Current Research and Review-* October 2012/Volume 4 issue 20, page 7-14.

6. Vanitha NM(2013), Ethanol Production Potential of Bacterial and Yeast Isolates from Ripe Jackfruit Wastes, proceedings of the 3rd International conference on food technology, ISBN 1-0-978-81-926250-0-3

7. Vanitha NM (2013), *Food Microbiology*, Mc Graw Hill Education (India), 5th edition, ISBN 9781259062513

15. Details of patents and income generated :None

16. Areas of consultancy and income generated :None

17. Faculty recharging strategies

Presenting papers, academic meetings, organizing and attending seminars and workshops, faculty going as resource persons, attending faculty development program

18. Student projects

- percentage of students who have done in-house projects including inter-departmental
- percentage of students doing projects in collaboration with industries / institutes

Dr. Syed Wajeed- 22 UG term paper , 5 dissertation PG, 2 internship PG

Dr. Beatrice- 3 UG term paper, 6 PG dissertation

Dr. Vanitha NM- 6 dissertation PG

Ms. Jothy- 10 UG term paper, 5 dissertation PG

Ms. Mamatha- 4 UG term paper

Dr. Popy- 2 UG term paper, 5 dissertation PG

Ms. Ria- 3 UG term paper

Ms. Shalmali- 8 UG term paper

19. Awards / recognitions received at the national and international level by

- Faculty - Nil
- Doctoral / post doctoral fellows - None

Students Pursuing PhD

20. Seminars/ Conferences/Workshops organized and the source of funding (national/international) with details of outstanding participants, if any.

Sln	Seminars/Workshops/Conferences Organized	YEAR	Source Of Funding
1	'Kaleidoscope-Seeing The Unseen' – State Level	2014-2015	UGC
2	—Emerging And Re-Emerging Infectious Diseases”	2016-2017	Indian Academy Of Sciences

21. Students applications received course-wise:

Year	Course	Male	Female	Total
2012	B.Sc. [MCB]	9	4	13
	B.Sc. [MCZ]	36	10	46
2013	B.Sc. [MCB]	10	10	20
	B.Sc. [MCZ]	33	16	49
2014	B.Sc. [MCZ]	68	22	45
	B.Sc. [MEC]	21	56	90
2015	B.Sc. [MCB]	45	9	54
	B.Sc. [MCZ]	92	34	126
2016	B.Sc. [MCB]	31	16	47
	B.Sc. [MCZ]	123	28	151

POST GRADUATE

YEAR	FEMALE	MALE	TOTAL
2012	31	0	31
2013	28	3	31
2014	62	10	72
2015	41	10	51
2016	79	18	97

PASS PERCENTAGE UG

C	2009 - 2012			2010 - 2013			2011 - 2014			2012 - 2015			2013 - 2016		
	A	C	%	C	A	C	%	C	A	C	%	C	A	C	%
MCB	17	12	70.5	16	8	50	8	4	50	12	8	66.6	15	8	53.3
MCZ	32	26	81.2	27	21	77.7	23	15	65.2	40	23	57.5	45	9	64.4

PASS PERCENTAGE -POST GRADUATE

	2010 - 2012			2011 - 2013			2012 - 2014			2013 - 2015			2014 - 2016		
	Admitted	Completed	%	Admitted	Completed	%	Admitted	Completed	%	Admitted	Completed	%	Admitted	Completed	%
Micrbiology	30	30	100	29	26	89.66	29	27	93.1	29	22	75.86	28	18	64.29

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

UG and PG Programs	No. of Students qualify NET/GATE/INSPIRE etc. during last 3 years			
	2012	2013	2014	2015
NET		2	1	1
GATE			2	1
K-SET		1		3
INT-PHD		3	2	
IAS Summer Fellowship?	2	3		

24. Student progression

Student progression	Percentage against enrolled
UG to PG	Approx 75%
PG to Ph.D	Approx 10%
Employed Campus selection	Refer placement officer report
Employed Other than campus recruitment	50% (Industry) 25% (Teaching and Others)
Entrepreneurs	Data not available

25. Diversity of staff

Staff who have joined the department from 2012-2016

Percentage of faculty who are graduates of the same parent university	62.5% (5/8)
Percentage of faculty who are graduates from other universities within the State	0%(0/8)
Percentage of faculty who are graduates from other universities from other States	37.5%(3/8)

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period.

2 faculty were awarded Ph.D.

27. Present details about infrastructural facilities

a) Library: Common Library one for UG and one for PG

b) Internet facilities for staff and students: Available

c) Total number of class rooms

Course	No. of Class Rooms
MCB/MCZ	3
PG	2

d) Class rooms with ICT facility

Courses	No. of Class Rooms
MCB/MCZ	3
PG	2

e) Students' laboratories

UG: 3 Labs and PG 2 Labs

f) Research laboratories: 2

g) Number of students of the department getting financial assistance from College.

Data not available with the department

29. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology. No

30. Does the department obtain feedback from

a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it?

Yes. Board of studies (BOS) meeting, incorporating the suggestions by experts in our curriculum,, students feedback on staff, curriculum as well as teaching-learning-evaluation.

b. what is the response of the department to the same?

Faculty acknowledge the critique in a positive manner and try to incorporate suggestions in the curriculum.

c. Alumni and employers on the programmes and what is the response of the department to the same?

YES (One alumni is part of the BOS), College PRO office maintains feedback from employers.

31. List the distinguished alumni of the department

1.Mr. Francis Prashanth- entrepreneur (Maitems Analytics), Bangalore.

2.Dr. Vinod George – Associate Prof. Department of Biochemistry, St. John 's Medical College, Bangalore.

3.Dr. Veena S. Anil- Associate Prof. Dept. of Agriculture Biotechnology, College of Agriculture, Hassan.

32. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

Date	Name of the Speakers	Institute	Title
28/7/ 2012	Dr. V Shivaram	Associate Professor in Botany, Bangalore University	—Honeybees: their importance in Agriculture, Forestry, Health and Environment.”
	Dr. Nainita Roy Bhowmick	Post doctoral fellow, inSTEM, NCBS	Heat shock protein 90: Biology and Anti-Protozoan drug target.
11/7/ 2013	Prof. MRN Murthy	Molecular Biophysics Unit, IISC.	‘Year of Crystallography’
21/9/ 2013	Dr. Bhonde (Dean) Dr. Sudha Warriar Dr. Anujith Kumar Dr. Rajarshi Pal	Manipal Institute of Regenerative Medicine	‘Glimpses and glory of stem cells’
10/12/ 2014	Dr. Sandhya Visveswariah Dr.Renee Borges Dr. Dipankar Nandi Dr.John Kenneth Dr. Binay Panda	MRDG, Indian Institute of Science CES, Indian Institute of Science Department of Biochemistry, Indian Institute of Science, Bangalore SJRI IBAB	‘Kaleidoscope-Seeing the Unseen’
2015	Dr. Nishad Matange	Research associate,	Antibiotic resistance - A

		MRDG, Indian Institute of Science, Bangalore	growing concern
4 th March 2016	Ninad Mehta	Ph.D student, University of Alberta, Canada	Role of Apoptosis inhibitors in Pox viral infections
16-17/9/2016	Emerging and re-emerging infectious Diseases		
	Dr. Saumitra Das	Dept. of Microbiology and Cell Biology, IISc, Bengaluru	—Hepatitis C virus infection: Our strategies to fight back.”
	Dr. Uday Kumar Ranga	Molecular Biology and Genetics Unit, JNCASR, Bengaluru	—Duplicate and replicate : A new trick up the sleeve of HIV -1 subtype C.
	Dr. Hemalatha Balaram	Molecular Biology and Genetics Unit, JNCASR, Bengaluru	—Metabolism in the malarial parasite <i>Plasmodium falciparum</i> .”
	Dr. Utpal Tatu	Dept. of Biochemistry, IISc, Bengaluru	—A heated discussion on Malaria.”
	Dr. Sandhya S. Visweswariah	Dept. of Molecular Reproduction, Development and Genetics, IISc, Bengaluru	— <i>Mycobacterium tuberculosis</i> : communication is the key.”
	Dr. Rahul Roy	Centre for BioSystems Science and Engineering, IISc, Bengaluru	—Quantitative single virus genomics to understand flavivirus evolution and life cycle.”
	Dr. Mary Dias	Dept. of Microbiology, St John’s Medical College, Bengaluru	—Diagnosis of emerging and re-emerging infectious diseases.”

33. List the teaching methods adopted by the faculty for different programmes.

Board and chalk, ICT, Quiz, group discussions, assignments, field-trips, industrial visits, dissertations, term papers, internships.

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

Continuous assessment of their performance, viva-voce, presentations, demonstrations of practical skills, critical questioning in exams, open viva for dissertations and feedback from students is taken. Also regular departmental discussions on upgradation of the curriculum and overall development of students.

35. Highlight the participation of students and faculty in extension activities.

Students take active part in organizing intercollegiate fests, organizing workshops and seminars in coordination with faculty of the department. They also take part in outreach programs, tackle fests and other college co-curricular and extracurricular activities.

36. State whether the programme/ department is accredited/ graded by other agencies. Give details. NA

37. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

Ans: SWOC Analysis – Department of Microbiology

Strengths:

1. Qualified, experienced, Technologically sound, young and dynamic staff
2. Well equipped laboratories
3. Increase in the course demand ratio
4. Our staff are a part of BOS and BOE of other reputed colleges and institutes
5. Department conducts 2 certificate courses

Weakness:

1. Lack of space, funding and time constraint for carrying out research
2. Lack of campus recruitment options.

Opportunity:

1. To present research and scientific findings in seminars or journals
2. Collaborations with other national and international universities and industries
3. Tapping the potentials
4. Strengthening Interdepartmental research
5. Resource management

Challenges:

1. Overlapping syllabi between departments.
2. New emerging courses and colleges, and competitive institutes.

38. Future plans of the department.

- Increase placement opportunities on campus
- Collaborations with research institutes and industries
- To tap more resources : resource sharing and fellowships (summer fellowships for staff)
- To apply for major research projects
- Organise collaborative faculty development programmes
- Organise State level, National level seminars and conferences
- Up gradation of infrastructure and labs to accommodate curriculum demands

39. Innovations introduced during this academic year which have created a positive impact on the functioning of the department. Give details.

- Students do dissertations and internships in institutes of high repute which builds contacts and enhances collaborative work.
- Faculty members from the Department being resource persons to other institutes.
- Procurement of new instruments for the upliftment of labs.

16. EVALUATIVE REPORT OF THE DEPARTMENT OF PHYSICS

1. Name of the Department & its year of establishment : Physics , 1923
2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : UG and PG
3. Interdisciplinary courses and departments involved : CBCS and DBT
4. Annual/ semester/choice based credit system :Semester with CBCS
5. Participation of the department in the courses offered by other departments : NIL
6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors)
Sanctioned Filled
Professors : Nil
Associate Professors : 9
Asst. Professors : 5
7. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

	Name of the faculty	Qualification	Designation	Experience	Specialization
1.	Dr. Sandiagio	M.Sc, Ph.D.	Asso Prof	30 years	Nuclear Physics
2.	Mr. Maria Sahaya Raj	M.Sc, M.Phil	Asso Prof	27 years	Solid State Physics
3.	Dr. Veena Adiga	M.Sc, M.Phil Ph.D.	Asso Prof	25 years	Solid State Physics
4.	Lora Rita Goveas	M.Sc, M.Phil	Asso Prof	25 years	Electronics
5.	Joselin Joseph	M.Sc	Asso Prof	28 years	Space science and applied electronics
6.	Dr. Rabbi Akkiba Angiras	M.Sc, Ph.D	Asso Prof	21 years	General physics
7.	Sheela Jose Thomas	M.Sc, M.Phil	Asso Prof	20 years	Electronics
8.	Bruno E	M.Sc, M.Phil	Asso Prof	20 years	Electronics
9.	Bessy Esthaline	M.Sc, M.Phil	Asso Prof	26 years	Electronics
10.	Arun Varma Thampan	M.Sc, Ph.D	Asst Prof	6 years	Astrophysics
11.	Parul Goel	M.Sc, NET	Asst Prof	6 years	Electronics
12.	Veena S Parvathi	M.Sc, Ph.D	Asst Prof	3 years	Astrophysics
13.	Ricky Wilfred G	M.Sc,	Asst Prof	2 years	Material science
14.	Kennedy R.	M.Sc, B. Ed M.Phil, Ph.D	Asst Prof	3 years	Material science
15.	Sreelakshmi Hariharan(Left)	M.Sc, M.Phil	Asst Prof	5 years	Solid State Physics

8. Percentage of classes taken by temporary faculty – programme-wise information : Nil
9. Programme-wise Student Teacher Ratio : 40:1.
10. Number of academic support staff (technical) and administrative staff: sanctioned and filled: Lab technicians : 5
11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise. : Nil
12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received :
13. Research facility / centre with

o state recognition : Nil
o national recognition : Nil
o international recognition : Nil

14. Publications:

Sl.No	Name	Publications	Title of the journals	Impact factor
1	Prof. C.A.R Maria Sahayaraj	1	Chalcogenide	0.7
2	Dr. Veena Adiga	1	1. Pramana, Journal of physics	0.72
3.	Prof. Lora Rita Goveas	3	1. Journal of Applied Physics(JAP) 2. Applied Magnetic Resonance 3. Journal of magnetism& magnetic materials	2.259 1.15 2.357
4.	Dr. Arun Thampan	1	Monthly notices of Royal Astronomical Society	4.952

*Details of Staff Publications are included in the appendix

15. Details of patents and income generated : Nil

16. Areas of consultancy and income generated : Nil

17. Faculty recharging strategies : Attending conference, seminars and workshops, inviting guest speakers from eminent scientific institutes like RRI, IIA, ISRO, Manipal etc., Sl.No.

Year Name Of The Faculty Details Of The Seminars/Workshops/Conferences (Attended/Poster Presented/Paper Presented/Resource Person)

1. Mr C.A.R.Maria Sahayaraj 2013-14 Published paper titled —Investigation on Structural and optical properties of thermally evaporated SnSe thin films” in Chalcogenide letters.
2. Mr C.A.R. Maria Sahayaraj 2015-16 presented a poster titled —Impact of annealing on InSe₂ thin films prepared by thermal evaporation technique at an International Conference of Frontiers in nanoscience and nanotechnology at Shastra University in February 2016.
3. Dr. Veena Adiga 2012-13 Two day lecture workshop on ‘current developments in atomic and Nuclear physics’ between February 6-7, 2013 conducted by Christ University, Bangalore-29
4. Ms .Lora Rita Goveas 2012-13 Poster presentation at International conference on Material Science and Technology (ICMST 2012) held at St. Thomas College Pala, Kottayam, Kerala, from 10-14, June 2012.
6. Ms .Lora Rita Goveas 2013-14 Paper presented at International conferences on —Recent advances in material science and technology” surathkal, Karnataka and at a symposium at IISc Bangalore
7. Ms Lora Rita Goveas Poster presentation at 55th Annual Rocky Mountain Conference on Magnetic Resonance held at Denver, Colorado, USA from July 28-August 1, 2013.
8. Poster presentation at 55th Annual Rocky Mountain Conference on Magnetic Resonance held at Denver, Colorado, USA from July 28-August 1, 2013.
9. Ms Lora Rita Goveas Poster presentation at In House Symposium Department of Physics, IISc, Bangalore held on 16th November 2013.
10. Ms Lora Rita Goveas Oral presentation at IUMRS –ICA 2013 conducted by The Material Research Society of India held at I.I.Sc., Bangalore from 16-20th December 2013.
5. Ms Lora Rita Goveas 2014-15 presentation at 5th International Conference on Nanoscience and Technology (ICONSAT-2014) organized by Institute of Nano Science and Technology held at Punjab University, Chandigarh from 2-5th March 2014.
6. Ms Lora Rita Goveas Poster presentation at 2014 MMM Conference organised by Magnetic Society held at Honolulu, Hawaii, USA from 3-7th November 2014.
7. Ms Lora Rita Goveas Poster presentation at Joint International Conference of APES-IES-SEST-2014 held at Nara, Japan from 12-16th November 2014.

8. Dr. Lora Rita Goveas 2015-16 Poster presentation at Indo-French —Women in Science” held at Indian Institute of Science, Bangalore from 3rd-5th February 2015
9. Dr. Rabbi Akkiba Angiras 2012-13 Science Academies’ Lecture workshop – Condensed matter physics and photonics.
10. Dr. Rabbi Akkiba Angiras 2013-14 Science Academies’ Lecture workshop - Exploring the Universe.
11. Dr. Rabbi Akkiba Angiras 2014 Delivered a lecture at the Jain University, Bangalore on Radio Astronomy,
12. Dr. Rabbi Akkiba Angiras 2015-16 Delivered a Lecture at the Jain University, Astronomy, July 2015
13. Attended a workshop at IIST, June 2015
14. Delivered a series of lectures at Mahatma Gandhi University, Kerala Jan 2016
12. Ms. Sheela Thomas 2012-13 Experimental Physics Maharani’s college.
13. Ms. Sheela Thomas 2013-14 A two day lecture workshop on “current developments in atomic and Nuclear physics” between February 6-7, 2013 conducted by Christ University, Bangalore-29

19. Student projects :

1. Anushree Ranka attended the —Vacation Student Programme” and did a project on —Nature of UV Background at Low Red-Shift” at IUCAA, Pune. (5 May-19 June 2015)
2. Disha P. Kapasi has published a paper titled —The Occurrence Altitudes of Middle Atmospheric Temperature Inversions and Mesopause over Low-latitude Indian Sector” in Annales Geophysicae. (19 Aug 2014).
3. Bryan Rithesh Miranda and Komala S. of II M.Sc. presented a poster during the Astronomical Society of India Conference held in IISER, Mohali. (20-22 Feb 2014)
4. Disha P. Kapasi participated and presented a paper in the —18th National Space Science Symposium (NSSS) 2014” held at Dibrugarh University, Dibrugarh. (29 Jan-1 Feb 2014)
5. Chetana D of II MSc Physics attended the PLANEX workshop organised by Physical Research Laboratory (PRL), Ahmedabad, and did a project titled —Orbital Parameters of Asteroids” at PRL. (Jan 2012)

o percentage of students who have done in-house projects including inter-departmental : about 30 % (term paper). – minor projects.

o percentage of students doing projects in collaboration with industries / institutes :

20. Awards / recognitions received at the national and international level by

o Faculty

o Doctoral / post doctoral fellows

o Students

21. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any. :

- a) Two days State level Seminar titled —Science from Space: new findings and challenges ahead” organized by the department partially funded by ISRO in September 2015.

	No of colleges participated	No. of students participated
Colleges in Bangalore	8	44
Colleges outside Bangalore	10	45

- b) —Workshop on Modern optics” an Raman Research Institute Outreach programme organized by Department of Physics in February 2016.

22. Student profile course-wise:

	2009 - 2012			2010 - 2013			2011 - 2014			2012 - 2015			2013 - 2016		
Combin ation	Ad mit ted	Co mpl eted	%	Ad mitt ed	Co mpl eted	%	Ad mitt ed	Co mpl eted	%	Admi tted	Com plete d	%	Admit ted	Compl eted	%
PCM	45	29	64.4	42	23	54.7	29	14	48.3	35	24	68.5	59	31	52.5
PEM	40	28	70	35	14	40	29	17	58.6	18	10	55.5	37	14	37.8
PMC	60	44	73.3	61	42	68.9	49	23	46.9	49	31	63.3	61	36	59

Physics (PG)	19	15	78.9	21	9	42.9	20	16	80	22	11	50	21	11	52.4
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Statement of Admissions – Gender wise										
Combination	2012-13		2013-14		2014-15		2015-16		2016-17	
	M	F	M	F	M	F	M	F	M	F
PCM	25	16	43	24	39	23			44	29
PEM	20	6	30	15	34	18			47	14
PMC	34	26	42	26	38	22			46	21
Physics PG	4	16	5	17	6	15	10	10	10	20

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

One student named Aman mittal has cleared Indian Administrative Service exam.

NET:1

KVPY:1

JNCASR POCE:1

IAS Summer Fellowship:1

24. Student progression

Student progression

UG to PG 25%

PG to M.Phil. 1%

PG to Ph.D. 1%

Ph.D. to Post-Doctoral

Campus selection 60%

Other than campus recruitment 15%

25. Diversity of staff : 4 state, 10 other state

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period.:

2 received Ph.D and 1 submitted thesis.

27. Present details about infrastructural facilities

a) Library : Department's Space Science library only for the students certificate course — "Space and Rocket dynamics" funded by ISRO.

b) Internet facilities for staff and students : Yes

c) Total number of class rooms : 9

d) Class rooms with ICT facility : 3

e) Students' laboratories : 5

f) Research laboratories : nil

27. Number of students of the department getting financial assistance from College.

28. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology. : nil

29. Does the department obtain feedback from?

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it? Nil

b. students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same? Nil

c. alumni and employers on the programmes and what is the response of the department to the same? Nil

30. No of students getting financial assistance from college: no data available

31. List the distinguished alumni of the department (maximum 10)

- 1). Ramya Nagarajan- 2013 IISc Bangalore.
- 2) Vaishnavi Rao- 2014 ULM University.Germany.
- 3) Bharadwaj 2011 Bonn university. Germany.
4. Chetana 2015 Ruhr University.Germany.

5) Vishnupriya	2015	Kaiserslautern University. Germany.
6) Hamsini Sukumar	2015	University of Paris.
7) Kaumudi	2008	Cornell university USA
9) Aditi	2016	IISc Bangalore
10) Srimayi	2013	JNCASR Bangalore.
11) Aman Mittal	2011	IAS Civil service in 2016

32. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

1. Public lecture delivered by Prof. Clifford Will as a part to Einstein's lectures organized by the ICTS-TIFR in 2016.
2. Two days workshop on modern optics as a part of Raman Research Institute outreach program in 2016.
3. ISRO sponsored two days state level seminar on "Science from Space – new findings and challenges ahead" in 2015.
4. Tek olma -2014, a one day physics workshop.
5. Phynics- 2014, a one day physics workshop.
6. One week Science Academies Lecture workshop on exploring the universe in 2014.
7. Four days Science academies lecture workshop on condensed matter physics and Photonics in 2013.

33. List the teaching methods adopted by the faculty for different programmes :

Experiment demonstration, powerpoint presentation, students presentations.

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

- i) Every lab session is assessed through viva and through their observation and tabulation work.
- ii) Problem solving and quiz activities are held to check the level of understanding and skill of application of the concepts.
- iii) Regular discussions are held among the students and with the students and the expertise from outside college as well.
- iv) students are encouraged to take up extra courses offered by the various research institutes such as IISc, IIA, JN Planetarium, ISRO.

35. Highlight the participation of students and faculty in extension activities.

- i) The students and faculty are engaged in organizing night sky observation for the students of our college and other colleges/schools and public.
- ii) Intercollegiate certificate course in collaboration with ISRO.
- iii) Through simple experimental demonstrations, concepts of physics are explained to the rural school students (tackle fest)
- iv) Guest lectures are delivered by the faculties at various educational institutions.
- v) The faculties are involved in various selection committees (vishweshwaraiya Technological museum, staff selection commission, govt. of India,)
- vi) students were taken to visit ISAC, Gauribidanur, Kavalur, Shriharikotta
- vii) Faculty members are members of board of studies (BOS) of other colleges.

36. Give details state prog deopt accredited by other agencies : no

37. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

Strengths

1. Passion for teaching and learning.
2. Ability to convert the constraints into opportunities.
3. Integrity, commitment and openness.
4. Positive attitude
5. Approachable to the students

Weaknesses

1. Unable to publicize the work done.
2. Lack of inter-departmental collaboration.
3. No interaction with other colleges/universities due to autonomy
4. Overall working atmosphere in the departments so that teachers and students feel more secure.
5. Teachers are not able to involve in research due to lack of time as they are made to involve in other administrative work significantly

Opportunities

1. Opportunities to generate funds/instruments by interacting with other institutes.
2. Generating new computer based methods for teaching and evaluating
3. Develop new courses by collaborating with different institutes which is more relevant to our social needs.
4. Night sky Observation sessions held for the schools and colleges in Bangalore.
5. Online courses can be offered.

Challenges

1. Job insecurity
2. Lack of clarity in the stated policies
3. Lack of space
4. Lack of funds

38. Future plans of the department :To set up research lab and apply for major and minor research projects, to strengthen the collaboration with research institutes like RRI, ISRO.

4. Post-accreditation Initiatives

Publications

1. *Dr Arun Varma Thampan* Sudip Bhattacharyya, Ignazio Bombaci, Domenico Logoteta and Arun V. Thampan, Fast spinning strange stars: possible ways to constrain interacting quark matter parameters. *MNRAS*, vol 457, no. 1, pp. 3101 – 3114.
2. Nagaiah Kambhala, Miaoxiang Chen, Peng Li, Xi xiang Zhang, Desapogu Rajesh, K.S. Bhagyashree, Lora Rita Goveas, S.V.Bhat, P.Anil Kumar, Roland Mathieu, S. Angappane, Study of coexisting phases in Bi doped $\text{La}_{0.67}\text{Sr}_{0.33}\text{MnO}_3$, *Journal of Magnetism and Magnetic Materials*, 436, 22-29 (2016).
3. L. R. Goveas, K. N. Anuradha, K. S. Bhagyashree, and S. V. Bhat, Comparative study of magnetic ordering in bulk and nanoparticles of $\text{Sm}_{0.65}\text{Ca}_{0.35}\text{MnO}_3$: Magnetization and electron magnetic resonance measurements. *J. Appl. Phys.*, vol. 117, no. 17, p. 17E111, (2015).
4. L. R. Goveas, K. S. Bhagyashree, K. N. Anuradha, and S. V. Bhat, Comparative study of magnetic ordering in bulk and nanoparticles of $\text{Sm}_{0.65}\text{Ca}_{0.35}\text{MnO}_3$: Magnetization and electron magnetic resonance measurements, *Appl. Magn. Reson.*, vol. 46, no. 2, (2015).
5. C.A.R. Mariasahayaraj, A.Mohan, V. Arivazhagan, S. Rajesh, Investigation on Structural and Optical properties of thermally evaporated SnSe thin films, *Chalcogenide letters*, vol 11, no. 2, p. 47-52. (2014).
6. Swarnamala Sirsi, Veena Adiga and Subramanya Hegde, Entangling capabilities of symmetric two-qubit gates, *Pramana – journal of Physics*, vol 83, no. 2, p. 279-287. (2014)

17.EVALUATIVE REPORT OF DEPARTMENT: POLITICAL SCIENCE

1. Name of the Department & its year of establishment

Department of Political Science

UG: 1928

UG (HEP, EPS); CPE: 2016

PG: 2006

2. Names of Programmes / Courses offered (UG, PG, Ph.D., etc.)

Undergraduate:

B.A.

History- Economics- Political Science (HEP)

Economics -Political Science -Sociology (EPS)

Communicative English-Political Science-Economics (CPE)

M.A (Political Science)

3. Interdisciplinary courses and departments involved:

UG: Optional papers: Legal Literacy, National law school of India University,

PG: Optional papers: Open Elective for Students titled ‘_Readings in Indian Polity’

4. Annual/ semester/choice based credit system

UG: Semester system including one choice based credit course

PG: Semester system including one choice based credit course

5. Participation of the department in the courses offered by other departments:

Students graduating in Economics pursue a Choice based credit course and Certificate Courses offered by other departments.

6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors)

Category	Sanctioned	Filled
Professors	N/A	N/A
Associate Professors	2	2
Assistant. Professors	3	3

7. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

	Name of the Faculty	Qualification	Designation	Specialization	years of experience
1	Mr. Jerome Nirmalraj	M.A	Asso Prof & Head of Dept	International relations	33 years
2	Dr. P.E. Somaiah	M.A, M.Phil, PhD	Asso Prof	Public administration	25 years
3	Dr. Priyanca Mathur Velath	M.A, M.Phil., PhD, NET-JRF	Asst Prof & PG co-coordinator	Public Policy and Governance; Refugee Studies and Forced Migration	4 Years
4	Dr. Sujit Kumar	M.A, PhD, NET-JRF	Asst Prof	Indian Political System	1 Year
5	Dr. Sanam Roohi	M.A, PhD, NET	Asst Prof	Transnational migration, Financial flow, Political thought	6 Months
6	Dr. Maria L. Sailo(left)	M.A., M.Phil., PhD, NET-JRF	Asst Prof	Indian Politics, Constitution of India	2 Years
7	Ms.Aparajita Das (left)	M.A	Assistant Professor	International Relations, Foreign Policy	3 Years

8. Percentage of classes taken by temporary faculty – programme-wise information: Nil

9. Programme-wise Student Teacher Ratio

Undergraduate: BA: 80:1

B.Sc: 34:1

Post graduate: MA: 10:1

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled: Nil

11. Number of faculty with ongoing projects

No ongoing projects in the Department

12. Departmental projects funded by DST-FIST; DBT, ICSSR total grants received :

None

13. Research facility / centre with:

State Recognition: No

National Recognition: No

International Recognition: No

14. Publications: 2012-16

1. Jerome Nirmal Raj and Etienne Rassendren (2016) —“Audito Si: Promoting Ecological Sustainability through Catholic Higher Education” in Catholic Higher Education in India: Rethinking Purpose and Context, Christ University, Bengaluru, India. ISBN: 978-93-82305-94-1
2. Velath, P.M and Amarjeet Singh (2015) —“Migration from North East India: Discrimination and Racism”, Journal of the National Human Rights Commission, Volume 14, pp. 233-246, 2015, ISSN 0973-7596
3. Velath, P.Mand Chopra, K (2015) —“The Stateless People – Rohingyas in Hyderabad” in Majumdar, S., Velath, P.M., Chopra, K. and Chakraborty, M. Rohingyas in India: Birth of a Stateless Community, Policies and Practises, No 71, September, Mahanirban Calcutta Research Group, Kolkata. ISSN 2348 0297
4. Velath, P.M (2013) Book Review of Thomas W.D. Davis and Brian Galligan (eds), Human Rights in Asia, Edward Elgar Publishing, Inc., Massachusetts, 2011, in Indian Journal of Human Development, Volume 6, Number 2, pp. 321-324. ISSN 0973 – 7030 9770973 703000
5. Maria L. Sailo’s (2015)book review —“Understanding the Other and the Self,” a review of Joy L. K. Pachuau, Being Mizo: Identity and Belonging in North East India, was published in The Book Review, Volume XXIX No., 6 June 2015, pp. 288
6. Sujit Kumar (2016)People’s Response to Land Dispossession: Comparative analysis of Movements across India In Varsha Bhagat-Ganguly (ed.) Land Rights in India: Policies, Movements and Challenges. ISBN: 978-1-138-95579 (cbk). pp.215-229. New Delhi: Routledge.
7. Sanam Roohi Reddy (2016) —“Governmentalising NRI Philanthropy in Andhra Pradesh: A Transregional Approach to India’s Development”, in Accumulation in Post-Colonial Capitalism, ed by Iman Kumar Mitra, Ranabir Samaddar and Samita Sen. Singapore – Springer. ISBN 978-981-10-1036-1DOI 10.1007/978-981-10-1037-8

15. Details of patents and income generated: None

16. Areas of consultancy and income generated:

Dr Priyanca Mathur Rs 2,04,000 International Expert to conduct Capacity Training Workshops on Federalism for Civil Society Actors and State Legislative Assembly Members in Mandalay, Myanmar, from November 18-24, 2016 by the Forum of Federations, Myanmar Office.

International Expert to conduct Training Workshops of Trainers on Decentralisation from January 14 - 18, 2017 by the Forum of Federations and Myanmar Egress in Yangon, Myanmar.

17. Faculty recharging strategies:

Faculty	Resource Person	BOS	Seminars/workshops
NA	NA		4
NA	NA		

18. Student projects

Percentage of students who have done in-house projects including inter-departmental:

- About 5% students have done in-house projects, in the form of Term papers.
 - Student dissertation: the post graduate students have completed 76 dissertations during 2012-2016 various subjects in the discipline which involved both primary and secondary data
19. Awards / recognitions received at the national and international level by Faculty
1. Dr. Priyanca Mathur Velath has been appointed as Member of Editorial Board of Refugee Law Reader, Hungary (2013-16).
 2. Dr. Priyanca Mathur Velath received the Schomburg Fellowship, Ramapo College, Mahwah, New Jersey, U.S.A. (October 2015)
 3. Awarded funding of Rs 1 Lakh from the 'Seed Grant for Research' by St. Joseph's College, Bangalore to conduct a year-long Research Project (November 2016-17) titled "Nation - State and its Members: Dilemma of Citizenship and 'Outsiders' in India"
- Doctoral / post doctoral fellows:
4. Dr. Sujit Kumar was awarded PhD in Political Science from Institute for Social and Economic Change (ISEC) on the subject titled- "*A Study on Politics of Dispossession and Underdevelopment: Appropriating Local Mechanisms in West Singhbhum of Jharkhand,* " on 16 August 2016.
 5. Dr. Sanam Roohi was awarded PhD in 2016 from the University of Amsterdam.
20. Awards / recognitions received at the national and international level by Doctoral / post doctoral fellows - none
- Students:
1. Ashwathy Vijayan: Interned with the Nodal Center of Excellence for Human Rights Education at the School of Law, Rights and Constitutional Governance, Tata Institute of Social Sciences, from November 1-16, 2014.
 2. Research intern with Dr. K.M. Parivelan, Associate Prof on an ongoing project on Exploring Durable Solutions For Sri Lankan Refugees In India, and concluded it as M.A. Dissertation on —Post Conflict Developments in Post-War Sri Lanka”
 3. Awarded fellowship to attend the Bandaranaike Center for International Studies, Colombo, Sri Lanka between 22 April - 14 June 2014.
 4. Short course on Gender and Forced Migration from 17-20 February, 2015 at Bangkok organised by Asia Pacific Refugee Rights Network (APRRN) and the Institute for Human Rights and Peace Studies at Mahidol University, Thailand
 5. Awarded Special Achievement Prize at the College Day Program and was elected Best Outgoing Student (PG).
 6. Dinesh Rajgopal presented a paper at a three-day International Conference on —India’s Asian Order: Culture, Economy and Security”, at the Dept. of Civics and Politics, University of Mumbai from December 8-10, 2014
 7. Riffath Khaji (Co-authored with Aparajita Das) published an article titled —Uncertain Pakistan”, *Deccan Herald*, December 21, 2014.
 8. Kriti Chopra (Co-Authored with P.M. Velath) published an article titled —The Stateless People – Rohingyas in Hyderabad” in Majumdar, S., Velath, P.M., Chopra, K. and Chakraborty, M. *Rohingyas in India: Birth of a Stateless Community*, Policies and Practises, No 71, September, 2015 Mahanirban Calcutta Research Group, Kolkata. ISSN 2348 0297
 9. Alwyn D’Souza was awarded 3rd place in a team event (senior category) at the All India National Kung Fu Karate Tournament conducted at Hosur Tamil Nadu on 22nd February, 2015.
 10. Summaiya Khan’s (M.A. Political Science) article, —Civil Nuclear Liability Regime and Indian Nuclear Power Sector” was published in ISSSP Reflections, No.29, on 23rd July, 2015.
 11. Ananth Shreyas interned with Swarajya, a magazine based out of Bangalore. During his internship he worked with editorial team, from May 1, 2015 to June 1, 2015
 12. Summaiya Khan interned with Institute for Strategic and Security Studies Programme (ISSSP) National Institute of Advanced Studies (NIAS). Worked on Nuclear Liability issues under Dr. Arun Vishwanathan from April 20- June 1 2015.
 13. Vishaka V. Warriar worked as a Research Assistant to Prof. Supriya Roychowdhury at the Institute for Social and Economic Change from 25 April 2016 to 1 June 2016.

21. Seminars/ Conferences/Workshops organized and the source of funding (national / International) with details of outstanding participants, if any.

Year	Seminars/Workshops/Conferences (State, National and International) - Title	Date of the Event
2012-2013	UGC Sponsored national seminar on teaching the social sciences	29-30 th November 2013

22. Student profile course-wise:

Name of the Course	Year	Total Applications	Applications (Male)	Applications (Female)	Admitted	Pass Percentage
(HEP)	2012 - 15	91	49	42	68	(2015) 36.76
	2013 - 16	77	49	28	65	(2016) 49.23
	2014 - 17	175	115	60	NA	NA
	2015 - 18	210	135	75	NA	NA
	2016 - 19	233	149	83	NA	NA
(EPS)	2012 - 15	104	50	54	83	(2015) 57.83
	2013 - 16	94	59	35	89	(2016) 57.3
	2014 - 17	208	138	70	NA	NA
	2015 - 18	247	125	122	NA	NA
	2016 - 19	276	160	116	NA	NA
B.A (CPE)	2016 - 19	151	71	80	NA	NA

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

NET-3; Defence-2

24. Student progression

UG to PG: Above 100 (in numbers)

PG to M.Phil: 10

PG to Ph.D.: 5

Ph.D. To Post-Doctoral: 1

25. Diversity of staff: Percentage of faculty who are graduates Same University, Other universities within state, other universities other states

S. No.	Faculty name	Same university	Other universities within state	Other universities other states
1.	Jerome Nirmalraj	Bangalore University		
2.	Dr. P.E. Somaiah	Bangalore University		
3.	Dr. Priyanca Mathur Velath	-----	-----	University of Burdwan
4.	Dr. Sujit Kumar		-----	Patna University
5.	Dr. Sanam Roohi			Calcutta University
	Total	40%	0%	60%

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period- Two

27. Present details about infrastructural facilities

a) Library: UG and PG department library

b) Internet facilities for staff and students: Yes

c) Total number of class rooms: PG: 2 UG: 4

d) Class rooms with ICT facility: PG: 2 UG: 4

e) Students' laboratories: PG students use the computer science lab for research methodology classes

f) Research laboratories: Not applicable

27. Number of students of the department getting financial assistance from College- avail different scholarship?

28..Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology.

B.A. (Communicative English, Political Science, Economics) were introduced after discussion among faculty of other Department, BOS meeting.

29. Does the department obtain feedback?

Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it?

Yes feedback is taken from students by analyzing examination results, assignment quality and term paper quality and informal discussion with students. The responses when ever feasible are converted into actions.

In the PG dept open elective was offered to students from multiple disciplines.

e. Students on staff, curriculum as

well as teaching-learning-evaluation and what is the response of the department to the same?

The question paper pattern was restructured on the basis of feedback obtained. Action has been taken on the feedback by changing the question paper pattern, organizing remedial classes, encouraging peer teaching, conducting mock examination, and offering a workshop on writing a term paper. Assignments are given to meet their individual learning needs

c. Alumni and employers on the programmes and what is the response of the department to the same?

Having an Alumni member in the Board of Studies has contributed to getting insights into the past syllabus and their suggestions on teaching methodology and assignments have been taken and put to practice.

30.no of students getting fiancail assistance from college : no dat available

31.List the distinguished alumni of the department (maximum 10)

1.Dr. Rajeev Gowda- Prof M V Rajeev Gowda is an Indian politician and academician. He is a member of parliament in the Rajya Sabha since July 2014 and a national spokesperson for the Indian National Congress. Professor of Economics and Social Sciences and the Chairperson of the Centre for Public Policy at the Indian Institute of Management, Bangalore

2.Dr. Vijoo Krishnan, leading political figure; General Secretary AIKMS

3.Nakul Krishna, Rhodes Scholar;

4.Anant Kamat, Faculty Azim Premji;

5.Manas Ranjan Pathak, Judge, Guahati High Court,

6.Vishal Gunni- S.P, Nellore Andhra Pradesh.

7.Brijesh Kallappa, Legal Advisor to Chief Minister of Karnataka;

8.A.B. Subbaiah (Olympian) & C.S.Poonacha (Olympian)

32 Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

The department organizes several guest lecturers from specialist in different fields of economics and other subjects having interdisciplinary approach.

YEAR SEMINARS/WORKSHOPS/CONFERENCES (State, National and International) - TITLE

1. 2012-13: Teaching Social Sciences in the Millennium – Challenges and Opportunities, a two – day national – level UGC Seminar on November 29& 30, 2012

2. Legal literacy – Juvenile Law Sexual Offences Against Children, Child Marriage and Child Labour by CCL on January 26, 2013

3. Conference on Sexual Violence Against Women (NLSIU Campus) – February 14, 2013

4. India’s Look East Policy – Mr. Eric Gonsalvez

5. Central Asia in India’s Foreign Policy – B R Muthu Kumar

6. Student Information Session – Dominic Eggel, Representative , Geneva Institute

7. Interactive session with Dr. Ramachandra Guha, Author and Historian, December

8. Presentation on Wildlife and Conservation of Tigers – Aaron Elangovan

9. 2013-14 Seminar: A seminar to commemorate 50 years of Martin Luther King Jr. in association with the US Consulate Chennai at the American Corner, Bangalore
10. Workshop : Visit of Mr. Premkumar from the American Library, US Consulate Chennai on Library Resources – August 23, 2013
11. Visit of Mr. Eric Swinn (Vice Counsel, US Consulate General, Chennai) on the study programs in the USA – January 27, 2014
12. Colloquium: Discourse on the Polity of the Maldives, Sri Lanka and India by Mr. Satya Moorthy, a Political Analyst and the Director of observer research foundation in Chennai – July 25, 2013
13. Understanding Pakistan: A socio- political perspective‘ by Mr. Adtya Sondhi, practising Law Advocate at the Supreme Court of India and the Karnataka High Court – August 13, 2013
14. Model Parliament: A thirty member student team trained by the Department Which took part in the inter-collegiate Model Parliament competitions organized by YMCA, Bangalore.
15. Field Vist: A student study trip to Government Cocoon Market, Dept of Sericulture, Ramnagar & Police Training School, Channapatana Taluk., Ramanagar District.
16. Panel Discussion: ‘Trends in Centre-State Relations in India‘.
17. The esteemed panellists were Veerappa Moily, Former Union Minister and Former Chief Minister of Karnataka, Father Sunith Prabhu, Rector, St. Joseph’s College of arts and Sciences, S. Ramanathan, Chairman of IIPA Karnataka Regional Branch and Jeevan Kumar, Professor and Dean, Faculty of Arts, Dept of Political Science, Bangalore University.
18. Lecture Series: Prof. Supriya Roy Choudhary, Institute of Social and Economic Change, spoke on —Importance of Social Science Research: Pursuing Political Science for Higher Research”.
19. Vice Adm (Retd) Vijay Shankar, Formal Commander-in-Chief of Strategic Forces Command of Indian Armed Forces, spoke on —Nuclear Security in the 21st Century: Threats and Opportunities”.
20. Dr. Ravindra A, former Chief Secretary, Govt. of Karnataka spoke on —Good Governance: Challenges and Opportunities in the 21st Century”.
21. Prof. Cheriyan Alexander, Head of the Dept. English, St. Joseph’s College, Bengaluru spoke on —Interpretation of Leo Tolstoy’s War and Peace”.
22. Lt. Gen Ramesh Halgali, Former Deputy Chief of Indian Army, spoke on —Role of Indian Army in Nation Building”.
23. Mr. Shashi Kumar Velath, Program Director, Amnesty International spoke on —Media in Conflict Resolution: Role and Relevance in the 21st Century”
24. Mr. Premshekara, Former Prof. Pondicherry University, spoke on —Three Frontiers Theory: Analyzing the India-Pakistan Animosity”
25. Dr. Donald Kirk, Veteran Correspondent, Forbes, spoke on —United States and the Korean Peninsula: Problems and Prospects in the 21st Century”
26. Dr. Shalini Rajneesh, Principal Secretary, Dept. of Personnel and Administrative Reforms, Govt. of Karnataka spoke on —Bureaucracy and Administration in India: Issues and Concerns in the 21st Century”
27. Dr. Michael Rajanathi, C.V. Raman Young Scientist Award, Govt. of Karnataka and Coordinator, PG Dept. of Chemistry, St. Joseph’s College, Bengaluru spoke on —General Elections 2014: Is there Hope at all?”
28. Prof. P.E.Somaiah, Associate Prof., UG Dept. Of Political Science, St. Joseph’s College, Bengaluru spoke on —Development Administration in India: A Constitutional Framework”
29. Dr. Gerald Rosenberg, University of Chicago spoke on —Court Constitution and Social Change: the US Experience”
30. Justice Venkatchaliah, Former Chief Justice, Supreme Court of India, spoke on —Venkatchaliah Committee Report: A Perspective”

31. Prof. Sandeep Shastri, National Coordinator, Lokniti Network spoke on —2014 Lok Sabha Elections-the Political Context”
32. Vice Admiral R.N.Ganesh, Indian Nuclear Submarine Program , spoke on —Defending India: Past and Present”
33. Interaction:Mr. Sunimal Fernando, Advisor to President of Sri Lanka, interacted with students on —Indo-Sri Lanka Relations in the 21st Century”
34. Workshop:Brigadier. Arun Ananthnarayan conducted a workshop on —Building Opinion Leaders”
35. Panel Discussion:By Dr. Suba Chandran, Dr. Chengappa Bidanda and Mr. Anand K. Arni on —Contemporary Issues and Challenges in Pakistan”
36. 2014-15Colloquium:—The State of the Economics Discipline Conformities , Heretics and Alternatives”by Dr Ananth Kamat , Faculty Azim Premji University.
37. Lecture and book review of —The Politics and Economics of Regionalism” by Ambassador (Rtd) and former foreign Secretary government of India, Mr Eric Gonsalves
38. A lecture and discussion on Higher Education opportunities in USA, by the United States Consulate
39. Field Visit: A study trip to Navadarshanam an Eco Wilderness and organic farm in Krishnagiri district
40. Round Table: Understanding conflict and crisis in West Asia, with participation from other colleges, Panelists Ambassador (Retd) Muthukumar, Dr MJ Vinod,Bangalore University, Dr BM Chengappa, Christ University and Brig Satyendra Kumar (Rtd)
41. Lecture Series:Ambassador B. R. Muthu Kumar, IFS (Retired) spoke on Peace Process in Afghanistan and India- Afghanistan Relations‘.
42. Mr. Ashraf Haidari, Deputy of Chief Missions, Afghanistan, spoke on the —Indo- Afghan relations in a Changing World: The Way Forward”.
43. Prof. Cheriyan Alexander, HOD, Department of English, St. Joseph’s College spoke on Satire and Allegory as Modes of Cultural and Political Resistance”.
44. Post-Graduate Department of Political Science organized an inaugural debate on Failure at Reinventions has Reduced the Salability of Higher Education in Humanities‘. Panelists were Prof. Sandeep Shastri; Pro V C Jain University; Prof. Micheal Rajamathi, Chemistry Department, St. Joseph’s College; Prof. Subhasini Muthukrishnan, Economics Department, St. Joseph’s College; and Prof. Elizabeth, National Law School, Bangalore.
45. Ambassador T.P. Srinivasan, IFS (Retired) spoke on India’s Nuclear Policy‘
46. Panel Discussion on —Trends on Center-State Relations 58th Theme Paper for Annual Members Conference of IIPA”, 2014 by Veerappa Moily, Former Union Minister and Former Chief Minister of Karnataka, S. Ramanathan, Chairman, IIPA, Karnataka Regional Branch, Jeevan Kumar Prof. and Dean, Dept. of Political Science, Bengaluru University and Fr. Sunith Prabhu. This was organised by IIPA at St. Joseph’s College, Bengaluru.
47. Guest Lecture:Prof. A.K. Shiva Kumar, Member of National Advisory Council on —Reflections on the Indian Economy during the UPA years”.
48. Dr. M.J. Vinod, Chairperson, Department of Political Science, Bangalore University on —Relevance of Research and Identifying Area of Interest”.
49. Ambassador Eric Gonsalves on —India and China: Roles and Relations in the coming Asian Century”.
50. Shailesh Rai and Divya Iyer, Amnesty International India, discussed on —Defining Death Penalty in India”.
51. Mr. Ashraf Haidari, Deputy of Chief Missions, Afghanistan, spoke on the —Indo- Afghan relations in a Changing World: The Way Forward”
52. Prof. Cheriyan Alexander, HOD, Department of English, St. Joseph’s College spoke on Satire and Allegory as Modes of Cultural and Political Resistance”.
53. Student Seminar:The First Post-Graduate Student Seminar was on —The State of the Indian Republic 2015”. The inaugural event was a debate on —Failure at Reinvention has Reduced the Saleability of Higher Education in Humanities”. Panelists were Prof. Sandeep Shastri; Pro V C Jain University; Prof. Micheal Rajamathi, Chemistry

- Department, St. Joseph's College; Prof. Subhasini Muthukrishnan, Economics Department, St. Joseph's College; and Prof. Elizabeth, National Law School, Bangalore.
54. 2015-16 International Conference : In Collaboration with Indian Ocean Comparative Education Societies (IOCES) and Authentic Learning Associates (ALA), Bengaluru,
 55. Colloquium: Interactive session with Dr Ramachandra Guha, Historian
 56. Guest lecture by Dr Joga Rao, Visiting Professor, National Law school of India University, Abolition of Capital Punishment.
 57. Dr. H.T. Sangliana, IPS (Retd) gave a lecture on "Policing and Politics: Crises in Both".
 58. Dr. M. Amarjeet Singh, Associate Professor, Centre for North-East Studies and Policy Research, Jamia Milia Islamia (University), New Delhi gave a guest lecture on "Developmental Challenges in the India – Myanmar Borderland".
 59. Ms. Namratha Harish, Assistant Professor, Department of English, St. Josephs College gave a lecture on "India's urban women and their use of new media for self expression".
 60. Panel Discussion on "Higher Education at Crossroads" chaired by Mr. S.V. Ranganath, IAS (Retd), Former Chief Secretary, GOK. Panelists were Prof. Jeevan Kumar, Professor and Dean, Faculty of Arts, Dept of Political Science, Bangalore University, Dr. M. K. Sridhar, Canara Bank School of Management Studies, Bangalore University, Former Secretary, Karnataka Knowledge Commission and Dr. Subhashini Muthukrishnan, Associate Professor and Head of Dept. of Economics, St. Josephs College (Autonomous). It was organised in association with the Indian Institute of Public Administration (IIPA).
 61. 2016-17 Changemaker Week: Rohini Nilekeni, founder of Arghayam, Anshoo Gupta, founder of the NGO Goonj, and Shaheen Mistri, Founder of Teach for India, inaugurated the Changemaker Week, on social entrepreneurship, organized by the Masters Departments of Political Science and Communication, SJC, in collaboration with Ashoka Innovators for the Public and Deccan Herald.
 62. "Discent and Development: Contemporary Challenges to Democracy in India and the World". Panelists were Prof. Cheriyan Alexander, Prof. Kiran Jeevan, Mr. Prithvi Chanda, Student, Dept. of English and Ms. Tanya Monteiro, Student, Dept. of Social Work.
 63. Guest Lecture by Dr. Christian Wagner, Titled : 'Terrorism in South Asia.' Dr Christian Wagner is Senior Fellow at the German Institute for International and Security Affairs (SWP), Berlin.
 64. Discussion: titled 'Reconceptualising Refugee Rights: Appropriating Myriad Avatars' on the occasion of World Refugee Day, the Master's Department of Political Science. It was led by Prof. D. Jeevan Kumar, Department of Political Science, Bangalore University,
 65. Panel Discussion titled- 'The Idea of India in Jammu & Kashmir: The Complex reality- Cocktail Of Alienated Citizenship, Desire For Political Autonomy And Expression of Violent Resistance'. The Panelists were: Dr. Ambrose Pinto, Ambassador B.R. Muthukumar, IFS (Retd), Prof. M.J. Vinod, Prof. Suba Chandran and Mr. Aijaz Rahi
33. List the teaching methods adopted by the faculty for different programmes.
Effective delivery of lectures, guest lectures, screening documentaries, seminars and colloquium, field visits
UG, PG students are given opportunities to present their assignment topics as PPT presentation in class
34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?
Teaching methodologies, nature of assignments, and presentations done in class ensure that the learning objectives are met as much as possible. Student response in examinations and assignments, participation in intercollegiate competitions and winning awards indicate to their learning the subject. Their ability to secure internships and complete them successfully indicates that the objectives are being met. The successful completion of PG student's dissertation indicates their ability to carry out independent research.
35. Highlight the participation of students and faculty in extension activities.
All students attend the college Outreach Program. Industrial visits are organized to visit Toyota factory, Nandini Dairy KMF, GKVK campus.

33. Give details. State whether the programme/ department is accredited/ graded by other agencies.

Yes, the college has an outreach centre which monitors and assesses these outreach program

36. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

Strengths:

1. The Political Science department carries a legacy of almost eight decades and has been able to flourish as it draws meritorious students from across the country;
2. Rich repertoire of alumni presently holding important positions in administration, corporate and several other fields;
3. Students passing out of the PG Department have been able to clear competitive exams like NET, civil services etc;
4. The faculty members have been regularly publishing their research works; The P G department faculty has published in well-known peer-reviewed journals like Journal of the National Human Rights Commission, Seminar, Policies and Practises Series.
5. Faculty members also are invited to speak at prestigious national and international seminars.

Weaknesses

1. Due to general perception about the discipline, the discipline has failed to attract many students.

Opportunities:

1. The P G Department has good opportunity to conduct seminars where PG students across humanities can present and discussed their ongoing research work.
2. Need to diversify the scope of the discipline by providing additional training in quantitative tools and techniques;
3. The idea for introducing courses like Public policy to cover the increasing scope of studies in governance;
4. The department finds a lot of opportunities in establishing a peer network to take further the good work done by the SJC to other colleges in Bangalore and Karnataka;
5. An aggressive advertisement about the courses offered by the college and department

Challenges:

1. The department is aware of the increasing marketisation and the need to update itself to cater to the requirements of the students;
2. More transparent functioning of the Board of Examination was suggested

38. Future plans of the department.

- To have an alumni meet in 2017 to celebrate the 10 years of the PG dept and 103 years of the UG dept of Economics.
- To start a few diploma courses in Economics on weekends.
- Staff training programmes for Bank employees in collaboration with RBI.
- Explore possibilities of faculty exchange, student exchange, twinning programmes with other universities and sign MOU s in this regard.
- To offer Msc course in Economics
- Introduce a optional paper in big data analytics

39. Innovations introduced during this academic year which have created a positive impact on the functioning of the

Department. Give details.

6. Remedial classes taken by PG students, conducting preparatory exams and valuation of answer scripts by PG
7. change in question paper pattern, has improved performance
8. introduced choice based papers
9. Faculty assigned different tasks , encouraged to pursue research
10. Dissertation work divided into four component with marks for each component to facilitate work on time
11. Practical classes and examination for software in research methodology course

18. EVALUATIVE REPORT OF THE DEPARTMENT OF PSYCHOLOGY

1. Name of the Department & its year of establishment
Department of Psychology and counseling - 2013
2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)
Psychology - UG
3. Interdisciplinary courses and departments involved: Nil
4. Annual/ semester/choice based credit system: Semester system
5. Participation of the department in the courses offered by other departments
Life skills paper for the IBSW students was handled by the Psychology Department.
6. Number of teaching posts sanctioned and filled (/Associate Professors/ Asst. Professors)
Sanctioned Filled - 4
Asst. Professors- 4
6. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name of the Faculty	Qualification	Designation	Specialization	years of experience
Neeta Periera	M.Sc	Asst Prof	Clinical psychology	4
Doyel Neogi	M.Sc	Asst Prof	Clinical psychology	3
Soumya R R	M.Sc	Asst Prof	HRDM(industrial Psychology)	2
Gayathri Devi R	M.Sc	Asst Prof	Counseling psychology	3

8. Percentage of classes taken by temporary faculty – programme-wise information - NIL

9. Programme-wise Student Teacher Ratio 40:1-

question no 10-20 no response

21. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

International Conference – Higher Education in the 21 st Century: Trends and Challenges in collaboration with social work dept	UGC + St. Louis in USA	In Collaboration with St. Louis in USA
International Conference – Community Mental Health: Trends and Challenges in collaboration with social work dept	UGC	University of North Carolina

25. Student profile course-wise: No Data

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations? NA

24. Student progression : no data as yet

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period. - Nil

27. Present details about infrastructural facilities

a) Library

b) Internet facilities for staff and students wifi

c) Total number of class rooms 3 classrooms and 1 lab

d) Class rooms with ICT facility -02

e) Students' laboratories - 01

f) Research laboratories

Question 28 & 29 no response

30. Does the department obtain feedback from

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it?

- SWOT analysis on current curriculum

- And initiatives on the weakness seen will be taken up in meetings and worked on for betterment.

- b. students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same?
 - feedback is considered as inputs and is taken forward to implement in the following semester whenever necessary.
- c. alumni and employers on the programmes and what is the response of the department to the same?
 - feedback is considered for improving the syllabus and nature of the CIAs given.
31. List the distinguished alumni of the department (maximum 10) NA
32. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts –
- * NGOs – Diya foundation, Head streams
 - * guest lectures – Dr. Ashok, Dr. Chaitra
 - * workshops – Handwriting analysis
33. List the teaching methods adopted by the faculty for different programmes – games and activities, movies, documentaries, field exposures, street plays, quiz, movie review.
34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored? Through CIAs, reports, Mid-sem exams.
35. Highlight the participation of students and faculty in extension activities- safe hands NGO for suicide awareness day
- Question 36 and 37 no response
39. Future plans of the department.
- * to start a new triple majors UG course.
 - * Establish more laboratories
 - * offer more counseling services through collaboration with external agencies.
 - * to have well equipped counseling rooms.

SWOT Analysis

Strengths of the Department:

1. High student-teacher relationship rapport.
2. Vocational interest levels in the subject increased because of exposure trips.
3. Exposure programs have helped in the overall development of knowledge in the subject.
4. The idea internships has increased awareness about the social issues and has brought about application based learning.
5. Various activities were conducted through the association.

Weaknesses of the department:

1. There was less transparency in the department.
2. There were not enough departmental meetings held through the year to discuss important issues.
3. New and uniform methods for teaching were not implemented.
4. Not enough focus on counselling.
5. Not enough guest lectures' were organized.

Opportunities of the department:

1. To address and focus more about counselling services on campus.
2. To break the stigma and spread awareness about the importance of mental health in both students and the faculty.
3. To conduct talk on various topics and current trends in psychology.
4. To introduce printed laboratory work book for the students to make it more organized.
5. New lab equipments to be introduced.
6. To bring up new policies with respect to conduction of practical exams.
7. To create scientific and inquisitive environment for the students to develop more.

Challenges

Space constraints for psychology lab, counselling rooms and department.

19. EVALUATIVE REPORT OF THE DEPARTMENT OF SOCIAL WORK

1. Name of the Department & its year of establishment: Social Work established in 2005
2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): BSW (Bachelors of Social Work) and MSW (Masters of Social Work), Dip in NGO Management
3. Interdisciplinary courses and departments involved: Certificate Course in Gender Studies, Personal Growth and Peer Counseling
4. Annual/ semester/choice based credit system: Semester System
5. Participation of the department in the courses offered by other departments
6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors): All positions are Management Positions
Sanctioned Filled
Professors: NA
Associate Professors: NA
Asst. Professors: 9
7. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

S N	Name of the faculty	Qualification	Designation	Specialization (MSW)	teaching Experience
1.	Mr .Kiran Jeevan	MSW, LMSW, NET	Asst Prof	Medical Social Work	6
2.	Lt. Akshay DM	MSW	Asst Prof	Community Development	6.5
3.	Ms Latha Paul	MSW	Asst Prof	Community Development	5
4.	Sr. Amitha	MSW, NET	Asst Prof	Community Development	4
5.	Dr. Mary Lavanya	MSW, M.Phil, PhD	Asst Prof	Medical and Psychiatric Social Work	3
6.	Ms Viola N	MSW	Asst Prof	Medical and Psychiatric Social Work	3
7.	Alan Godfrey	MSW, NET	Assistant Professor	Medical and Psychiatric Social Work	1
8.	Fr. Simon Paul	MSW, NET	Assistant Professor	Community Development	1
9.	Glasdon	MSW	Assistant Professor	Community Development	1
10	YJ Rajendra	BA.LLB, MSW	Assistant Professor	Community Development	10

Questions 8 to 11 no response

12. Departmental projects funded by DST-FIST; DBT, ICSSR total grants received :
None

13. Research facility / centre with:

State Recognition: No

National Recognition: No

International Recognition: No

14. Publications: none

15.Areas of consultancy and income generated:

Prof. Kiran Jeevan :Member, Education Committee, CSI-KCD

16. Faculty erecahring strategies : lectures and workshops

17. Faculty recharging strategies

Presenting papers, organizing conferences, academic meetings, attending seminars and workshops

19. Student projects

o percentage of students who have done in-house projects including inter-departmental

20. Awards / recognitions received at the national and international level

o Faculty: Prof. Kiran Jeevan – The Center for Social Justice Award, instituted by Saint Louis University, MO USA

Prof. Akshay DM – Best in Drill, Best Contingent Commander, Best in Theme Performance, Best in Weapon Training (Silver Medal)

Lt. Akshay DM, AMI of KAR ARMD SQN selected as officer in charge of the KAR&GOA Directorate's RDC 2017 Contingent .2016

Awarded Deputy Director General COMMENDATION card

ANO Incharge Of Karnataka And Goa Directorate for Republic Day Camp 2017

All India runners up at Prime Minister's Rally, Republic day camp 2016

Performed at BRICS Summit 2016 Goa

Prof. YJ Rajendra – Ashoka Fellow

o Doctoral / post doctoral fellows

o Students: I MSW (Batch of 2012) Yuve Chetana Award for Community Service

21. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

	SEMINARS/WORKHOPS/CONFERENCES (State, National/International)	DATE OF THE EVENT
1.	UGC-Community Development: Trends and Challenges‘.	January 2011
2.	UGC Social Work in a Pluralistic Society	August 2012
3.	Regional Conference – Human Trafficking	22nd/2/ 2013
4.	Regional Seminar – Social Work Practice: Emerging Trends	
5.	2 nd Social Justice Night – Mr. Thangarajan Information Commissioner, Govt of Karnataka	28 th /8/2013
6.	Regional Seminar on MDG with World Vision	9/ 2013
7.	Regional Seminar on Trafficking and Special Talk by Dr. Sunitha Krishnan, Founder Prajwala (Alumni SJC)	12 th 11/2014
8.	3 rd Social Justice Lecture – Dr. Vandana Shiva Founder of Navdanya	29 th /8/2014
9.	1 st Dr. Ambedkar Memorial Lecture	6 th /12/ 2014
10.	UGC Sponsored International Conference – Higher Education in the 21 st Century: Trends and Challenges In Collaboration with St. Louis in USA	11 th and 12 th /12/ 2014
11.	4 th Social Justice Lecture – Dr. Kancha Illiah Noted Writer, Activist and Professor	31 st /8 2015
12.	UGC Sponsored International Conference – Community Mental Health: Trends and Challenges University of North Carolina	11 th and 12 th /12/ 2015

22. Student profile course-wise:

Name of the Course	Applications received	Male	Female	Selected Male	Pass percentage Female
(refer question no. 2)					

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE:none

24. Student progression : many go for higher studies

25. Diversity of staff : 3 same college,2 others 1 other state

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period.

None

27. Present details about infrastructural facilities : class rooms with ICT facilities
- Library: YES
 - Internet facilities for staff and students: YES
 - Total number of class rooms: BSW – 3, MSW – 2
 - Class rooms with ICT facility - BSW – 3, MSW – 2
 - Students' laboratories
 - Research laboratories
28. Number of students of the department getting financial assistance from College.
29. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology. No
30. Does the department obtain feedback from
- faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it? - Yes
 - students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same? - Yes
 - alumni and employers on the programmes and what is the response of the department to the same? - Yes
31. List the distinguished alumni of the department (maximum 10):
 Saravanan (Founder AGNI),
 Mohit Chopra (Founder, Center for Tribal Art),
 Cyril Prabhu (General Secretary, NSUI, Karnataka),
32. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts. No response
33. List the teaching methods adopted by the faculty for different programmes.:
- ❖ Assignments, Documentary reviews, Seminar presentations
 - ❖ Social movie reviews, Community programmes, Group work
 - ❖ Micro and macro research studies, Case study analysis
 - ❖ Policy analysis, Societal analysis
 - ❖ Chalk and talk
 - ❖ Visual aids, Power points and slide shows, Group discussions
 - ❖ Debate, Quiz and snap tests are conducted periodically, Role plays
34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?
 conduct remedial classes for academically poor students.
- 35. Highlight the participation of students and faculty in extension activities.**
 Take part in outreach programs
- 36. Give details**
- ❖ State whether the programme/ department is accredited/ graded by other agencies. Give details.
 - ❖ NA
- 38. Detail any five Strengths, Weaknesses, Opportunities**
- 39.. Future plans of the department.
- M.Phil Program
 - Diploma in NGO Management

20. EVALUATIVE REPORT OF THE DEPARTMENTS: SOCIOLOGY

1. Name of the Department & its year of establishment: Sociology, established in 1st June 1937.

2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) :

Courses offered under UG are EPS and IES. EPS started in 1959 and IES started in 1987.

3. Interdisciplinary courses and departments involved: Choice based credit system is going to begin from November 2016.

4. Annual/ semester/choice based credit system: Both

5. Participation of the department in the courses offered by other departments: Presenting papers in their seminars, Chairperson in their seminars, participating in their seminars and Guest lectures.

6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors) Sanctioned - 3 post, filled – 3

Sanctioned Filled

Professors: NA

Associate Professors: 1

Asst. Professors: 1, visiting: 1

7. Faculty profile with name, qualification, designation, specialization,

Name :	Qualification	Designation	Specialization:	years
Dr. Berin Lukas	PhD	Asso Prof HOD	Urban Sociology and Sociology of Women	27
Maria David	MPhill	Asst Prof	Urban Sociology	09
DavFod	MA NET	Asst Prof		5

8. Percentage of classes taken by temporary faculty – programme-wise information : I – IES 40% of classes are taken by Dev Fod (Part time faculty). III IES 100% of classes are taken by Dav Fod- Paper title: Sociology of Gender.

9. Programme-wise Student Teacher Ratio : 1: 160

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled: No academic support staff, No technical and administrative staff.

11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise. : One, a) UGC funding, b) -, c) 1,10,000

12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received :none

13. Research facility / centre with : none

14. Publications: given at the end

15. Details of patents and income generated : none

16. Areas of consultancy and income generated : none

17. Faculty recharging strategies

Presenting papers, organized conference , participate in seminars

19. Student projects : field based research documentation work

20. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

UGC : Gender And Work 2017

21. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants: gender and work, UGC

22. Student profile course-wise: NA

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

23. How many students have cleared Civil Services, Defense Services: NONE

24. Student progression :many go for higher education

25. Diversity of staff: all thre from the same university

26. Number of faculty who were awarded Ph.D during the assessment period. : NA

27. Present details about infrastructural facilities

a) Library: Yes

b) Internet facilities for staff and students: Yes

c) Total number of class rooms

d) Class rooms with ICT facility: Yes

e) Students' laboratories

f) Research laboratories

Number of students of the department getting financial assistance from College.

29. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology. NA

30. Does the department obtain feedback from

a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it? YES – Through discussions, results of examination.

b. students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same? – Refresher course, helping teachers to overcome difficulties within the class rooms, BOS.

c. alumni and employers on the programmes and what is the response of the department to the same? Alumni BOS

31. List the distinguished alumni of the department (maximum 10)

NA

32. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts. Guest lecturers, village visit, tribal visit and industrial visit.

33. List the teaching methods adopted by the faculty for different programmes.

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored? Exam results, discussions in classrooms and discussion with BOS.

35. Highlight the participation of students and faculty in extension activities. Faculty accompanies students to village visit, tribal visit and industrial visit.

36. State whether the programme/ department is accredited/ graded by other agencies. no

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

STRENGTHS:

- Committed, well qualified, experienced Faculty Members
- Faculty is engaged in educational and career counselling of students on a regular basis
- Faculty Members have served as resource persons, members of BOS and BOE in other Colleges/Universities
- Special attention to weaker students and students from vernacular medium
- Faculty is actively involved in Research, Minor Projects, Paper Presentations and Publications
- The Departments are involved in Documentation
- Use of Multi Media, movie and Documentary Screening, Guest Lectures and Study trips
- Annual Food Festival to highlight the culinary culture of different societies is a regular feature of Dept. of Sociology

WEAKNESS:

- Hard pressed for time for more active interaction with students in connection with tutorials for weaker students and students from vernacular background, outside class hours
- Space constraints and lack of technical support for enlarging Dept. Library and Documentation Centre

OPPORTUNITIES:

- With a large pool of students from almost all Indian States and many foreign countries at SJC, the Department of Sociology looks forward to set up a Departmental Museum of Art and Artefacts
- The Dept. of Sociology in particular can make use of this diversity in student documentary production-highlighting particular State culture with emphasis on State Festivals, Tribes, costumes, folk dances etc.
- The Departments can organise student seminars and workshops
- New combinations with Sociology and Industrial Relations can be thought of such as Psychology, Sociology, Journalism (PSJ) & Industrial Relations, Political Science/Psychology, Sociology (IPS)
- Using the powerful Brand Name of the college, departments can think of tie-ups for Departmental Development, student projects etc.

CHALLENGES:

- Non approval of posts by the Government can result in feeling of financial and job insecurity among unaided staff
- There is a threat perception from competitors- other colleges and deemed universities which introduce fancy courses which may affect the intake of conventional courses
- Increase in new B.A. combinations without Sociology and Industrial Relations may affect intake of students in IES and EPS courses

39. Future plans of the department.

1. Regional seminar in 2017.
2. Publication of Namma Bangalore Vol 2 with ISBN No by end of the academic year.
3. At least one field visit for final EPS.
4. One local student seminar in collaboration with another department from science or humanities.
5. An International seminar in collaboration with Political Science and Economics Department.
6. A certificate course on Statistical Package for Social Sciences (SPSS).
7. One publication with an ISBN No.
8. Continuing activities of Social Zest and other departmental activities mentioned above.
9. Publication of Pourakarmika.

21. EVALUATIVE REPORT OF DEPARTMENT OF STATISTICS

- Name of the Department & its year of establishment: Statistics, 2010
- Names of Programmes / Courses offered (UG, PG, Ph.D., etc.):
UG course (EMS);
- Interdisciplinary courses and departments involved
M.Sc (Big Data Analytics), Mathematics, Computer Science, Statistics and Economics
Department also organized a two certificate courses, (a) on R-Software to enable students to carryout their project work and data analysis using statistical software's and (b) —Data Analytics” to facilitate students to acquire knowledge on practical applications of statistical methods in current industry.
- Annual/ semester/choice based credit system: Semester and choice based credit system
- Participation of the department in the courses offered by other departments
Department of Statistics caters to other courses like, BCA, EJP, MA Economics, MS.Com and M.Sc (Big Data Analytics)
- Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors)
2 unaided (Assistant Professors)
Professors: Nil
Associate Professors: Nil
Asst. Professors : 2 (Two)
- Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name of the faculty	Qualification	Designation	Specialization (M.Sc.)	Teaching Experience
Mr. Ananda KS	M.Sc, SLET	Assistant Professor	M.Sc, SET	4
Ms. Jeevitha Lobo	M.Sc,	Assistant Professor	M.Sc	2

- Percentage of classes taken by temporary faculty – programme-wise information: 20% (UG)
- Programme-wise Student Teacher Ratio: UG 50:1
- Number of academic support staff (technical) and administrative staff: sanctioned and filled: Nil
- Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.: Nil
- Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received: Nil
- Research facility / centre with: None
- Publications: Nil
- Details of patents and income generated: None
- Areas of consultancy and income generated: None
- Faculty recharging strategies: Attending various seminars/workshops/conferences (details in table below)

S.N.	Year	Name Of The Faculty	Seminars/Workshops/Conferences (Attended/Poster Presented/ Paper Presented/Resource Person)
1	2013-14	Mr. Ananda, K. S	Two day state level seminar on —Statistical Methods for Practice” organized by the Dept of Statistics, St Agnes College, Mangalore in view of celebrating International Year of Statistics 2013 on August 30th and 31st 2013
2	2013-14	Mr. Manjunath Swamy N C(left)	Two day state level seminar on —Statistical Methods for Practice” organized by the Dept of Statistics, St Agnes College, Mangalore in view of celebrating International Year of Statistics 2013 on August 30th and 31st 2013
3	2013-14	Mr. Ananda, K. S	Two day state level seminar on —Probability and Statistics” organized by the Dept of Statistics, Mysore

			University in view of celebrating the International Year of Statistics 2013 on November 5th and 6th 2013
4	2014-15	Mr. Ananda, K. S	Two-day National level workshop sponsored by UGC on —Statistical Applications of R-Software” at Maharani’s Science College for Women, on 17th and 18th September 2014.
5	2014-15	Mr. Ananda, K. S	A Three day UGC sponsored seminar titled "Applications of Statistics in Research, Industry and Planning" hosted by Mount Carmel College from 5th February 2015 to 7th February 2015.
6	2015-16	Ms. Jevitha Lobo,	UGC sponsored state level seminar on —Statistical Computing” organized by the Dept of Statistics, Poornaprajna College, Udupi, on 19th and 20th February 2016
7	2015-16	Mr. Ananda, K. S	a workshop on —Research and Societal Relevance” organized by IQAC, Bangalore University on 30-Jan-2015
8	2015-16	Mr. Ananda, K. S	Two day national level workshop on —Applications of Statistical Tools and Techniques in Current Research Areas” organized by Department of Statistics, Christ University, Bengaluru on 4th and 5th of March 2016
9	2016-17	Mr. Ananda, K. S	Delivered a lecture on —Introduction to R-Software” in ISEC, Bangalore on 7th Oct 2016
10	2016-17	Ms. Jevitha Lobo,	Five days course on —Flexible Statistical Modelling” sponsored by MHRD at Mangalore University, from 10th to 15th of October, 2016.

19. Student projects

o percentage of students who have done in-house projects including inter-departmental
All UG students are expected to carry a real life project individually as their continuous internal activity

o percentage of students doing projects in collaboration with industries / institutes 1-2 students

Sl No	Year	Student Name	Academic Achievements Of The Students
1	2013-14	Mr. Rohitesh Natarajan	Underwent internship in a pharmaceutical company, GlaxoSmithKline, Bangalore under the guidance of Mr. Jagannatha, P. S. General Manager, Biostatistics and Programming and successfully completed.
2	2014-15	Ruel D’souza	Underwent internship in Bangalore international Airport limited
3	2014-15	Ms. Vedika Hegde	Underwent internships in a Market Research Company, Prestige Group, Bangalore, on —Data collection in sublime House of Tea”, between Oct 2013 and Jan 2014
4	2014-15	Ms. Vedika Hegde	Univlever R & D Center on —Application of Statistics in Industry”, May 2014 – June 2014

20. Awards / recognitions received at the national and international level by: None

21. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.:None

22. Student profile course-wise:

Name of the Course	Year	Total Applications	Applications (Male)	Applications (Female)	Admitted	Pass Percentage

EMS	2010-13	NA	NA	NA	23	52.17
	2011-14	NA	NA	NA	32	75
	2012-15	32	20	12	21	71.43
	2013-16	38	16	22	35	71.43
	2014-17	124	68	56	NA	NA
	2015-18	213	97	116	NA	NA
	2016-19	219	124	93	NA	NA

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?: None

24. Student progression

UG to PG 70%

PG to M.Phil. Data Not Available

PG to Ph.D. Data Not Available

Ph.D. to Post-Doctoral Data Not Available

Campus selection 10%

Other than campus recruitment :no data

Entrepreneurs;no data

Diversity of staff

Percentage of faculty who are graduates of the same parent university

from other universities within the State 50%

from other universities from other States 50%

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period. None

27. Present details about infrastructural facilities

a) Library: Common Library one for UG

b) Internet facilities for staff and students: Available

c) Total number of class rooms: 3 Class rooms

d) Class rooms with ICT facility: 2 Class rooms

e) Students' laboratories: One Computer Lab for UG

f) Research laboratories: One Computer Lab

28. Number of students of the department getting financial assistance from College: Not available with the department

29. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology: No

30. Does the department obtain feedback from? Yes

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it?

Yes. Board of studies (BOS) meeting, incorporating the suggestions in our curriculum.

b. students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same? No.

c. alumni and employers on the programmes and what is the response of the department to the same?

Yes. Suggestions of alumni representative in BOS are incorporated in into curriculum

31. List the distinguished alumni of the department

A) Mr. Ashwin Prakash, Senior Executive Actuary, Bharti AXA General Insurance

B) Mr. Rohitesh Natarajan, Analytics and Modelling Analyst at Accenture in India

C) Mr. Varun Jois, Associate Analyst at Emplay Inc.

D) Ms. Sana Sadiq, Decision Scientist at Mu Sigma Inc.

E) Mr. Prasun Ghosh, Data Science Professional at L&T Infotech

32. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

Date	Name of the Speaker	Designation	Title
6/ 2013	Prof. JV Janhavi	Professor, Department of	—An Overview of

		Statistics	Application of Statistics”
12/2013	Mr. Umesh, H L	Senior Analyst at Blueocean, Market Intelligence	—Wrkshop on MS-Excel for Exploratory Data Analysis”
8/2014	Mr. Sandeepa MS	Data Scientist at Cognizant Technology Solutions	Invited talk/Guest Lecture
12/2015	Mr. Krishna Prasad	Consultant at Fractal Analytics	Invited talk/Guest Lecture
8/ 2016	Mr. Krishna Prasad	Consultant at Fractal Analytics	Lecture series for certificate course on —Data Analytics”

33. List the teaching methods adopted by the faculty for different programmes.

ICT, Case Studies, Research Projects, Practical Assignments

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

- Through evaluating practical assignments, we identify students who require extra attention and help them improve academically, on one-to-one basis.
- Also we conduct result analysis and carry out remedial classes for academically poor students.
- Through continuous internal activities we give them an opportunity to think out of box and we help them in identifying a real problem of their interest and solving it

35. Highlight the participation of students and faculty in extension activities.: Take part in outreach programs, internship programs and projects

36. Give details. State whether the programme/ department is accredited/ graded by other agencies. Give details. NA

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

STRENGTHS

- Faculties have a broad base of expertise, specializations and an openness to share their expertise with students through advising/mentoring
- B.Sc (Economics, Statistics, Mathematics) course is designed to encourage them to uphold scientific integrity and objectivity in professional endeavors.
- Frequentia – Statistic’s Association: A platform to bring awareness about practical applications of statistics, through conducting various activities
- Certificate course: (a) R Software: Department has organized a certificate course on R-Software to enable students to carryout their project work and data analysis using statistical software’s, (b) —Data Analytics” to facilitate students to acquire knowledge on practical applications of statistical methods in current industry.
- A computer lab with new statistical packages to facilitate students to carry out projects/assignments

WEAKNESS

- Lack of experienced faculty members.
- Need for a new statistical software like SPSS, Minitab, SAS etc to be on par with the global education system.

OPPORTUNITIES

- Plan to organize National seminars / conferences / workshops in recent developments in statistics once in every academic year.
- Strengthening departmental library by procuring more text books, peer journals and reference books.
- Building a strong alumnus, in order to get information from alumni, related to higher studies, jobs opportunities, scholarships, industry requirements etc., which helps our students to plan their career

- Planning to propose two minor and one major research projects to UGC in next five years
- Department of Statistics is planning to arrange guest lectures/invited talks from academics/ Industry experts in every semester, as this will help our students to get practical knowledge/experience/internships in different companies.

THREATS

- Faculty instability : Lack of experienced professors/professionals in future may lead to loose our credentials
- Limited support available for research activities for faculty and students

39. Future plans of the department.

- Department of Statistics is planning to arrange guest lectures/invited talks from academics/
- Celebrating National Statistics Day every year and organize intercollegiate competitions/guest lectures on this occasion
- Planning to start a new course in B.Sc in Computer science, Mathematics and Statistics
- Statistics Alumnus: Planning to form an Alumni forum and in this connection we have started to get information from alumni related to higher studies, jobs opportunities, scholarships, industry requirements etc. This information will help our final year students in their career planning.
- Department is planning to conduct two workshops on a) Statistical Software's and b) Application of Statistics in various fields, every year
- Planning to conduct a workshop on MS-Excel and R-software for all students every year
- Planning to use the opportunity of outreach program to collecting real data from fields and build a database which can be used by all students in the college to understand practical applications of Statistics.
- Planning to propose two minor and one major research projects to UGC in next five years

22. EVALUATIVE REPORT OF THE DEPARTMENTS – ZOOLOGY

1. Name of the Department & its year of establishment - Zoology, 1957

2. Names of Programmes / Courses offered

UG –Chemistry, Botany, Zoology (CBZ), Microbiology, Chemistry, Zoology (MCZ), Chemistry, Environmental Science, Zoology (CEZ) and Chemistry, Zoology, Biotechnology (CZBT).

Choice based credit system- A journey into animal world and human life

Certificate Course-

- Urban ecology and pollution abatement technologies
- Economic Zoology
- Biodiversity, wildlife and conservation biology
- Pest management

3. Interdisciplinary courses and departments involved

Botany, Chemistry, Microbiology, Biotechnology and Environmental science

4. Annual/ semester/choice based credit system Semester and Choice based credit system

5. Participation of the department in the courses offered by other departments

Botany, Chemistry, Microbiology, Biotechnology and Environmental Science.

6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors)

Sanctioned Filled

Professors -- NA

Associate Professors --03

Asst. Professors –05

7. Faculty profile with name, qualification, designation, specialization

	Name	years	Qualification	Designation	Specialization
1.	Ivan Mary Parimala. G	31	M.Sc	Asso Professor, HOD	Cytogenetics, Genetic Engineering
2.	Thomas P Zachariah	22	M.Sc, B.Ed, SLET	Asso Professor	General Zoology
3.	Shivakumar K S	18	M.Sc, SLET	Asso Professor	Cell Biology
4.	Sabitha Thomas	4.3	M.Sc, MPhil	Asst Professor	Ecology, Environment
5.	A. John Paul	3	M.Sc, M.Phil PhD	Asst Professor	Immuno Biology
6.	Prathiba R D	2	M.Sc, Pursuing Ph.D	Asst Professor	General Zoology
7.	Dr. M. Jayashankar	1	M.Sc, M.Phil, Ph.D, K SET	Asst Professor	Eco Ethology
8.	Charles M	1	M.Sc ,	Asst Professor	General Zoology
9.	Dr. George Alexander Superannuation – March 2016	25	M.Sc., Ph.D	Asso Professor	Fishery Biology

Percentage of classes taken by temporary faculty – programme-wise information – 66.6%

9. Programme-wise Student Teacher Ratio: 62:1

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled -

Lab assistants - 02

11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise. -- NA

12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received-- NA

13. Research facility / centre with - NA

- state recognition
- national recognition
- international recognition

14. Publications

1. Sabitha Thomas(2015) ‘Influence of topography on soil biota- A case study with reference to Wayanad; S. India’ in International Journal For Applied Research And Social Sciences, Vol 2, Issue 12, June. (ISSN: 2350-1472)

2. Sabitha Thomas(2015) ‘Influence of topography on soil biota- A case study with reference to Wayanad; S. India.’ in Zoology for Future Education and Research, Zoological survey of India, pp 191-195, 2015.(ISBN 978-81-8171-427-5).

3. V Mahesh and M Jayashankar Incidence of red Pierrot, *Talicada nyseus nyseus* (Lycaenidae) on the green mother of millions, *Bryophyllum pinnatum* (Crassulaceae) Journal of Entomology and Zoology Studies 2016; 4(6): 127-129 P-ISSN: 2349-6800

15. Details of patents and income generated -NA

16. Areas of consultancy and income generated - A Rocha – Study of Biodiversity. No income generated.

17. Faculty recharging strategies – Seminars, Workshops, Group discussions and Conferences

19. Student projects

o percentage of students who have done in-house projects including inter-departmental – 100%. The students undertake mini projects called term paper. They are guided by the staff of Zoology or the staff from other departments.

o percentage of students doing projects in collaboration with industries / institutes – 10%, IISC, NCBS, A ROCHA (International organization in wildlife conservation) and healthcare industries.

20. Awards / recognitions received at the national and international level by

o Doctoral / post doctoral fellows - 01 / NA, Dr. M Jayashankar

o Students - No data available

21. Seminars/ Conferences/Workshops organized and the source of funding (national / International) with details of outstanding participants, if any.

1. International level seminar on Sparrows year 2012

2. Lecture workshop 2013

3. Bioinformatics workshop 2014

4. Ignatian lecture series on –Science and Society” 2016

22. Student profile course-wise:

Year	Name of the Course (CBZ)	Applications received	No. selected	Selected		Pass percentage
				Male	Female	
2012-13		40	31	15	16	98
2013-14		45	43	21	22	99
2014-15		60	59	28	31	96
2015-16		60	59	17	42	97
2016-17		75	70	29	41	

Year	(MCZ)	Applications received	No. selected	Selected		Pass percentage
				Male	Female	

2012-13		50	47	09	38	99
2013-14		60	55	16	39	99
2014-15		40	39	12	27	100
2015-16		45	43	15	28	98
2016-17		55	54	29	41	

Year	Name of the Course (CEZ)	Applications received	No. selected	Selected		Pass percentage
				Male	Female	
2012-13		12	12	03	09	95
2013-14		20	20	11	09	94
2014-15		25	25	12	13	96
2015-16		19	19	11	08	95
2016-17		21	21	07	14	

Year	Name of the Course (CZBT)	Applications received	No. selected	Selected		Pass percentage
				Male	Female	
2012-13	Course not started					
2013-14		40	39	14	25	95
2014-15		34	34	16	18	96
2015-16		34	34	12	22	95
2016-17		50	49	19	30	

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

Defense Services – 03

NET, SLET - NA

24. Student progression

UG to PG 50%

PG to M.Phil. Complete data not available

PG to Ph.D. --

Employed

Campus selection - 5%

Other than campus recruitment- 5%

Entrepreneurs -5%

25. Diversity of staff

Percentage of faculty who are graduates

of the same parent university - 04

from other universities within the state - 01

from other universities from other States - 03

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period. 01

27. Present details about infrastructural facilities

a) Library Central library-No. of books - 1352

b) Internet facilities for staff and students

Available both in the central information centre and campus wi-fi

c) Total number of class rooms -10

d) Class rooms with ICT facility

Available 10 + 3 laboratories

e) Students' laboratories – 03

f) Research laboratories - NA

Number of students of the department getting financial assistance from College.

Yes, Data available in the office

29. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology.

Yes. Biotechnology is a fast growing field in Biological sciences. There was a growing demand for CZBT program. An extensive survey was undertaken by the department from the students, parents and alumni before starting the program.

30. Does the department obtain feedback from faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it?

a. The department of Zoology conducts Board of studies (BOS) meetings every year to revise the syllabus and to get feedback. The members are the faculty of the department, University nominee, subject experts, an alumnus and a representative from industry. They critically examine the theory and practical syllabi, question paper pattern and evaluation methods.

b. Students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same?

Students on staff – Every year the college conducts online teacher evaluation by students. The students compulsorily evaluate all the teachers handling their classes. The report is given to the staff by the Principal.

c. Alumni and employers on the programmes and what is the response of the department to the same?

Feedback from alumni and employers are taken and necessary action is taken either regarding the curriculum or teaching learning processes

31. List the distinguished alumni of the department (maximum 10)

List of distinguished alumni

1. Dr. Neil Lobo - Pasteur Institute, USA
2. Sripriya - Max Plank University, Germany
3. Abhilash Dwaraknath – Max Planck University, Germany
4. Maurice Stanley – University of Cork, Ireland
5. Priyesh Mohanthy – NCBS, Bangalore
6. Fr. Sebastian – Missionaries of Sacred Heart , France
7. Avinash Krishnan – A Rocha, Wildlife Conservation
8. Naren Srinivasan – Wildlife Conservation, working in Amazon forests
9. Aravind –
10. Dr. Namratha Sheshadri – Post doctoral fellow, University of New Jersey

32. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

The department conducts many programs through the Natural Science Association

Workshop in Bioinformatics for final year B.Sc students

Lectures by eminent scientists and doctors

Science exhibition

Biodiversity, Conservation and health care lectures

Certificate courses

33. List the teaching methods adopted by the faculty for different programmes.

1. Class room teaching – Student centered learning, chalk and talk, power point presentations, heuristic aptitude of teaching.

2. Seminars, group discussions, projects and quiz.

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

1. Continuous Internal Assessment (CIA) – Tests, projects, assignments

2. End semester examination

35. Highlight the participation of students and faculty in extension activities. Outreach programmes, fields trips. - NA

36. Give details –

Creating awareness regarding pollution among public.

Cleanliness drive in public places like Lalbagh, Cubbon Park etc.

Creating wildlife conservation and awareness among villagers surrounding Bannerghatta national park, Bangalore.

37. State whether the programme/ department is accredited/ graded by other agencies. Give details.

The College is accredited.

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

Strengths

- Efficient, sincere, committed and hardworking staff
- Well-equipped laboratories and teachers with research experience
- Extra care given to weak and vulnerable students by mentors and welfare officers

Weakness

- Intake of students, campus placements, no government approval for fresh appointments.

Opportunities

- The department of Zoology has the best infrastructure to suffice the needs of the curriculum. The laboratories are well equipped. Many of our students use this facility to carry out UG research activities.

Challenges

- . To promote hard work and uplift the scholastic capacities of students through appropriate motivation and pursue higher studies in the field of biological sciences is a major challenge.

39. Future plans of the department

1. To start M.Sc program in Zoology. (There is a great demand for M.Sc. Zoology by our students. No College in Bangalore offers this program except the University of Bangalore and Govt. Science College).

23. EVALUATIVE REPORT OF THE DEPARTMENTS: FRENCH

1. Name of the Department & its year of establishment: French, founded in 1882 by French Foreign Missionary Fathers.
2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): As a language option offered to UG students.
3. Interdisciplinary courses and departments involved: N.A
4. Annual/ semester/choice based credit system: Semester based credit system.
5. Participation of the department in the courses offered by other departments: N.A
6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors):
Ans: 1 unaided (Assistant Professor).
7. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name of the Faculty	Qualification	Designation	Specialization	No of years of teaching Experience
Mrs. Satyasree. Balijepally	C1 DALF, B.C.J, Currently pursuing M.A (French, B.U)	Assistant Professor	N.A	4

Percentage of classes taken by temporary faculty – programme-wise information:

9. Programme-wise Student Teacher Ratio: U.G 75:1
10. Number of academic support staff (technical) and administrative staff: sanctioned and filled: None
11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise. : None
12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received: None
13. Research facility / centre:
With:
o state recognition - no
o national recognition - no
o international recognition - no
14. Publications: None
15. Details of patents and income generated Experience: N.A
16. Areas of consultancy and income generated: N.A
17. Faculty recharging strategies: Attending seminars, workshops, attending cultural events at the Alliance Française, Borrowing material from the Alliance library (books, newspapers, audio-visual material.
19. Student projects
 - percentage of students who have done in-house projects including inter-departmental: less than 1%
 - percentage of students doing projects in collaboration with industries / institutes: less than 1%
20. Awards / recognitions received at the national and international level :none
Hamsini Sukumar B 2 DELF, pursuing a P.G course in Pure mathematics (taught in French) at the University of Paris; (won a scholarship through the Campus France @ the Alliance Francaise). September,2015
Question 21 &22 no response.

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

Program/Exam	No. of Students who qualified DELF during last 3 years	
	2013	2014
DELFF		
A1	1	2
A2	2	1
B1		2
B2		2

24. Student progression

Student Progression	Percentage against enrolled
UG to PG	35%
P.G to M. Phil	-
Ph. D to Post-Doctoral	-
Employed Campus Selection	>1%
Employed Other than Campus recruitment	16%
Entrepreneurs	No data available

25. Diversity of staff

Percentage of faculty who are graduates

of the same parent university: N.A

from other universities within the State : N.A

from other universities from other States :N.A

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period. NA

27. Present details about infrastructural facilities

a) Library: Common library for U.G

b) Internet facilities for staff and students: Available

c) Total number of class rooms: 1

d) Class rooms with ICT facility:

e) Students' laboratories

f) Research laboratories

Number of students of the department getting financial assistance from College: Information not available with department.

29. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology.NA

30. Does the department obtain feedback from

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it?

Yes. Board of Studies (BOS) meeting, incorporating suggestions made to curriculum.

b. students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same? No

c. alumni and employers on the programmes and what is the response of the department to the same? No.

31. List the distinguished alumni of the department (maximum 10)

1. Hamsini Sukumar

2. Siddarth Ganesh

3. Vishal G. Anand.

4. Timothy Jairaj.

32. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

S.No	Conference Organized	Year	Designation
1.	—Life in France and Higher Education in France”	2014-15	Director of Pedagogy, Ms. Alexandra Dourver ; Coordinator, Campus France, Madhuri Welling.

33. List the teaching methods adopted by the faculty for different programmes.

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

35. Highlight the participation of students and faculty in extension activities: students take part in Outreach activities

36. Give details

State whether the programme/ department is accredited/ graded by other agencies. Give details.: NA

37.State whether the programme/ department is accredited/ graded by other agencies. Give details.

NA

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department:

STRENGTHS:

1. The French department deploys and utilizes, —multiple teachings aids” like audio documents, movies, songs, comic strips, french magazines and newspapers, short story extracts etc. that expose students to real life situations and helps develop and utilize the language skills. Moreover, such an —experience”, accelerates their comprehension of the language in a more natural ecosystem.

2. The department adopts a unique —teaching methodology”, that allows students more time to discuss, prepare and participate in activities like speaking/comprehension sessions, in both team and individual based formats. This brings about a lot of team work and drives the underlying principle of —Language is best learnt when practiced/spoken”.

3. The department encourages students, —creative freedom” to express themselves, as it helps articulation of thought through the usage of the language, which helps mitigate psychological barriers of fear, Shyness and ego, which are obstacles to learning a language.

Weakness:

1. Lack of variety in educational material.

Opportunities:

1. Programmes can be started to help weak students.

2. Programmes can be stated for improving the speaking skills of students.

3. Can organize invited lectures/workshops/conferences.

Challenges:

1. Student: teacher ratio very high (1 teacher for 150 students)which affects the attention and time spent on the individual needs of the students is compromised.

2. Difficulty in handling large batches.

3. overburdened by administrative/exam related work.

39. Future plans of the department:

1. The department plans to conduct a seminar on the —Impact of the French Revolution on the advent of democracy and development of modern constitutions”.

2. Faculty plans to complete P.G.

24. EVALUATIVE REPORT OF THE DEPARTMENTS: HINDI

1. Name of the Department & its year of establishment Hindi-1951
2. Names of Programmes / Courses offered
UG- B.A, BSW, BSc, BCA, BCom
3. Interdisciplinary courses and departments involved
4. Annual/ semester/choice based credit system: Semester System
5. Participation of the department in the courses offered by other departments
6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors)
Sanctioned Filled
Professors - 00
Associate Professors - 02
Asst. Professors -01
7. Faculty profile with name, qualification, designation, specialization.

Name	Qualification	Designation	Specialization
Dr. Fariyal Shaikh	M.A, Ph.D	Associate Professors	Ph.D
Mr. Nagarajan E.M	M.A, M.Phil	Associate Professors	
Mr. Pathan Hasan	M.A	Asst. Professors	

8. Percentage of classes taken by temporary faculty – programme-wise information
1. 1st& 2nd year B.A 6 classes per week, 1st BSc 4 classes per week, 1st& 2nd BCom 6 classes per week
9. Programme-wise Student Teacher Ratio 75:1
- Publications
1. Hasan pathan "yetharth ke dharatal ki kavitaieia Aur uski vividhita: Narayan Surve " is published in 'sahitya kunj (e-journal) Canada, vol. 10,issue 109, June 2016. ISSN 2292-9754
2. Hasan pathan "Muslim vimarsh ke aaine se kishorilal Goswami ke upanyas: ek kataksh " in a book ' hindi sahitya me samajik chunautiya ', Srijanlok prakashan, vashishth nagar, ara (Bihar)ISBN 978-81-932362-7-7 P. N.72 to 76.
3. Hasan pathan Presented Paper International Conference on 'Hindi sahitya me samajik chunautiya Vivechana Evam Vimarsh ' Organised by Department of Hindi, Baldwin Women's Methodist College, Bangalore 23&24 September 2016.
Question 10 to 24 no response.

25. Diversity of staff

Dr. Fariyal Shaikh	Bangalore university
Mr. Nagarajan E.M	Bangalore university
Mr. Pathan Hasan	Maharashtra

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period. -
27. Present details about infrastructural facilities -Nil-
 - a) Library: Department-1500 books
 - b) Internet facilities for staff and students Yes
 - c) Total number of class rooms – 10 class rooms
 - d) Class rooms with ICT facility OPH
 - e) Students' laboratories -Nil-
 - f) Research laboratories -Nil-
28. Number of students of the department getting financial assistance from College. -Nil-
30. Does the department obtain feedback from Yes.
31. List the distinguished alumni of the department
32. special lectures / workshops / seminar) with external experts
33. List the teaching methods adopted by the faculty for different programmes.
Group discussion, supplement notes, documentaries, use of slides, Interties, Advertisement etc for CIA activities

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

Through BOS meeting, syllabus, CIA, Test, Exams

35. Highlight the participation of students and faculty in extension activities.

36. Give details

State whether the programme/ department is accredited/ graded by other agencies. Give details.

NA

37. No response

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

Strengths

1. Faculty well experienced having more than 20 years teaching experience.
2. Active Hindi parishad giving students a wide range of leadership qualities and developing
3. Department has a well equipped library having more than 1500 books
4. Conducts certificate course and exhibitions regularly
5. Faculty members also guide and encourage students to do term paper in Hindi

Weaknesses

1. Majority of the student's are from non hindi speaking states
2. Poor communication skills hamper discussions and interaction among students in Hindi
3. Students are more inclined towards their core subjects.
4. No original work in term paper most of it is copy paste.
5. Handful of students only conduct parishad activities.

Opportunities

1. Remedial classes should be taken regularly
2. Class interactions should be encouraged
3. Participation certificate should be awarded as per the activities
4. Assignments should be given regularly, at least 2/3
5. Feed back from the students per semester should be collected

39. Future plans of the department.

1. Seminar for the students of second year BA & BSc of our college
2. Intercollegiate seminar for the students
3. Inviting series of Guest Lecture
4. Literary get together of the Hindi teachers of either autonomous colleges or 10 to 15 private colleges and government colleges
5. Bhartiya Bhashaon ka sangam- literary competitions for the students
6. To start few more honors program from the department.
7. To start a literary Magazine for the staff and the students

25. EVALUATIVE REPORT OF THE DEPARTMENTS: SANSKRIT

1. Name of the Department & its year of establishment: German, founded in 1967.
2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): As a language option offered to UG students.
3. Interdisciplinary courses and departments involved: N.A
4. Annual/ semester/choice based credit system: Semester based credit system.
5. Participation of the department in the courses offered by other departments: N.A
6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors):
Ans: 1 unaided (Visiting Assistant Professor).
7. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.)

Name of the Faculty	Qualification	Designation	Specialization	teaching Experience
Mr Prasanna	PG	Assistant Professor	PG	4

Questions 8 to 39 no response.

26. EVALUATIVE REPORT OF THE DEPARTMENTS: TAMIL

1. Name of the Department & its year of establishment: Tamil, founded in 1967.
2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): As a language option offered to UG students.
3. Interdisciplinary courses and departments involved: N.A
4. Annual/ semester/choice based credit system: Semester based credit system.
5. Participation of the department in the courses offered by other departments: N.A
6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors):
1 unaided (Visiting Assistant Professor).
- 7

Name of the Faculty	Qualification	Designation	Specialization	years of teaching Experience
Ms. Arockia	PG	Assistant Professor		4

Questions 8 to 39 no response

27. EVALUATIVE REPORT OF THE DEPARTMENTS: GERMAN

1. Name of the Department & its year of establishment: German, founded in 2008.
2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): As a language option offered to UG students.
3. Interdisciplinary courses and departments involved: N.A
4. Annual/ semester/choice based credit system: Semester based credit system.
5. Participation of the department in the courses offered by other departments: N.A
6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors): 2 unaided, part time
7. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.)

Name of the Faculty	Qualification	Designation	years teaching Experience
Mr. Daniel	PG	Assistant Professor	6
Ms. Bhamini	PG	Assistant Professor	2

Question 8 to 39 no response

28. EVALUATIVE REPORT OF THE DEPARTMENTS: KANNADA

1. Name of the Department & its year of establishment: KANNADA established in 1967.
2. Names of Programmes / Courses offered (UG)
U.G. for all undergraduate classes as second language
3. Interdisciplinary courses and departments involved : None
4. Annual/ semester/choice based credit system: Semester and Choice Based Credit System
5. Participation of the department in the courses offered by other departments: we are encouraging the students to participate in different courses which are conducted by other departments.
6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors)
Sanctioned Filled
Professors:Nil
Associate Professors:01
Asst. Professors: 02
8. Faculty profile with name, qualification, designation, specialization

No. of Years :27years		No. of Ph.D. :		
Name:	Qualification	Designation	Specialization	Students
Dr B.N.Poornima	M.A.; PH.D	Asso prof	linguistics	02
Dr.Eraiah	M.A.; PH.D	Asst prof	criticism	
Dr.Poornima.S	M.A.; PH.D	Asst prof	folklore	
Dr.Vijayraghavan (retired)	M.A.; PH.D	Asso prof		2

Percentage of classes taken by temporary faculty – programme-wise information

9. Programme-wise Student Teacher Ratio : I Year B.A. =65:01; II Year B.A.=61:01; I Year B.sc.=75:01; II Year B.sc:62:01.
I B.com:95:01, II B.com:80:01.
10. Number of academic support staff (technical) and staff: sanctioned and filled: Nil
11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise. : Nil
12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received: Nil
13. Research facility / centre with: Nil
14. Publications:

	No. of books publish	ISBN	ISSN
Monograph	Nil		
Chapters in Books	Nil		
Editing Books	1	ISBN:978-93-85061-34-9	NA

Dr.Poornima B.N:

1. Hennina Moulakarana Chitrana Mathu Sahithya Madyamagallali Balake: Editor- Dr.Vanajakshi R .Huliyar, 2017, ISBN: 978-81-9334477-0-5
 2. Janapadaralli Konthyamma: Editor- Dr.Vanajakshi R Huliyar, 2017, ISBN: 978-81-9334477-0-5.
 3. Prasthutha Samajakke Dasa Sahityada Koduge: Editor –Dr.B. R. Narshimhamurthy And Dr.B N Poornima. 2016: Isiri Prakashana Publications, Bengaluru-72, ISBN: 978-93-85061-34-9.
 - 4.Book : Krishna Chaitanya: Editor Dr.B .N. Poornima: Isiri Prakashana Publications, Bengaluru-72,ISBN:978-93-85061-34-9
- Dr.Eraiah
5. Madyamagala Samjika Honegarike: Editor- Dr.Vanajakshi R Huliyar, 2017, ISBN:978-81-9334477-0-5.
 6. Dr.Poornima B S

Yuvajanagada Mele Madyamagala Parinama: Editor- Dr.Vanajakshi R Hulyar, 2017, ISBN: 978-81-9334477-0-5.

15. Details of patents and income generated: Nil

16. Areas of consultancy and income generated: Nil

17. Faculty recharging strategies

Attending mandatory Refresher Courses and other in-service training programmes/seminars/workshops etc.

Dr.Poornima B.N

1. Paper presented on —Henima Moulikarana Chitrana Mathu Sahithya Madyamagallali Balake”. Organised By Govt First Grade College , Rajajinagar, Bengaluru. And Pusthaka Pradikara.

2. Chair Person In National Seminar On —Kivempu Sahityadalli Samakalinathe” Organised By Government First Grade College And Kannada Pusthaka Pradikara Held On 20-02-2017.

3. Two Day National Seminar On —Dudva Mahilege Agochara Gaju Kavachadaloge Nirbandisalpattiruvale / Akege Agochara Ade Tade Astithva Ideye” Organised By St.Josephs College(Autonomous) Department Of Sociology. Held On 02-03-2017.

4. Kannada Sahithya Bahumuki Nelegalu” Organised By Christ University Department Of Kannada And Sahithya Academy Held On 26-08-2016.

Dr.Eraiah

5.Kannada Sahithya Bahumuki Nelegalu” Organised By Christ University Department Of Kannada And Sahithya Academy Held On 26-08-2016.

6.Presented On —Madyamagala Samajika Honegarike” Organised By Govt First Grade College, Rajajinagar, Bengaluru .And Pusthaka Pradikara. Held On 22-02-2017.

7. Paper Presented In National Seminar On —Angatitha Valaya Dalli Mahileyaru” Organised By St.Josephs College(Autonomous) Department Of Sociology Held On 02-03-2017

Dr.Poornima B S

8.Paper Presentation In National Seminar On —Kuvempu Sahityadalli Prema Kavithhegalu” Organised By Govt First Grade College- Jayanagar. Held On 20-02-2017.

9.Paper Presentation In National Seminar On —Yuvajanangada Mele Madyamagala Parinama” Organised By Govt First Grade College – Rajajinagar . And Pusthaka Pradikara. Held On 22-02-2017.

10. Paper Presentation In National Seminar On —Dudva Mahileya Matruthva Prathipadane Ondu Charche” Organised By St.Josephs College(Autonomous). Department Of Sociology Held On 02-03-2017.

11. Seminar Attended: Kannada Sahithya Bahumuki Nelegalu Organised By Christ University Department Of Kannada And Sahithya Academy Held On 26-08-2016.

18. Student projects

• percentage of students who have done in-house projects including inter-departmental: 0
percentage of students doing projects in collaboration with industries / institutes

19. Awards / recognitions received at the national and international level by

• Faculty : Nil

• Doctoral / post doctoral fellows: Awarded for Two students under the guidance of DR.B.N POORNIMA.

• Students :Nil

20. Seminars/ Conferences/Workshops organized and the source of funding (National / international) with details of outstanding participants, if any. - nil

21. Student profile course-wise: No Data

22. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations? : No data .

23. Student progression

UG to PG :25%

Other than campus recruitment 65%

Entrepreneurs 5%
Campus selection : 5%

25. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period:03

26. Present details about infrastructural facilities

a) Library : yes

b) Internet facilities for staff and students: Yes

c) Total number of class rooms: sufficient

d) Class rooms with ICT facility: Yes

e) Students' laboratories: NA

f) Research laboratories: NA.

26. Number of students of the department getting financial assistance from College. - NA

27. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology. - NA

28. Does the department obtain feedback from

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it?

Yes. Necessary changes are incorporated in the Syllabus.

b. students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same?

Good

c. alumni and employers on the programmes and what is the response of the department to the same? Alumni and Industry Representative on the Board of Studies gives the feedback and necessary action is taken.

Kannada sangha through face book,

29. List the distinguished alumni of the department (maximum 10)

30. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

Guest Lectures by eminent persons from Academics and Industry, Industry Visits, Student Documentation etc.

31. List the teaching methods adopted by the faculty for different programmes. Lectures using Chalk & Board, OHP, Power point, Screening of documentaries, discussions using press cuttings.

32. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

Through Student Feed Backs and Feed Back from Alumni

33. Highlight the participation of students and faculty in extension activities. Participation, paper presentation in various seminars, Internships etc.

34. Give details. Participation and Paper Presentation in National and International Seminars.

35. State whether the programme/ department is accredited/ graded by other agencies..- No

37. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department. No response.

38. Future plans of the department

Faculty to concentrate more on publishing and paper presentations.

Assist in Organizing Inter-Departmental Regional/National Seminars.

III CYCLE ACCREDITATION

PEER TEAM REPORT 2012

ACTION TAKEN REPORT - 2012-2017

This section presents an account of the action taken by the college after the NAAC peer team's visit of 2012. The following were their observations and recommendations:

I.C.2 Teaching and Learning Evaluation

Teaching and Learning process: More emphasise on ICT teaching is required.

The college has made steady progress in terms of increased use of ICT in teaching-learning as the college has increased the ICT capacity. Teachers have increased access and use ICT in class rooms liberally. All teachers are computer savvy. Some courses use MOODLE and MOOCs as assignments and several others give assignments based on INFLIBNET usage. Some encourage writing blogs. Software is also being used in teaching non computer courses like Math, Economics and English.

C.3 Research, Consultancy and Extension:

Consultancy: More scope for fund generation through professional consul. Limited consultancy in place

There has been an increase in the consultancy services provided by our faculty which is better than it was during the earlier cycle. The increased demand on time for research, teaching and administration continue to be a handicap for the faculty to provide consultancy outside of work hours.

C.4 Infrastructure and Learning Resources:

Physical Facilities for learning: ICT infrastructure requires enhancement

ICT as Learning Resources: Adoption of ICT based teaching on day to day basis required

The college has been declared as College Of Excellence By UGC and is also a DBT – FIST College. It has also received several research grants for minor and major research projects. All has enhanced the ITC facility in college with all departments having computers/ lap tops and almost all class rooms having ICT facilities. The wifi connectivity has been upgraded. The college has acquired soft ware for student data base management and in providing library services. Students can now check their attendance and marks online. Biometric attendance marking system for staff has been introduced. INLIBNET use is popular among students. College admissions of students have gone online.

C.6 Governance and Leadership

Financial Management and Resource Mobilizations: More emphasis on resource mobilization required

The construction of new auditorium with a seating capacity of 1260 has seen increased renting of the infrastructure facility of the college on a regular basis. The increase in the number of both major and minor research projects has helped increased financial resource mobilization of the college .There has also been more donations for scholarships for students and other services.

Overall Analysis

II. Institutional Strengths:

Dedicated team of faculty and management

Societal good will and positive brand image

Catering to the educational needs of marginalized and middle class society

Pro-quality culture with proper infrastructure
Academic collaborations with national/international institutions
The college enjoys these strengths even more.

III. Institutional Weakness:

Inadequate land and space

The college management has purchased land in Nelamangala and other places to build new facilities. In due course some of the courses will move out to these places. This will help the college overcome the problem of inadequate land. Two new buildings are coming up in the exiting land -an administrative block and a multi storeyed building which will house a sports complex.

Limited choice of electives for students

The college has followed the UGC recommendation to follow the Choice Based Credit Courses after receiving directions from Bangalore University. Today there are fifty four choice based credit courses offered to students both at the PG and UG courses. The three major systems which is the pattern of the Bangalore University continue to be followed which permits students to learn a combination of any three subjects.

Limited digital library resources

IBFLIBNET, DELNET and Galileo and JSTOR have been subscribed/ procured by the library.

Placement and consultancy services are inadequate

Most students continue to opt for pursuing higher education even today and so their dependence on placement service continue to lower than expected. The college set up the Centre For Skill

Development and Placement in **June 2012** as a response to the peer team observation. It has been functioning well with several companies visiting the campus and offering placement and has been helping students desirous of getting placed. The centre has the following objectives:

- Information Dissemination regarding various higher education courses, competitive examinations and vacancies in the job market.
- Organize raining program for a variety of skills development required in the labor market.
- Internships: To establish contacts with various government, non governmental and private sector for lectures, internships and in -house training.
- Placement Interviews: Finally accept prospective employers desirous of employing students from various disciplines to conduct placement interviews and recruit final year students.
- ***Inadequate “state of art” ICT infrastructure***

Post third cycle almost all class rooms have LCD and teachers and students use digital resources for teaching and learning. Reading material, assignments and on line tests are also part of the digital use. College is one of the largest users of INFLIBNET services in India

Conventional teaching methodology with occasional use of ICT

Conventional method of teaching is still used by most teachers as it has been found to be personal and of good quality and permits more interaction with students. It is supplemented by the use of ICT to provide variety, and add new dimensions to the subject taught.

IV. Institutional Opportunities:

Introduction of new UG/PG courses and programmes and through choice based credit system

It has already been introduced and has been mentioned in the last section of this report Received permission from Bangalore University to start research (PhD) in English and physics.

Development of vocational courses namely B-Voc in Digital Media and Animation and BVoc in Film making has been introduced.

Introduced two **industry-oriented** courses namely EJP (English –Journalism and Psychology) and CPE –communicative English Political Science And Economics

Introduced two **industry-integrated** courses namely M.Sc in Big data analysis and B.Com-BPS Business Processing Services. These courses are offered by Tata Consultancy Services (TCS) in the college

Discussions are on for collaborative work with a few foreign universities. Discussions are on with Seattle University for faculty exchange and research collaborations.

The college has set up the Josephite Research Forum- a platform to encourage and undertake multi-disciplinary and collaborative research projects among students and faculty.

The college has set up a Research Committee and it has funded research project among its faculty

DBT Star project has seen multidisciplinary approach to teaching and research

V. Institutional Challenges:

Improving consultancy system

Since the last NAAC peer team visit, teachers have engaged in providing more consultancy services, however academic and administrative workload continues to pose a challenge to take up consultancy.

Resource mobilization for financial independence

The good will of the college has helped college to get many philanthropists to donate to the college. Renting out college infrastructure especially the new auditorium complex has helped college get resources. The faculty have been granted for research projects grants and for conducting seminars and workshops by various national agencies and this helped college get resources. The college has also received grants from the UGC for CPE and CE during the post third cycle period.

Attracting and retaining quality teachers

The college is in the process of recruiting talented and quality young teachers under the management tenure as many of the senior UGC aided teachers are retiring in the next couple of years. The college has upgraded the salary structure which is currently close to the UGC scale and increased the tenure of management teachers. Advertisements are put up in local news papers and applicants from different parts of the country apply for teaching and also attend interviews. The response has been good. However with increased job opportunities in the city of Bangalore, retaining staff for some discipline continues to pose challenge.

VI. Recommendations for Quality Enhancement of the Institution

Introduction of new PG/UG courses in Psychology, Fine Arts, Performing Arts (music, drama, folk arts). education and teacher training, PG in Bio-technology, Sustainable Development and Nanotechnology, starting of new courses in green chemistry modules, Honours course in Humanities and Basic Sciences

In response to this suggestion the college has started several courses post third cycle.

UG Level

- EJP- English, Journalism and Psychology
- CPE-Communicative English, Political Science, and Economics
- CZBT- Chemistry, Zoology, and Biotechnology
- UGC- B.Voc. Filmmaking,
- UGC-B.Voc.Digital Media and Animation
- B.Com., regular
- B.Com-BPS an industry-integrated course with TCS (TATA Consultancy Services)
- At the PG level
- M.Sc. Mathematics
- M.Sc.-Big Data Analytics an industry-integrated course with TCS (TATA Consultancy Services)
- **Certificate courses** in Performing Arts (Music, Drama, Folk Arts) has been introduced.
- Green chemistry modules have been incorporated into the syllabi
- Allow PhD guideship to qualified college teachers by Bangalore University
- Have applied for RUSA, and applied to Bangalore University seeking permission to offer guide ship in two disciplines namely Physics and English. University has finally permitted the introduction of PhD course in both the subjects.
- Developing INTRANET and to be a part of National Knowledge Network of HRD Ministry
- College library is registered with INFIBNET and one of the highest users of INFIBNET in the country and also has DELNET subscription.
- Subscription to e-journals for all disciplines available in college
- Through the subscription of INFLIBNET and DELNET most of the e journals required by students is available on line and is also part of open courses materials. The College has subscribed to JSTOR as well.
- Strengthening soft skill development, placement cell with placement officer, career counseling.
- Skill development courses in the form of HRD and IGNITOR courses has been in place in the college and is a thirty credit course which is mandatory for all students.
- Centre for skill development and placement was set up in 2012 with a full time placement officer. Currently the placement officer is also the PRO of the college. The centre has been active in promoting skill development and placement for students. Several companies have come for offering placement services. The centre also provides career counseling
- Besides there are four counselors each attending student need in three blocks of the college and assist them in career planning as well.
- Systematized IQAC

- The IQAC is much better organized with a documentation centre, a room for conducting meetings, and regular meetings are held. Minutes of meeting have also been recorded
- Undertake a campaign to attract students to basic sciences
- Teachers visit other degree and pre university colleges as resource persons and as Board of Studies members which has made the college well known among other colleges in the city. Students participate in intercollegiate events both inside the city and elsewhere which has made the college known outside the city. The commencement of on line admissions has resulted in manifold increase in number of students applying for basic sciences course and classes are full.
- College Industry tie- ups and system of industrial attachment for students
- The college mission is to create men and women for others and thus largely caters to academic ,research and societal goals and therefore only necessary and meaningful courses with industry interactions are pursued .Internships has been mandatory part of PG courses in Economics, Political Science and Micro Biology and many students opt for internship from the UG classes as well. Two industry integrated courses have been introduced namely Big Data Analytics and B.Com industry integrated BPS (Business Process Services) with industry leader TCS. Media and film making also has industry component in their curriculum.
- Construction of girls hostel
- The college has signed an MOU with Sneha Nilaya convent to provide boarding facilities for girl students
- Opening of medical centre
- An infirmary has been opened in the college premises though the college is located close to three major hospitals and has tie up with one of the multispecialty hospitals, viz., St. Philomena’s Hospital, Bangalore which is in close vicinity of the college.
- Karnataka government should support filling up vacant teaching posts for quality enhancement
- The college is in negotiation with the Govt Of Karnataka to fill up vacant posts and is taking legal recourse on this matter.
- Upgradation of UG science labs
- All science lab have been upgraded with funds available from the CE/CPE and college management grants and research projects.
- Development of language labs
- The college has set up a language lab with required facilities and currently the college news paper is being developed here and practical classes for the Journalism and Communicative English courses are held there.
- Autonomous status of college has to be honoured in letter and spirit by affiliating university
- The university has been supportive of the college’s academic achievements
- Converting all classroom into smart or digital classrooms
- About eighty percent of all class rooms are digital

Conclusion

College has made steady progress in all spheres and has become more quality conscious than ever before in the pursuit of providing quality education to the needy and the marginalized.

ANNEXURE



ST. JOSEPH'S COLLEGE (Autonomous)

ಸಂತ ಜೋಸೆಫ್‌ರ ಮಹಾವಿದ್ಯಾಲಯ (ಸ್ವಾಯತ್ತ)
P. O. Box 27094, 36, Lalbagh Road, Bangalore - 560 027
Ph : 2221 1429, 2227 4079, Fax : 080-2224 5831

Ref. :

Date :

Certificate of Compliance

This is to certify that St. Joseph's College (Autonomous), Bangalore fulfills all norms

1. Stipulated by the affiliating University and/or
2. Regulating Council/Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc.] and
3. The affiliation and recognition [if applicable] is valid on date.

In case the affiliation/recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or recognition by the Regulatory Council as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Date: 6-03-2017


Dr. Fr. Victor Lobd SJ

Principal/Head of Institution

Place: Bangalore

• Re-Accredited by NAAC with 'A' Grade • College of Excellence - UGC
Website : www.sjc.ac.in E-mail : admin@sjc.ac.in



ST. JOSEPH'S COLLEGE (Autonomous)

ಸಂತ ಜೋಸೆಫರ ಮಹಾವಿದ್ಯಾಲಯ (ಸ್ವಾಯತ್ತ)

P. O. Box 27094, 36, Lalbagh Road, Bangalore - 560 027

Ph : 2221 1429, 2227 4079, Fax : 080-2224 5831

Ref. :

Declaration by the Head of the Institution

Date :

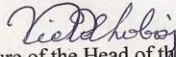
I certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Place: Bangalore

Date: 06-03-2017


Signature of the Head of the Institution
with seal
Principal
St. Joseph's College (Autonomous)
P. Box 27094, BENGALURU-560 027

Annexure - 3
000005

0003

④

University Grants Commission
Bahadur Shah Zafar Marg,
New Delhi-110002.

Dated Dec, 82.

22 DEC 1982

University,

of colleges prepared under Sec.2(f) of the
Act, 1956 -inclusion of new colleges in the -
.....

is directed to refer to your letter No. DEVD4EIB 176-81
1-82 on the above subject and to say that the name of
the college has been included in the above list
of Govt. colleges teaching upto Bachelor's degree.

The College

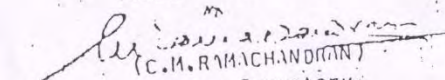
Year of Estt.

St. Joseph's College, Bangalore
(continuous affiliation)
Joseph C. Molapety S.J.

1972-73
(Year in which the college
was split into three
units)

Indemnity Bond and other documents in respect of the
college have been accepted by the commission. The college
is eligible to receive assistance from UGC and central sources
as per the rules framed under section 12-A of the

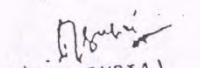
Yours faithfully,


(C.M. R. NACHANDRAN)
Under Secretary.

Forwarded to:

Principal, St. Joseph's College,
Bangalore.

Officers/Sections in the UGC office.


(O.P. GUPTA)
For Secretary.

तार : यूनीग्रान्ट्स
GRAMS : UNIGRANTS

दूरभाष : 279241
Phone : 27 92 41
टेलिग्रा : 31-6213
Telex : 31-6213

विश्वविद्यालय अनुदान आयोग
UNIVERSITY GRANTS COMMISSION

All communications should be addressed to the
Secretary by designation and not by name

बहादुरशाह ज़फर मार्ग
BAHADURSHAH ZAFAR MARG

संख्या F.8-7/85(CR/M)

नई दिल्ली-2 दिनांक 28, 1985
NEW DELHI-2, Dated

28 MAY 1985

The Registrar,
Bangalore University,
Bangalore

Subject: Inclusion of Colleges under Section 12(B) of the
U.G.C. Act-1956, Karnataka State Universities
(Amendment) Act, 1982

Sir,

I am directed to say that in accordance with the Karnataka
State Universities (Amendment) Act, 1982, permanent affiliation
may be granted to a college by the University which was affiliated
continuously for a period not less than five years and fulfilled
all the conditions of affiliation and attained the academic and
administrative standards provided by the University from time to
time. Accordingly, you are now requested to supply a copy of the
notification regarding permanent affiliation of the under-mentioned
two colleges to consider the matter further:

- (1) M.M.K.R.V. Ist Grade College for Women, Bangalore.
- (ii) St. Joseph's College, Bangalore.

An early reply is requested.

Yours faithfully,

Sd/-
(S.P. Gupta)
Under Secretary

Copy to:-

1. The Principal, M.M.K.R.V. Ist Grade College for Women, Bangalore.
2. The Principal, St. Joseph's College, Bangalore.
3. File No. F.8-7/85(CR/M)

R. K. Dureja
(R.K. Dureja)
Section Officer

1907
31/01/17

ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ



ಸಂಖ್ಯೆ: ಎ.ಎ-ಇ.ಎ:ಸಾಮಾನ್ಯ ಶೈಕ್ಷಣಿಕ, ಬೆ.ಆ.2016-17

ಪ್ರಾಚಾರ್ಯ
ಬೆಂಗಳೂರು-56
ದಿನಾಂಕ: 12-01-2017

ಅಧಿಸೂಚನೆ

ವಿಷಯ: 2016-17ನೇ ಸಾಲಿನಿಂದ ಬೆಂಗಳೂರಿನ ಸ್ನೇಹ್ ಜೋಸೆಫ್ ಕಾಲೇಜಿಗೆ
ಪ್ರಾಧ್ಯಾಪಕರನ್ನು ನೇಮಕಿಸುವ ಬಗ್ಗೆ.

- ಉಲ್ಲೇಖ : 1. ಸರ್ಕಾರದ ಪತ್ರದ ಸಂಖ್ಯೆ/ಇಡಿ/08/ಯು.ಬಿ.2016 ದಿನಾಂಕ:28-12-2016.
2. ವಿಶ್ವವಿದ್ಯಾಲಯ ಧನ ಸಹಾಯ ಅಯೋಗ, ನವದೆಹಲಿ ಇವರ ಪತ್ರ
ದಿನಾಂಕ: 19-04-2016.

ಸರ್ಕಾರಿಕ ರಾಜ್ಯ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳ ಅಧಿನಿಯಮ 2009ರ 69ನೇ ಪ್ರಕಾರಣದ (೨)ನೇ ಉಪಪ್ರಕರಣದ ಅಡಿಯಲ್ಲಿ ಮತ್ತು ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯದ ಪ್ರಾಧ್ಯಾಪಕ ಕಾಲೇಜು/ಸಂಸ್ಥೆ ಪರಿನಿಯಮಾವಳಿ-2005 ಪ್ರಕರಣ 4.8ರಡಿಯಲ್ಲಿ ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯವು ಬೆಂಗಳೂರಿನ ಸ್ನೇಹ್ ಜೋಸೆಫ್ ಕಾಲೇಜಿನ ನಡವಳಿಯವ ಈ ಕೆಳಗೆ ನಮೂದಿಸಿರುವ ಕೋರ್ಸುಗಳಿಗೆ ತಳಕಂಡ ಪರಿಶೋಧಕರನ್ನು, ಶೈಕ್ಷಣಿಕ ಪ್ರಾಧ್ಯಾಪಕರನ್ನು 2016-17ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ 2018-19ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನವರೆಗೆ ನೇಮಕಿಸಿ ನುಡಿಸಲು ಮಾಡಲಾಗಿದೆ.

ಕೋರ್ಸು	ವಿಷಯ ಸಮೂಹ	ವಿದ್ಯಾರ್ಥಿ ಪ್ರಮಾಣ
ಬಿ.ಎ.	ಗಣಿತ, ಅರ್ಥಶಾಸ್ತ್ರ, ವಾಣಿಜ್ಯಶಾಸ್ತ್ರ	100 (ನೂರು)
	ಅರ್ಥಶಾಸ್ತ್ರ, ಸಮಾಜಶಾಸ್ತ್ರ, ವಾಣಿಜ್ಯಶಾಸ್ತ್ರ	100 (ನೂರು)
	ಅರ್ಥಶಾಸ್ತ್ರ, ಸಮಾಜಶಾಸ್ತ್ರ, ಕೈಗಾರಿಕಾ ಸಂಬಂಧಗಳು	100 (ನೂರು)
	ಇಂಗ್ಲೀಷ್, ಪತ್ರಿಕೋದ್ಯಮ, ಮನಶಾಸ್ತ್ರ	060 (ಆರವತ್ತು)*
ಬಿ.ಎಸ್ಸಿ.	ಛೇತಶಾಸ್ತ್ರ, ರಸಾಯನಶಾಸ್ತ್ರ, ಗಣಿತ	72 (ಎಪ್ಪತ್ತೆರಡು)
	ಛೇತಶಾಸ್ತ್ರ, ಗಣಿತ, ವಿದ್ಯುನ್ಮಾನ	70 (ಎಪ್ಪತ್ತು)
	ಛೇತಶಾಸ್ತ್ರ, ಗಣಿತ, ಗಣಕವಿಜ್ಞಾನ	70 (ಎಪ್ಪತ್ತು)
	ಗಣಿತ, ವಿದ್ಯುನ್ಮಾನ, ಗಣಕವಿಜ್ಞಾನ	50 (ಐವತ್ತು)
	ರಸಾಯನಶಾಸ್ತ್ರ, ಸಸ್ಯಶಾಸ್ತ್ರ, ಪರಿವರವಿಜ್ಞಾನ/ಪ್ರಾಣಿಶಾಸ್ತ್ರ	72 (ಎಪ್ಪತ್ತೆರಡು)
	ರಸಾಯನಶಾಸ್ತ್ರ, ಸಸ್ಯಶಾಸ್ತ್ರ, ಪ್ರಾಣಿಶಾಸ್ತ್ರ	72 (ಎಪ್ಪತ್ತೆರಡು)
	ರಸಾಯನಶಾಸ್ತ್ರ, ಸಸ್ಯಶಾಸ್ತ್ರ, ಜೀವಶಾಸ್ತ್ರ/ಪ್ರಾಣಿಶಾಸ್ತ್ರ	72 (ಎಪ್ಪತ್ತೆರಡು)
	ರಸಾಯನಶಾಸ್ತ್ರ, ಸಸ್ಯಶಾಸ್ತ್ರ, ಜೀವಶಾಸ್ತ್ರಜ್ಞಾನ	60 (ಆರವತ್ತು)
	ಅರ್ಥಶಾಸ್ತ್ರ, ಗಣಿತಶಾಸ್ತ್ರ, ಸಂಖ್ಯಾಶಾಸ್ತ್ರ*	65 (ಆರವತ್ತೈದು)
ರಸಾಯನಶಾಸ್ತ್ರ, ಪ್ರಾಣಿಶಾಸ್ತ್ರ, ಜೀವಶಾಸ್ತ್ರಜ್ಞಾನ*	60 (ಆರವತ್ತು)	
ಬಿ.ಸಿ.ಎ	-	66 (ಆರವತ್ತೈದು)
ಬಿ.ಎಸ್.ಡಬ್ಲ್ಯೂ.*	ಪ್ಯಾಟರಿಲ್ ಅಥವಾ ಸೋಸಿಯಲ್ ವರ್ಕ್	40 (ನಲವತ್ತು)
ಬಿ.ಡಿ.ಸಿ.	ಪ್ಯಾಟರಿಲ್ ಅಥವಾ ಡಿಪ್ಲೊಮಾ ಕಮ್ಯೂನಿಕೇಷನ್*	50 (ಐವತ್ತು)
ಬಿ.ವೋಲ್.	ವಿಷ್ಣುವರ್ಧನ್ ಮೀಡಿಯಾ ಅಂಡ್ ಫಿಲ್ಮ್ ಮೇಕಿಂಗ್	50 (ಐವತ್ತು)
ಬಿ.ವೋಲ್.	ಡಿಪ್ಲೊಮಾ ಮೀಡಿಯಾ ಅಂಡ್ ಅನಿಮೇಷನ್	50 (ಐವತ್ತು)
ಬಿ.ಟಾಂ.*	-	400 (ನಾಲ್ಕುನೂರು)

ಸಂಖ್ಯೆ: ಎ.ಎ-ಇ.ಎ:ಸಾಮಾನ್ಯ ಶೈಕ್ಷಣಿಕ, ಬೆ.ಆ.2016-17

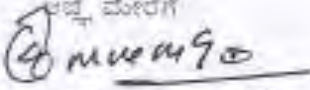
ಕೋರ್ಸು	ವಿಷಯ ಸಮೂಹ	ವಿದ್ಯಾರ್ಥಿ ಪ್ರಮಾಣ
ಎಂ.ಎಸ್ಸಿ.	ಸಸ್ಯಶಾಸ್ತ್ರ	30 (ಮೂವತ್ತು)
	ಸೂಕ್ಷ್ಮಜೀವಶಾಸ್ತ್ರ	30 (ಮೂವತ್ತು)
	ರಸಾಯನಶಾಸ್ತ್ರ	25 (ಇಪ್ಪತ್ತೈದು)
	ಗಣಕವಿಜ್ಞಾನ*	35 (ಮೂವತ್ತೈದು)
	ಭೌತಶಾಸ್ತ್ರ*	30 (ಮೂವತ್ತು)
ಎಂ.ಎ.	ಗಣಿತಶಾಸ್ತ್ರ*	40 (ನಲವತ್ತು)
	ಇಂಗ್ಲೀಷ್	30 (ಮೂವತ್ತು)
	ರಾಜ್ಯಶಾಸ್ತ್ರ	30 (ಮೂವತ್ತು)
ಎಂ.ಎಸ್.ಡಬ್ಲ್ಯೂ.	ಆರ್ಥಿಕಶಾಸ್ತ್ರ*	30 (ಮೂವತ್ತು)
ಎಂ.ಎಸ್.	ಮಾಸ್ಟರ್ ಆಫ್ ಸೋಷಿಯಲ್ ವರ್ಕ್	40 (ನಲವತ್ತು)
ಎಂ.ಎಸ್.	ಕಮ್ಯುನಿಕೇಷನ್*	30 (ಮೂವತ್ತು)

*ಆಟ್ರಿಟ್ ಗುರುತು ಕೋರ್ಸುಗಳ ಕಾಲೇಜು ಸ್ವತಃ ಸ್ವಾಯತ್ತತೆಯಡಿ ಪ್ರಾರಂಭಿಸಲು ಅರ್ಹತೆ ಪಡೆಯುವುದು.

1. ಕಾಲೇಜು ಸ್ನಾತಕ ಪದವಿ ಪೂರ್ವಕವಾಗಿ ನಿಯೋಜಿಸಲ್ಪಟ್ಟಿದೆ.
2. ಕಾಲೇಜುಗಳಿಗೆ ಅನ್ವಯಿಸುವ ಅನುದಾನ ಸಂಯೋಜನೆ ಯಾವುದೇ ಅನುದಾನಗಳಿಗಿಲ್ಲದಂತೆ ಮೇಲ್ಕಂಡ ಕಾಲೇಜುಗಳಿಗೆ ಸರ್ಕಾರದ ಅನುದಾನವನ್ನು ಮಂಜೂರುಮಾಡುವುದಿಲ್ಲ; ಅದು ಶಾಶ್ವತ ಅನುದಾನ ರಹಿತ ಕಾಲೇಜಿಯು ಪರಿಗಣಿಸಲ್ಪಟ್ಟಿದೆ.
3. ಈ ಸ್ವಾಯತ್ತತೆಯು ಶೈಕ್ಷಣಿಕ ಸ್ವಾಯತ್ತತೆಯ ಮಾತ್ರ ಅಗಿಯುತ್ತದೆ.
4. ಈ ಸ್ವಾಯತ್ತತೆಯು ಮಂಜೂರು ಮಾಡಲ್ಪಟ್ಟಿರುವ ಕೋರ್ಸುಗಳಿಗೆ ಮಾತ್ರ ಅನ್ವಯಿಸುತ್ತದೆ.
5. ಕಾಲೇಜು ರಾಜ್ಯ ಸರ್ಕಾರವು ಉದ್ದೇಶಿಸಿರುವ ಮೀಸಲಾತಿ ನಿಯಮಗಳನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳ ಪ್ರವೇಶದಲ್ಲಿ ಮತ್ತು ಸಿಬ್ಬಂದಿಗಳ ನೇಮಕಾತಿಗಳಲ್ಲಿ ತಪ್ಪದೇ ಅನುಸರಿಸಲ್ಪಟ್ಟಿವೆ.
6. ಕಾಲೇಜು ಕಾಲ ಕಾಲಕ್ಕೆ ವಿಶ್ವವಿದ್ಯಾಲಯಕ್ಕೆ ಸಲ್ಲಿಸಬೇಕಾದ, ವಾರ್ಷಿಕ ಶುಲ್ಕ, ನೋಂದಣಿ ಶುಲ್ಕ, ಎಸ್.ಎಸ್.ಎಸ್. ಶುಲ್ಕ, ಅರ್ಹತಾ ಶುಲ್ಕ ಮತ್ತು ಇತರ ಅನ್ವಯಿಸುವ ಶುಲ್ಕಗಳನ್ನು ವಿಶ್ವವಿದ್ಯಾಲಯಕ್ಕೆ ತಪ್ಪದೇ ಸಂದಾಯ ಮಾಡಲ್ಪಟ್ಟಿವೆ.
7. ಪಾಲಿಯಲ್ಲಿರುವ ಸರ್ಕಾರದ ನಿಯಮಾವಳಿ, ಆದೇಶಗಳು ಹಾಗೂ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಅನುಕರಣ, ಸ್ವಾಯತ್ತತಾ ಪರಿವಿಧಿಯಾವಳಿ ಇತ್ಯಾದಿಗಳನ್ನು ಕಟ್ಟುನಿಟ್ಟಾಗಿ ಪಾಲಿಸಬೇಕು;
8. ಕಾಲೇಜು ಸ್ವಾಯತ್ತತಾ ಪರಿವಿಧಿಯಾವಳಿಯಲ್ಲಿ ಕೂಡಿಸಬಹುದಾದ ಕಾಲ ಕಾಲಕ್ಕೆ ಅನ್ವಯಿಸುವ ಪದವಿಗಳನ್ನು ಕಾಲೇಜು ತಪ್ಪದೇ ವಿಶ್ವವಿದ್ಯಾಲಯಕ್ಕೆ ಸಲ್ಲಿಸಲ್ಪಟ್ಟಿವೆ.
9. ಕೋರ್ಸುಗಳಿಗೆ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಪೂರ್ವಾನುಮತಿಯಿಲ್ಲದೆ ಕಾರ್ಯಗಳನ್ನು ಹೆಚ್ಚಿಸಬಾರದು.
10. ವಿಶ್ವವಿದ್ಯಾಲಯವು, ಕಾಲೇಜಿನ ವಿದ್ಯಾರ್ಥಿಗಳೂ, ಭೋಧಕರು ಹಾಗೂ ಭೋಧಕರೇತರ ನೌಕರರ ಬಗ್ಗೆ ಕಾಲಕಾಲಕ್ಕೆ ಪರಿಶೀಲಿಸುವ ನಿಯಮಾವಳಿ/ಪರಿವಿಧಿಯಾವಳಿ ಮತ್ತು ಆದೇಶಗಳನ್ನು ಕಾಲೇಜು ಪಾಲಿಸಲ್ಪಟ್ಟಿವೆ. ಕಾಲೇಜು, ವಿಶ್ವವಿದ್ಯಾಲಯದ ಸಂಯೋಜನಾ ಅಧಿಸೂಚನೆಗನುಸಾರವಾಗಿ ಕೋರ್ಸುಗಳಿಗೆ ನಿಗದಿಪಡಿಸಿರುವ ವಿದ್ಯಾರ್ಥಿ ಪ್ರಮಾಣವನ್ನು ಮೀರದಂತೆ ಹಾಗೂ ವಿಶ್ವವಿದ್ಯಾಲಯವು ಕೋರ್ಸುಗಳಿಗೆ ನಿಗದಿಪಡಿಸಿರುವ ಅರ್ಹತಾ ನಿಯಮಾವಳಿಗಳನ್ನು ಉಲ್ಲಂಘಿಸದಂತೆ ಕೋರ್ಸುಗಳಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಪ್ರವೇಶವನ್ನು ಮಾಡಿಕೊಳ್ಳುತ್ತಿದ್ದು, ಕೋರ್ಸುಗಳಿಗೆ ನಿಗದಿಪಡಿಸಿರುವ ವಿದ್ಯಾರ್ಥಿ ಪ್ರಮಾಣವನ್ನು ಮೀರಿ ವಿದ್ಯಾರ್ಥಿಗಳ ಪ್ರವೇಶವನ್ನು ಮಾಡಿಕೊಂಡಲ್ಲಿ ಸಂಯೋಜನೆಯನ್ನು ರದ್ದುಪಡಿಸಲಾಗುವುದು.
11. ಕಾಲೇಜು, ಕೋರ್ಸುಗಳ ಶಿಕ್ಷಣ ಕ್ರಮವನ್ನು, ವಿದ್ಯಾರ್ಥಿಗಳ ಶೈಕ್ಷಣಿಕವಾಗಿ ಅಭಿವೃದ್ಧಿಗೊಳಿಸುವ ಶುಲ್ಕಕ್ಕೆ ಉತ್ತಮಪಡಿಸಲ್ಪಟ್ಟಿವೆ. ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು, ಸೇವೆಯಲ್ಲಿರುವ ಭೋಧಕರುಗಳನ್ನು ಪ್ರಾಂಶುಪಾಲರು/ಅಧಿಕತೆ ಮಂಡಳಿಯವರು ಸಹಾನುಭೂತಿಯಿಂದ ನೋಡಿಕೊಳ್ಳಲ್ಪಟ್ಟಿವೆ.
12. ಕಾಲೇಜು/ಅಧಿಕತೆ ಮಂಡಳಿ ಶೇ.50ರಷ್ಟು ವಿಶ್ವವಿದ್ಯಾಲಯ ಕೋಟಾಪನ್ನು (ಎಲ್ಲಿ ಅನ್ವಯಿಸುತ್ತದೆಯೋ ಅಲ್ಲಿ) ವಿಶ್ವವಿದ್ಯಾಲಯದ ನಿಯಮಾವಳಿಯ ಪ್ರಕಾರ ನಿಗದಿಪಡಿಸಲ್ಪಟ್ಟಿವೆ; ಮತ್ತು ಕಾಲಕಾಲಕ್ಕೆ ವಿಶ್ವವಿದ್ಯಾಲಯವು

ನಿಗದಿಪಡಿಸುವ ಕುಲ್ಪವನ್ನು ಮಾತ್ರ ವಸೂಲುಮಾಡತಕ್ಕದ್ದು. ವಿಶ್ವವಿದ್ಯಾಲಯವು ನಿಗದಿಪಡಿಸಿದ ಕುಲ್ಪ/ವ್ಯಕ್ತಿತ್ವದ ಚೀಲ ಹೆಚ್ಚಿನ ವ್ಯಕ್ತಿತ್ವವನ್ನು ವಸೂಲು ಮಾಡತಕ್ಕದ್ದಲ್ಲ.

13. ವೈಯಕ್ತಿಕ V/S ರಾಜಸ್ವಾಜಕ ವ್ಯಕ್ತಿ ಸರ್ಕಾರದ ವ್ಯಕ್ತಿತ್ವವನ್ನು ಸಂಬಂಧಿಸಿದಂತೆ, ದಿ.2008/13-8-1997ರ ಸರ್ವೋಚ್ಚ ನ್ಯಾಯಾಲಯದ ತೀರ್ಮಾನಂತೆ, ಕಾಲೇಜು ಅಥವಾ ಕಛೇರಿ, ಕೆಲಸ ನಿರ್ವಹಿಸುವ ಸ್ಥಳಗಳಲ್ಲಿ, ಯಾವುದೇ ವ್ಯಕ್ತಿ/ವಿದ್ಯಾರ್ಥಿ, ಗೆಲುವನ್ನು ಉಂಟುಮಾಡುವುದಾಗಲೀ ಅಥವಾ ಯಾವುದೇ ವ್ಯಕ್ತಿಯಿಂದ(ಬೋಧಕ/ವೋಧಕೇತರ/ ಅಧಿಕಾರಿಯಿಂದ) ಅಥವಾ ವಿದ್ಯಾರ್ಥಿಯಿಂದ ಮಹಿಳೆಯರಿಗೆ/ವಿದ್ಯಾರ್ಥಿನಿಯರಿಗೆ ಯಾವುದೇ ರೀತಿಯ ಹಿಡಿತಳ, ವೈಯಕ್ತಿಕ ಕಿರುಕರ ನೀಡುವುದು ತಿಕ್ಕಾಪಟ್ಟ ಅಪರಾಧವಾಗಿದೆ. ಯಾವುದೇ ವ್ಯಕ್ತಿ/ವಿದ್ಯಾರ್ಥಿ ಈ ರೀತಿಯಾದ ಉಚಿತವಿಧಗಳಲ್ಲಿ ಭಾಗಿಯಾಗಿದ್ದಲ್ಲಿ ಅಂತಹವರನ್ನು ಕೆಲಸದಿಂದ/ ವಿದ್ಯಾರ್ಥಿವೇತನದಿಂದ ದಿವ್ಯಾಂತರಿಸಲಾಗುವುದಾಗಿದೆ. ಕಾಲೇಜು ಈ ರೀತಿಯ ಅಪರಾಧಗಳನ್ನು/ಉಚಿತವಿಧಗಳನ್ನು ಮೃದುವಾಗಿ ಸರ್ವೋಚ್ಚ ನ್ಯಾಯಾಲಯದ ಆದೇಶದಂತೆ ವಾದ್ಯ ವಸೂಲಿಯನ್ನು ಸ್ಥಾನನೆ ಮಾಡತಕ್ಕದ್ದು. ಇಂತಹ ಉಚಿತವಿಧಗಳನ್ನು ನಿರಂತರಿಸಲು ಕ್ರಮ ಏರ್ಪಡಿಸತಕ್ಕದ್ದು.
14. ಕಾಲೇಜು ವಸೂಲಾಧಾರ ವಿದ್ಯಾರ್ಥಿಗಳ ಅಂತಹವು ಹಾಗೂ ಇತರೇ ದಾಖಲೆಗಳನ್ನು ಆರು ತಿಂಗಳ ಅವಧಿ ಮೀರದಂತೆ ತಮ್ಮಲ್ಲಿಯೇ ಇಟ್ಟುಕೊಳ್ಳತಕ್ಕದ್ದಲ್ಲ. ಪ್ರವೇಶ ಅನುಮೋದನೆಗಾಗಿ ಸಲ್ಲಿಸಿರುವ ಅಂತಹವು ಹಾಗೂ ಇತರೇ ದಾಖಲೆಗಳನ್ನು, ಪ್ರವೇಶ ಅನುಮೋದನೆಯಾದ ನಂತರ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ತ್ವರಿತವಾಗಿ ಆದಾಯ ವಿತರಣೆಯನ್ನು ಮಾಡಿ ನಿಶ್ಚಯವಿಧ್ಯಾಲಯಕ್ಕೆ ತಿರುಗಿಸತಕ್ಕದ್ದು.
15. ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ, ಮೂಲದೇ ಪತ್ರವನ್ನು ನೀಡುವ ಬಗ್ಗೆ ಪೂರೈಕೆ ಇಲ್ಲದಿದ್ದರೆ, ಕಾಲೇಜು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಯಾವುದೇ ತೆರಿಗೆದರೆ ನೀಡದೆ, ವರ್ಗಾವಣೆ ಪತ್ರವನ್ನು ನೀಡತಕ್ಕದ್ದು. ಈ ಬಗ್ಗೆ ಆ ವರ್ಷದ/ಸೆಮಿಸ್ಟರ್‌ನ ಪೂರ್ಣವಾಗುವ ಅವಧಿಯ ಘೋಷಣಾ ಕುಲ್ಪವನ್ನು ಹೊರತುಪಡಿಸಿ, ಯಾವುದೇ ನೆಚ್ಚಿವರ ಕುಲ್ಪವನ್ನು ವಸೂಲಿ ಮಾಡಲು ನಿಯಮಾವಳಿ ಪ್ರಕಾರ ಅನುಮತಿ ಇರುವುದಿಲ್ಲ.
16. ಯಾವುದೇ ರೀತಿಯಾದ ಕ್ಯಾಷಿಯೇಷನ್ ಕುಲ್ಪವನ್ನು ಕಾಲೇಜು ವಸೂಲಿ ಮಾಡತಕ್ಕದ್ದಲ್ಲ.
17. ಆಡಳಿತ ಪತ್ರವಾರದಲ್ಲಿ ಕನ್ನಡವನ್ನು ಕಡ್ಡಾಯವಾಗಿ ಬಳಸತಕ್ಕದ್ದು.
18. ಸ್ವಾಯತ್ತತೆಯ ಅವಧಿ ಮುಗಿದ ಮೇಲೆ, ಮತ್ತು ಈ ಸ್ವಾಯತ್ತತೆಯ ಸಮೀಕ್ಷಾರ್ಥದ ಪರಿಶೀಲನೆಗೆ ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯಕ್ಕೆ ತಪ್ಪದೇ ಅರ್ಜಿ ಸಲ್ಲಿಸತಕ್ಕದ್ದು.
19. ಸ್ವಾಯತ್ತ ಸಮಿತಿಯು ವಿಧಿಸಿರುವ ಪ್ರತಿಯೊಂದು ಪತ್ರವನ್ನು ಕಟ್ಟುನಿಟ್ಟಾಗಿ ಪಾಲಿಸಬೇಕು ಹಾಗೂ ಇವುಗಳನ್ನು ಪಡೆದ ಬಗ್ಗೆ ಪರಿಶೀಲನೆಯನ್ನು ವಿಶ್ವವಿದ್ಯಾಲಯಕ್ಕೆ 15 ದಿನಗಳ ಒಳಗಾಗಿ ಕಳುಹಿಸತಕ್ಕದ್ದು.
20. ಈ ಅಧಿಸೂಚನೆಯೊಂದಿಗೆ ಲಗತ್ತಿಸಿರುವ ಮುಚ್ಚಳಿಕೆ ಪತ್ರದ ಮಾದರಿಯನ್ನು, 20/11-2016ರ ಉಪಾಧ್ಯಕ್ಷರವರಲ್ಲಿ ಬೆರಳಚ್ಚು ಮಾಡಿ, ಕಾಲೇಜಿನ ಅಧ್ಯಕ್ಷರು/ಪ್ರಾಂಶುಪಾಲರಿಂದ ಸಹಿ ಮಾಡಿಸಿ, ವಿಶ್ವವಿದ್ಯಾಲಯಕ್ಕೆ 15 ದಿನಗಳ ಒಳಗಾಗಿ ಸಲ್ಲಿಸತಕ್ಕದ್ದು.

ಅಕ್ಷ ಮೇರೆಗೆ

 ಇತರನಿರೀಕ್ಷಿಸಿ 13/01/17

- ಗೆ.
1. ಅಧ್ಯಕ್ಷರು/ಕಾರ್ಯದರ್ಶಿ,
 ಬೆಂಗಳೂರು ಜೋಸುಯಿಸ್ ಎಜುಕೇಷನಲ್ ಸೊಸೈಟಿ,
 ಮ್ಯೂಸಿಯಂ ರಸ್ತೆ, ಬೆಂಗಳೂರು-560 025.
 2. ಪ್ರಾಂಶುಪಾಲರು,
 ಸೈಂಟ್ ಜೋಸೆಫ್ಸ್ ಕಾಲೇಜು,
 ಪಿ.ಬಿ. ನಂ.27094, ಲಾಲ್ ಬಾಸ್ ರಸ್ತೆ,
 ಬೆಂಗಳೂರು-560 027.

ಪ್ರತಿಗಳು:
 ಸಂಖ್ಯೆ: ಎ.ಸಿ.ಎ-3/ವಿಶ್ವವಿದ್ಯಾಲಯ/ಸ್ವತಂತ್ರ/ಬಿ.ಇ.ಇ.2016-17

1. ಕೃಷಕ ಕಾರ್ಯದರ್ಶಿಯರು, ಕೃಷಕ ಕಲ್ಯಾಣ ಕಾರ್ಯ (ವಿಶ್ವ ವಿದ್ಯಾಲಯ), ಎನ್. ಕಾರ್ಡ್‌ನಲ್ಲಿ ಡಿ.ಒ, ಬೆಂಗಳೂರು-1
2. ಅಧ್ಯಕ್ಷರು/ಕಾರ್ಯದರ್ಶಿಯರು, ವಿಶ್ವವಿದ್ಯಾಲಯ ಭವನದ ಕಾರ್ಯಾಲಯ, ಒಡವಾಳು ಅಥವಾ ಅಣ್ಣೇಶ್ವರ ಮಾರ್ಗ, ನವನಗರ-110 002
3. ಪ್ರಾಚಾರ್ಯ ನಿರ್ದೇಶಕರು, ವಿಶ್ವವಿದ್ಯಾಲಯ ಭವನದ ಕಾರ್ಯಾಲಯ, ಡಿ.ಪಿ. ಬ್ಲಾಕ್, ಅರಸೀಕೆರೆ ರಸ್ತೆ, ಬೆಂಗಳೂರು-560 009.
4. ಕಾರ್ಯದರ್ಶಿಯರು, ಎ.ಐ.ಓ.ಓ.ಸಿ., ಇಂದಿರಾಗಾಂಧಿ ಸ್ಮಾರಕ ಕಾರ್ಯಕ್ರಮ, ಎ.ಐ.ಓ.ಓ.ಸಿ., ನವನಗರ-110002
5. ನಿರ್ದೇಶಕರು, ಕಲ್ಯಾಣ ಅಧಿಕಾರಿ, ಬೆಂಗಳೂರು-1.
6. ಕಾರ್ಯದರ್ಶಿ (ವಿಶ್ವವಿದ್ಯಾಲಯ), ಬಿ. ಎ., ಬೆಂಗಳೂರು-1.
7. ನಿರ್ದೇಶಕರು, ಕಾರ್ಯಾಲಯ ಅಧ್ಯಕ್ಷರ ಕಛೇರಿ, ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು-01.
8. ನಿರ್ದೇಶಕರು, ಡಿ.ಎಂ.ಸಿ.ಸಿ., ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು-56
9. ಕೂಡ ಕಾರ್ಯದರ್ಶಿ : ಅಧ್ಯಕ್ಷರು ಕೈಕೊಂಡ ದಿನಾಂಕ-1/2/4. ಬಿ. ಎ. ಬೆಂಗಳೂರು-56.

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31/01/17

ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ

ಕಾರ್ಯ: ಎ.ಎ-3:ವಿಶ್ವವಿದ್ಯಾಲಯಕ್ಕೆ ಸೇವೆ ಪಡೆದವರಿಗೆ-1

ಜ್ಞಾನಪೀಠ
ಬೆಂಗಳೂರು-56
ದಿನಾಂಕ: 12-01-2017

ಅಧಿಸೂಚನೆ

ವಿಷಯ: 2016-17ನೇ ಸಾಲಿನಿಂದ ಬೆಂಗಳೂರಿನ ಸೈಂಟ್ ಜೋಸೆಫ್ಸ್ ಕಾಲೇಜಿಗೆ
ಸ್ವಾಯತ್ತತೆಯನ್ನು ಸವಿಕೊಡುವ ಬಗ್ಗೆ.

- ಕಾರ್ಯ:** 1. ಸರ್ಕಾರದ ಪತ್ರದ ಸಂಖ್ಯೆ:ಎಡಿ:108/ಯು.ಬಿ.ವಿ.2016 ದಿನಾಂಕ:28-12-2016.
2. ವಿಶ್ವವಿದ್ಯಾಲಯ ಭಸ್ಮ ಸಭೆಯ ಅಧೀನ, ಸಮವೇದಿ ಇತರ ಪತ್ರ
ದಿನಾಂಕ: 19-04-2016.

ಸರ್ಕಾರಿಕ ವಾದ್ಯ ವಿಶ್ವವಿದ್ಯಾಲಯದ 19 ಅಧೀನವಿರುವ 2000ದ 04ನೇ ಪ್ರಕಟಣೆ (3)ನೇ ಅನುಬಂಧದಡಿ
ಅಡಿಯಲ್ಲಿ ಮತ್ತು ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯದ ಸ್ವಾಯತ್ತತಾ ಕಾಲೇಜು/ಸಂಸ್ಥೆ ಪರಿಷೋಧನಾ-2005
ಪ್ರಕಟಣೆ 4.8ರಡಿಯಲ್ಲಿ ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯವು ಬೆಂಗಳೂರಿನ ಸೈಂಟ್ ಜೋಸೆಫ್ಸ್ ಕಾಲೇಜು
ನಡವಳಿಯದ ಈ ಕೆಳಗೆ ನಮೂದಿಸಿರುವ ಕೆಲಸುಗಳಿಗೆ ಕೆಲಕೆಲಸ ಪರಿಷ್ಕರಿಸುವುದು. ಶೈಕ್ಷಣಿಕ
ಸ್ವಾಯತ್ತತೆಯನ್ನು 2016-17ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ 2018-19ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನವರೆಗೆ ಸವಿಕೊಡುವ
ದಿನಾಂಕದ ಮಾಹಳಾಗಿದೆ.

ಕೆಲಸ	ವಿಷಯ ಸಮೂಹ	ವಿದ್ಯಾರ್ಥಿ ಪ್ರಮಾಣ
ಬಿ.ಎ.	ಉಪನಿರ್ದೇಶಕ, ಅಭಿವೃದ್ಧಿ, ವ್ಯಾಪಾರ್ಯ	100 (ನೂರು)
	ಅಭಿವೃದ್ಧಿ, ಸಮಯಾಚಾರ್ಯ, ವಾಕ್ಯಾಚಾರ್ಯ	100 (ನೂರು)
	ಅಭಿವೃದ್ಧಿ, ಸಮಯಾಚಾರ್ಯ, ಶೈಕ್ಷಣಿಕ ಸಂಯೋಜನೆ	100 (ನೂರು)
	ಇನ್ಸ್ಟಿಟ್ಯೂಟ್, ಪರಿಷೋಧನಾ, ಮನವಾಚಾರ್ಯ	080 (ಅರವತ್ತು)*
ಬಿ.ಎಸ್ಸಿ.	ಭೌತಶಾಸ್ತ್ರ, ರಸಾಯನಶಾಸ್ತ್ರ, ಗಣಿತ	72 (ಎಪ್ಪತ್ತೆರಡು)
	ಭೌತಶಾಸ್ತ್ರ, ಗಣಿತ, ವಿದ್ಯಾಭ್ಯಾಸ	70 (ಎಪ್ಪತ್ತು)
	ಭೌತಶಾಸ್ತ್ರ, ಗಣಿತ, ಗಣಕವಿಜ್ಞಾನ	70 (ಎಪ್ಪತ್ತು)
	ಗಣಿತ, ವಿದ್ಯಾಭ್ಯಾಸ, ಗಣಕವಿಜ್ಞಾನ	50 (ಐವತ್ತು)
	ರಸಾಯನಶಾಸ್ತ್ರ, ಸಸ್ಯಶಾಸ್ತ್ರ, ಪರಿವರವಿಜ್ಞಾನ/ಪ್ರಾಣಿಶಾಸ್ತ್ರ	72 (ಎಪ್ಪತ್ತೆರಡು)
	ರಸಾಯನಶಾಸ್ತ್ರ, ಸಸ್ಯಶಾಸ್ತ್ರ, ಪ್ರಾಣಿಶಾಸ್ತ್ರ	72 (ಎಪ್ಪತ್ತೆರಡು)
	ರಸಾಯನಶಾಸ್ತ್ರ, ಸಸ್ಯಶಾಸ್ತ್ರ, ಪರಿವರವಿಜ್ಞಾನ/ಪ್ರಾಣಿಶಾಸ್ತ್ರ	72 (ಎಪ್ಪತ್ತೆರಡು)
	ರಸಾಯನಶಾಸ್ತ್ರ, ಸಸ್ಯಶಾಸ್ತ್ರ, ಪರಿವರವಿಜ್ಞಾನ	60 (ಅರವತ್ತು)
	ಅಭಿವೃದ್ಧಿ, ಗಣಕಶಾಸ್ತ್ರ, ಸಂವಹನಶಾಸ್ತ್ರ*	65 (ಅರವತ್ತೈದು)
	ರಸಾಯನಶಾಸ್ತ್ರ, ಪ್ರಾಣಿಶಾಸ್ತ್ರ, ಪರಿವರವಿಜ್ಞಾನ*	60 (ಅರವತ್ತು)
ಬಿ.ಸಿ.ಎ		66 (ಅರವತ್ತಾರು)
ಬಿ.ಎಸ್.ಡಬ್ಲ್ಯೂ.*	ಬ್ಯಾಚುಲರ್ ಆಫ್ ಸೈನ್ಸಿಯಲ್ಸ್ ವರ್ಗ	40 (ನಲವತ್ತು)
ಬಿ.ಬಿ.ಸಿ.	ಬ್ಯಾಚುಲರ್ ಆಫ್ ವಿಶುವಲ್ ಆರ್ಟ್ಸ್ ಕಮ್ಯುನಿಕೇಷನ್*	50 (ಐವತ್ತು)
ಬಿ.ಪ್ರೋ.ಆರ್.	ವಿಶುವಲ್ ಆರ್ಟ್ಸ್ ಮೀಡಿಯಾ ಅಂಡ್ ಫಿಲ್ಮ್ ಮೇಕಿಂಗ್	50 (ಐವತ್ತು)
ಬಿ.ಪ್ರೋ.ಆರ್.	ಡಿಪಲೊಮಾ ಮೀಡಿಯಾ ಅಂಡ್ ಆನಿಮೇಷನ್	50 (ಐವತ್ತು)
ಬಿ.ಕಾಂ.*		400 (ಪಾಲ್ಕುನೂರು)

1. ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿಯವರು, ಅಭ್ಯರ್ಥಿ ಹೆಚ್ಚಿನ ಸಂಖ್ಯೆ (ವಿಶ್ವವಿದ್ಯಾಲಯ) , ಈಜಿ ಅಕಾಡೆಮಿಕ್ ಡಿವಿ. ಬೆಂಗಳೂರು-1
2. ಅಭ್ಯರ್ಥಿಗಳು/ಕಾರ್ಯದರ್ಶಿಯವರು, ವಿಶ್ವವಿದ್ಯಾಲಯ ಧನ ಸಮಾಜ ಅರಸೀಕೆ, ಲಾಹೂರು ಹಾ ಫ್ಲಾಟ್ ಮಾರ್ಗ, ಸುದೇಶಿ-110 002
3. ಪ್ರಾದೇಶಿಕ ನಿರ್ದೇಶಕರು, ವಿಶ್ವವಿದ್ಯಾಲಯ ಧನ ಸಮಾಜ ಅರಸೀಕೆ, ಪಿ.ಸಿ. ಬ್ಲಾಕ್, ಅರಸೀಕೆ ರಸ್ತೆ, ಬೆಂಗಳೂರು-560 009.
4. ಕಾರ್ಯದರ್ಶಿಯವರು, ಎ.ಸಿ.ಸಿ.ಸಿ., ಇಂದಿಯಾಪುರಿ ವೈಸಿಕ್ವಿ ಕಾಂಪ್ಲೆಕ್ಸ್, ಎ.ಪಿ.ಎಸ್.ಸಿ.ಸಿ., ಸುದೇಶಿ-110002
5. ನಿರ್ದೇಶಕರು, ಹೆಚ್ಚಿನ ಅಧಿಕಾರಿ, ಬೆಂಗಳೂರು-1.
6. ಕುಲಸಚಿವರು (ವಿಶ್ವವಿದ್ಯಾಲಯ), ಬಿ. ಎ. ಬೆಂಗಳೂರು-1.
7. ನಿರ್ದೇಶಕರು, ಕಾರ್ಯದರ್ಶಿ ಅಧಿಕಾರಿ, ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು-01.
8. ನಿರ್ದೇಶಕರು, ಪಿ.ಎಂ.ಸಿ.ಸಿ., ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು-56
9. ಕೂಡ ಕುಲಸಚಿವರು ; ಅಧಿಕಾರಿಗಳು ಶೈಕ್ಷಣಿಕ ವಿಭಾಗ-1/2/4. ಬಿ. ಎ. ಬೆಂಗಳೂರು-56.

ಅಧಿಸೂಚನೆ

ವಿಷಯ: 2010-11ನೇ ಇವರಿಂದ ಬೆಂಗಳೂರಿನ ಸೈಂಟ್ ಜೋಸೆಫ್ಸ್ ಕಾಲೇಜಿಗೆ
ಪ್ರಾಯಶ್ಚಿತಿಯನ್ನು ನವೀಕರಿಸುವ ಬಗ್ಗೆ.

- ಉಲ್ಲೇಖ : 1. ಸರ್ಕಾರದ ಪತ್ರದ ಸಂಖ್ಯೆ:ಇಡಿ:75:ಯು.ಬಿ.ವಿ.:2014 ದಿನಾಂಕ:28-04-2014.
2. ಸರ್ಕಾರದ ಪತ್ರದ ಸಂಖ್ಯೆ:ಇಡಿ:309:ಯು.ಬಿ.ವಿ.:2013 ದಿನಾಂಕ:21-02-2014.
3. ವಿಶ್ವವಿದ್ಯಾಲಯ ಧನ ಸಹಾಯ ಆಯೋಗ, ನವದೆಹಲಿ ಇವರ ಪತ್ರ
ದಿನಾಂಕ: 08-02-2011.

ಕರ್ನಾಟಕ ರಾಜ್ಯ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳ ಅಧಿನಿಯಮ 2000ರ 64ನೇ ಪ್ರಕರಣದ (3)ನೇ ಉಪಪ್ರಕರಣದ ಅಡಿಯಲ್ಲಿ ಮತ್ತು ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯದ ಪ್ರಾಯಶ್ಚಿತ ಕಾಲೇಜು/ಸಂಸ್ಥೆ ಪರಿನಿಯಮಾವಳಿ-2005 ಪ್ರಕಾರ 4.8ರಡಿಯಲ್ಲಿ ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯವು ಬೆಂಗಳೂರಿನ ಸೈಂಟ್ ಜೋಸೆಫ್ಸ್ ಕಾಲೇಜು ಎಡಮತ್ತಿರುವ ಈ ಕೆಳಗೆ ನಮೂದಿಸಿರುವ ಕೋರ್ಸುಗಳಿಗೆ ಕೆಳಕಂಡ ಪರಶ್ಚೀನಗಳನ್ನು, ಶೈಕ್ಷಣಿಕ ಪ್ರಾಯಶ್ಚಿತಿಯನ್ನು ಯು.ಬಿ.ವಿ.ಯು ನಿಗದಿಪಡಿಸುವಂತೆ 2010-11ನೇ ಶೈಕ್ಷಣಿಕ ಇವರಿಂದ 2015-16ನೇ ಶೈಕ್ಷಣಿಕ ಇವರಿನವರೆಗೆ ನವೀಕರಿಸಿ ಮಂಜೂರು ಮಾಡಲಾಗಿದೆ.

ಕೋರ್ಸು	ವಿಷಯ ಸಮೂಹ	ವಿದ್ಯಾರ್ಥಿ ಪ್ರಮಾಣ
ಬಿ.ಎ.	ಇತಿಹಾಸ, ಅರ್ಥಶಾಸ್ತ್ರ, ರಾಜ್ಯಶಾಸ್ತ್ರ	100 (ಮೂರು)
	ಅರ್ಥಶಾಸ್ತ್ರ, ಸಮಾಜಶಾಸ್ತ್ರ, ರಾಜ್ಯಶಾಸ್ತ್ರ	100 (ಮೂರು)
	ಅರ್ಥಶಾಸ್ತ್ರ, ಸಮಾಜಶಾಸ್ತ್ರ, ಕೈಗಾರಿಕಾ ಸಂಬಂಧಗಳು	100 (ಮೂರು)
ಬಿ.ಎಸ್ಸಿ.	ಭೌತಶಾಸ್ತ್ರ, ರಸಾಯನಶಾಸ್ತ್ರ, ಗಣಿತ	72 (ಎಬ್ಬತ್ತೆರಡು)
	ಭೌತಶಾಸ್ತ್ರ, ಗಣಿತ, ವಿದ್ಯುನ್ಮಾನ	70 (ಎಬ್ಬತ್ತು)
	ಭೌತಶಾಸ್ತ್ರ, ಗಣಿತ, ಗಣಕವಿಜ್ಞಾನ	70 (ಎಬ್ಬತ್ತು)
	ಗಣಿತ, ವಿದ್ಯುನ್ಮಾನ, ಗಣಕವಿಜ್ಞಾನ	50 (ಐವತ್ತು)
	ರಸಾಯನಶಾಸ್ತ್ರ, ಸಸ್ಯಶಾಸ್ತ್ರ, ಪರಿಸರವಿಜ್ಞಾನ/ಪ್ರಾಣಿಶಾಸ್ತ್ರ	72 (ಎಬ್ಬತ್ತೆರಡು)
	ರಸಾಯನಶಾಸ್ತ್ರ, ಸಸ್ಯಶಾಸ್ತ್ರ, ಪ್ರಾಣಿಶಾಸ್ತ್ರ	72 (ಎಬ್ಬತ್ತೆರಡು)
	ರಸಾಯನಶಾಸ್ತ್ರ, ಸೂಕ್ಷ್ಮಜೀವಶಾಸ್ತ್ರ, ಸಸ್ಯಶಾಸ್ತ್ರ/ಪ್ರಾಣಿಶಾಸ್ತ್ರ	72 (ಎಬ್ಬತ್ತೆರಡು)
	ಗಣಕವಿಜ್ಞಾನ, ಸಸ್ಯಶಾಸ್ತ್ರ, ಜೀವಶಾಸ್ತ್ರವಿಜ್ಞಾನ	60 (ಅರವತ್ತು)
	ಅರ್ಥಶಾಸ್ತ್ರ, ಸಸ್ಯಶಾಸ್ತ್ರ, ಸಂಸ್ಕೃತಶಾಸ್ತ್ರ	72 (ಎಬ್ಬತ್ತೆರಡು)
	ಬಿ.ಬಿ.ಎ	ವಿಶ್ವವಿದ್ಯಾಲಯದ ಪರಿನಿಯಮಾವಳಿಯಂತೆ
ಬಿ.ಎಸ್.ಪಬ್ಲಿಕ್*	ಪ್ಯಾಬಿಲಿಕ್ ಆಫ್ ಸೋಷಿಯಲ್ ವರ್ಕ್	40 (ನಲವತ್ತು)
ಬಿ.ಬಿ.ಎ.*	ಪ್ಯಾಬಿಲಿಕ್ ಆಫ್ ವಿಶ್ವಯಲ್ ಕಮ್ಯುನಿಕೇಷನ್	50 (ಐವತ್ತು)
ಎಂ.ಎಸ್ಸಿ.	ಸಸ್ಯಶಾಸ್ತ್ರ	20 (ಇಪ್ಪತ್ತು)
	ಸೂಕ್ಷ್ಮಜೀವಶಾಸ್ತ್ರ	30 (ಮೂವತ್ತು)
	ರಸಾಯನಶಾಸ್ತ್ರ	25 (ಇಪ್ಪತ್ತೈದು)
	ಗಣಕವಿಜ್ಞಾನ*	35 (ಮೂವತ್ತೈದು)
ಫಿಲಿಪ್ಪೈನ್ಸ್*	ಭೌತಶಾಸ್ತ್ರ*	30 (ಮೂವತ್ತು)
	ಇಂಗ್ಲೀಷ್	30 (ಮೂವತ್ತು)
ಫಿಲಿಪ್ಪೈನ್ಸ್*	ರಾಜ್ಯಶಾಸ್ತ್ರ	30 (ಮೂವತ್ತು)
	ಅರ್ಥಶಾಸ್ತ್ರ*	30 (ಮೂವತ್ತು)
ಬಿ.ಬಿ.ಎಸ್.ಪಬ್ಲಿಕ್*	ಮಾಸ್ಟರ್ ಆಫ್ ಸೋಷಿಯಲ್ ವರ್ಕ್	40 (ನಲವತ್ತು)
ಎಂ.ಎಸ್.ಎ.	ಕಮ್ಯುನಿಕೇಷನ್*	30 (ಮೂವತ್ತು)

*ಫಿಲಿಪ್ಪೈನ್ಸ್ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಪರಿನಿಯಮಾವಳಿಯಂತೆ

*ಅವ್ವಿಕ್ಟ್ ಗುರುಕುಲದ ಕೋರ್ಸುಗಳ ಕಾರ್ಯಕ್ರಮಕ್ಕೆ ಸ್ವೀಕೃತಿಯನ್ನು ನೀಡುವ ಪ್ರಾಧಿಕಾರವನ್ನು

ಮಾಂದುವೆದುದು, ಸರ್ಕಾರದ ಪತ್ರ ದಿನಾಂಕ:30-07-2014ರಲ್ಲಿ ಕಿತ್ತೂರವು ಮಂಡಳಿಯವರಿಗೆ 2014-15ನೇ ಸಾಲಿನಿಂದ ಸದರಿ ಕಾಲೇಜಿನಲ್ಲಿ ಕೆಳಕಂಡ ಕೋರ್ಸುಗಳ ವಿದ್ಯಾರ್ಥಿ ಪ್ರಮಾಣವನ್ನು ಪರಿಷ್ಕರಿಸುವುದರಲ್ಲಿ ಪ್ರಕರಣ 6.1(iv)a ರಡಿಮೇಲೆ ಹೆಚ್ಚಿಸಿ ನಿಗದಿಪಡಿಸಲಾಗಿದೆ.

ಕೋರ್ಸು	ವಿದ್ಯಾರ್ಥಿ ಪ್ರಮಾಣ
ಎಂ.ಎಸ್ಸಿ. (ಸಸ್ಯಶಾಸ್ತ್ರ)	20 ರಿಂದ 30 (ಮೂವತ್ತು)

ಷರತ್ತುಗಳು:

1. ಕಾಲೇಜುಗಳಿಗೆ ಅನ್ವಯವಾಗುವ ಅನುದಾನ ಸಂಕೇತದಲ್ಲಿ ಯಾವುದೇ ಉಪಬಂಧಗಳಿಲ್ಲದಂತೆ ಮೇಲ್ಕಂಡ ಕಾಲೇಜಿಗೆ ಸರ್ಕಾರವು ಯಾವುದೇ ಅನುದಾನವನ್ನು ಮಂಜೂರುಮಾಡುವುದಿಲ್ಲ; ಆರು ಶಾಶ್ವತ ಅನುದಾನ ರೂಪ ಕಾಲೇಜಿಯ ಪರಿಗಣಿಸತಕ್ಕದ್ದು.
2. ಈ ಸ್ವಾಯತ್ತತೆಯು ಶೈಕ್ಷಣಿಕ ಸ್ವಾಯತ್ತತೆಯು ಮಾತ್ರ ಆಗಿರುತ್ತದೆ.
3. ಈ ಸ್ವಾಯತ್ತತೆಯು ಮಂಜೂರು ಮಾಡಲ್ಪಟ್ಟಿರುವ ಕೋರ್ಸುಗಳಿಗೆ ಮಾತ್ರ ಅನ್ವಯಿಸುತ್ತದೆ.
4. ಕಾಲೇಜು ರಾಜ್ಯ ಸರ್ಕಾರವು ಪರಿಗಣಿಸಿರುವ ಮೀಸಲಾತಿ ನಿಯಮಗಳನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳ ಪ್ರವೇಶದಲ್ಲಿ ಮತ್ತು ಸಿಬ್ಬಂದಿಗಳ ನೇಮಕಾತಿಗಳಲ್ಲಿ ತಪ್ಪದೇ ಅನುಸರಿಸತಕ್ಕದ್ದು.
5. ಕಾಲೇಜು ಕಾಲ ಕಾಲಕ್ಕೆ ವಿಶ್ವವಿದ್ಯಾಲಯಕ್ಕೆ ಸಲ್ಲಿಸಬೇಕಾದ, ವಾರ್ಷಿಕ ಕುಲ್ಯ, ನೋಂದಣಿ ಕುಲ್ಯ, ಎಸ್.ಎಸ್.ಎಸ್. ಕುಲ್ಯ, ಅರ್ಜಿ ಕುಲ್ಯ ಮತ್ತು ಇತರ ಅನ್ವಯವಾಗುವ ಕುಲ್ಯಗಳನ್ನು ವಿಶ್ವವಿದ್ಯಾಲಯಕ್ಕೆ ತಪ್ಪದೇ ಸಂದಾಯ ಮಾಡತಕ್ಕದ್ದು.
6. ಪಾಲಿಯಲ್ಲಿರುವ ಸರ್ಕಾರದ ನಿಯಮಾವಳಿ, ಆದೇಶಗಳು ಹಾಗೂ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಅನುಶಾಸನ, ಸ್ವಾಯತ್ತತಾ ಪರಿಷಿಯಮಾವಳಿ ಇತ್ಯಾದಿಗಳನ್ನು ಕಟ್ಟುನಿಟ್ಟಾಗಿ ಪಾಲಿಸಬೇಕು.
7. ಕಾಲೇಜು ಸ್ವಾಯತ್ತತಾ ಪರಿಷಿಯಮಾವಳಿಯಲ್ಲಿ ಸೂಚಿಸಿರುವಂತೆ ಕಾಲ ಕಾಲಕ್ಕೆ ಅನ್ವಯವಾಗುವ ಪದವಿಗಳನ್ನು ಕಾಲೇಜು ತಪ್ಪದೇ ವಿಶ್ವವಿದ್ಯಾಲಯಕ್ಕೆ ಸಲ್ಲಿಸತಕ್ಕದ್ದು.
8. ಕೋರ್ಸುಗಳಿಗೆ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಪೂರ್ವಾನುಮತಿಯಿಲ್ಲದೆ ಕಾರ್ಯಗಳನ್ನು ಹೆಚ್ಚಿಸಬಾರದು.
9. ವಿಶ್ವವಿದ್ಯಾಲಯವು, ಕಾಲೇಜಿನ ವಿದ್ಯಾರ್ಥಿಗಳು, ಭೋಧಕರು ಹಾಗೂ ಭೋಧಕರೇತರ ನೌಕರರ ಬಗ್ಗೆ ಕಾಲಕಾಲಕ್ಕೆ ಕೊಡಬೇಕಾದ ನಿಯಮಾವಳಿ/ಪರಿಷಿಯಮಾವಳಿ ಮತ್ತು ಆದೇಶಗಳನ್ನು ಕಾಲೇಜು ಪಾಲಿಸತಕ್ಕದ್ದು. ಕಾಲೇಜು, ವಿಶ್ವವಿದ್ಯಾಲಯದ ಸಂಯೋಜನಾ ಅಧಿಸೂಚನೆಗನುಸಾರವಾಗಿ ಕೋರ್ಸುಗಳಿಗೆ ನಿಗದಿಪಡಿಸಿರುವ ವಿದ್ಯಾರ್ಥಿ ಪ್ರಮಾಣವನ್ನು ಮೀರದಂತೆ ಹಾಗೂ ವಿಶ್ವವಿದ್ಯಾಲಯವು ಕೋರ್ಸುಗಳಿಗೆ ನಿಗದಿಪಡಿಸಿರುವ ಅರ್ಜಿ ನಿಯಮಾವಳಿಗಳನ್ನು ಕಾಲ್ಪಂಕಿಕವಾಗಿ ಕೋರ್ಸುಗಳಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಪ್ರವೇಶವನ್ನು ಮಾಡಿಸಿಕೊಳ್ಳತಕ್ಕದ್ದು. ಕೋರ್ಸುಗಳಿಗೆ ನಿಗದಿಪಡಿಸಿರುವ ವಿದ್ಯಾರ್ಥಿ ಪ್ರಮಾಣವನ್ನು ಮೀರಿ ವಿದ್ಯಾರ್ಥಿಗಳ ಪ್ರವೇಶವನ್ನು ಮಾಡಿಸಿಕೊಂಡಲ್ಲಿ ಸಂಯೋಜನೆಯನ್ನು ರದ್ದುಪಡಿಸಬಹುದು.
10. ಕಾಲೇಜು, ಕೋರ್ಸುಗಳ ಶಿಕ್ಷಣ ಕ್ರಮವನ್ನು, ವಿದ್ಯಾರ್ಥಿಗಳ ಶೈಕ್ಷಣಿಕವಾಗಿ ಅಭಿವೃದ್ಧಿಗೊಳಿಸುವ ಮಟ್ಟಕ್ಕೆ ಉತ್ತಮಪಡಿಸತಕ್ಕದ್ದು. ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಸೇವೆಯಲ್ಲಿರುವ ಭೋಧಕರುಗಳನ್ನು ಸ್ವಾನುಕೂಲರು/ಆಡಳಿತ ಮಂಡಳಿಯವರು ಸಹಾನುಭೂತಿಯಿಂದ ನೋಡಿಕೊಳ್ಳತಕ್ಕದ್ದು.
11. ಕಾಲೇಜು/ಆಡಳಿತ ಮಂಡಳಿ ಕೇ.50ರಷ್ಟು ವಿಶ್ವವಿದ್ಯಾಲಯ ಕೋಟವನ್ನು (ಎಲ್ಲಿ ಅನ್ವಯವಾಗುತ್ತದೆಯೋ ಅಲ್ಲಿ) ವಿಶ್ವವಿದ್ಯಾಲಯದ ನಿಯಮಾವಳಿಯ ಪ್ರಕಾರ ನಿಗದಿಪಡಿಸತಕ್ಕದ್ದು; ಮತ್ತು ಕಾಲಕಾಲಕ್ಕೆ ವಿಶ್ವವಿದ್ಯಾಲಯವು ನಿಗದಿಪಡಿಸುವ ಕುಲ್ಯವನ್ನು ಮಾತ್ರ ವಸೂಲುಮಾಡತಕ್ಕದ್ದು. ವಿಶ್ವವಿದ್ಯಾಲಯವು ನಿಗದಿಪಡಿಸಿದ ಕುಲ್ಯ/ವೇತಕ್ಕಿಂತ ಬೇರೆ ಹೆಚ್ಚಿನ ವೇತವನ್ನು ವಸೂಲು ಮಾಡತಕ್ಕದ್ದಿಲ್ಲ.
12. ವೈತಾಕಿ V/S ರಾಜ್ಯಪಾಲರ ರಾಜ್ಯ ಸರ್ಕಾರದ ಮೊಕದ್ದಮೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ, ದಿನಾಂಕ:13-8-1997ರ ಸರ್ಕಾರಿ ಸ್ವಯಂನಿಯಂತ್ರಣ ತೀರ್ಮಾನಕ್ಕೆ, ಕಾಲೇಜು ಅಥವಾ ಕಛೇರಿ, ಕೆಲಸ ನಿರ್ವಹಿಸುವ ಕ್ಷೇತ್ರಗಳಲ್ಲಿ, ಯಾವುದೇ ವ್ಯಕ್ತಿ/ವಿದ್ಯಾರ್ಥಿ, ಗಲಭೆಯನ್ನು ಉಂಟುಮಾಡುವುದಾಗಲೀ ಅಥವಾ ಯಾವುದೇ ವ್ಯಕ್ತಿಯಿಂದ/ಭೋಧಕ/ ಭೋಧಕರೇತರ/ ಆಡಳಿತಮಂಡಳಿ ಅಥವಾ ವಿದ್ಯಾರ್ಥಿಯಿಂದ ಪುನಃನಿಯಂತ್ರಣ/ವಿದ್ಯಾರ್ಥಿನಿಯರಿಗೆ ಯಾವುದೇ ರೀತಿಯ ಕಿರುಕಳ, ಲೈಂಗಿಕ ಕಿರುಕಳ ನೀಡುವುದು ಶಿಕ್ಷಾರ್ಹ ಅಪರಾಧವಾಗಿದೆ. ಯಾವುದೇ ವ್ಯಕ್ತಿ/ವಿದ್ಯಾರ್ಥಿ ಈ ರೀತಿಯಾದ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ಧಾನ್ಯವಾಗಿದ್ದಲ್ಲಿ ಅಂತಹವರನ್ನು ಕೆಲಸದಿಂದ/ ವಿದ್ಯಾರ್ಥಿಜೀವಿಯಿಂದ ವಿಮುಕ್ತಿಗೊಳಿಸಬಹುದಾಗಿದೆ. ಕಾಲೇಜು ಈ ರೀತಿಯ ಅಪರಾಧಗಳನ್ನು/ಚಟುವಟಿಕೆಗಳನ್ನು ಮಟ್ಟಹಾಕಲು ಸರ್ಕಾರಿ ಸ್ವಯಂನಿಯಂತ್ರಣ ಆದೇಶದಂತೆ ಯಾವ ಸಮಿತಿಯನ್ನು ಸ್ಥಾಪನೆ ಮಾಡತಕ್ಕದ್ದು, ಇಂತಹ ಚಟುವಟಿಕೆಗಳನ್ನು ನಿಯಂತ್ರಿಸಲು ಕ್ರಮ ಕಾರ್ಯಿಸತಕ್ಕದ್ದು.



No.Aca-III/A3/SJC/2016-17

Date:11-04-2017

To,

The Regional Co-ordinator,
N.A.A.C.,
Opp. National Law School of India University,
Nagarabhavi,
BENGALURU-560 072.

Sir/Madam,

Sub: Affiliation to St. Joseph's College (Autonomous), Bengaluru,
Bengaluru-reg.

Ref: 1. Letter dated:10-04-2017 from the Principal, St. Joseph's College
(Autonomous), Bengaluru.
2. University notification dated:12-01-2017.

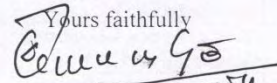
* * *

This is to certify that **ST. JOSEPH'S COLLEGE (AUTONOMOUS), 36, LALBAGH ROAD, BENGALURU-560 027**, is affiliated to Bangalore University since 1967 and recognized by UGC under Sec.2(f) on 22.12.1982 and sec. 12(B) on 28.5.1985. The College received the status of College for Potential of Excellence in 2006 and conferred the status of College of Excellence in 2014. The College was granted Autonomy in 2005-2006 and the Autonomous status was renewed 2016-17 till 2018-19. All courses are approved and affiliated to Bangalore University. The following are the courses and sanctioned intake.

Sl No	Combination	Year Of Commencement Of Particular Course	Degree	Sanctioned Intake	Remarks
1.	BA - History, Economics, Political Science(HEP)	1967*	BA	100	Aided
2.	BA - Economics, Political Science, Sociology(EPS)	1967*	BA	100	Aided
3.	B.Sc - Physics, Chemistry, Mathematics(PCM)	1967*	B.SC	72	Aided
4.	B.Sc - Chemistry, Botany, Zoology(CBZ)	1967*	B.SC	72	Aided
5.	B.Sc - Physics, Electronics, Mathematics(PEM)	1983	B.SC	70	Aided
6.	B.Sc - Chemistry, Env.Science, Botany/Zoology (CEB/Z)	1983	B.SC	72	Aided
7.	BA- Industrial Relations, Economics, Sociology(IES)	1986	BA	100	Aided
8.	M.Sc Chemistry	1986	M.SC	25	Aided
9.	M.Sc Botany	1986	M.SC	30	Aided
10.	B.Sc - Physics, Mathematics, Computer Science(PMC)	1988	B.SC	70	Unaided

SI No	Combination	Year Of Commencement Of Particular Course	Degree	Sanctioned Intake	Remarks
11.	B.Sc - Microbiology, Chemistry, Botany/Zoology (MCZ/B)	1988	B.SC	72	Unaided
12.	M.Sc Microbiology	1998	M.SC	30	Unaided
13.	B.Sc - Mathematics, Electronics, Computer Science(MEC)	2001	B.SC	50	Unaided
14.	Bachelor of Computer Applications(BCA)	2001	B.C.A	66	Unaided
15.	B.Sc - Chemistry, Botany, Biotechnology(CBBT)	2002	B.SC	60	Unaided
16.	M.A.English	2005	M.A.	30	Unaided
17.	M.A.Political Science	2005	M.A.	30	Unaided
18.	M.S.W	2005	M.S.W	40	Unaided
19.	Bachelor of Social Work(BSW)	2006	B.S.W	40	Unaided
20.	M.A Economics	2006	M.A.	30	Unaided
21.	M.Sc Computer Science	2007	M.SC	35	Unaided
22.	M.S Communication	2008	M.S	30	Unaided
23.	B.A. (Visual Communication)	2009	B.V.C	50	Unaided
24.	B.Sc - Economics, Maths, Statistics(EMS)	2010	B.SC	65	Unaided
25.	M.Sc Physics	2010	M.Sc	30	Unaided
26.	BA-English, Journalism, Psychology(EJP)	2013	BA	60	Unaided
27.	B.Sc - Chemistry, Zoology, Biotechnology(CZBT)	2013	B.SC	60	Unaided
28.	M.Sc Mathematics	2014	M.Sc	40	Unaided
29.	B.Voc (Visual Media & Film Making)	2014	B.Voc	50	Unaided
30.	B.Voc (Digital Media & Animation)	2014	B.Voc	50	Unaided
31.	B.Com	2015	B*Com (4 sections)	400	Unaided

This letter is issued as per the request made by the Principal, vide his letter dated: 10-04-2017.

Yours faithfully

 REGISTRAR 11/04/17

Copy to:

THE PRINCIPAL,
 ST. JOSEPH'S COLLEGE (AUTONOMOUS),
 36, LALBAGH ROAD, BENGALURU- 560027.



AFFIDAVIT

(TRANSLATED G.O. NO. ED 108 UBV 2016 DATED 9.3.2017)

GOVERNMENT OF KARNATAKA

Ref: ED 108 UBV 2016

Government Govt Secretariat
Multi-storeyed Building
Bangalore, Dated 9.3.2017

From

Government Chief Secretary
Department of Higher Education
Bangalore 56001

To

The Vice Chancellor
Bangalore University
Bangalore



Dear Sir,

Sub: Renewal of Autonomous status to St Joseph's College, Bangalore from 2016-17 onwards

Ref: Govt Order dated 28.12.2016

With reference to the above, As per the Karnataka University Act under Sec 64(3) of 2000 extension of Autonomous status is granted to St Joseph's College from the academic year 2016-17. In continuation of this order, the below mentioned courses are approved from the year 2016-17 onwards for a period of three (3) years.

Sl No	Courses	Intake
1	M.Sc (Big Data Analytics)	60
2	B.A (Communicative English, Political Science & Economics)	100
3	Soft Skill courses i.Science and Society ii.Culture, Diversity & Society	-----

Sincerely,

Sd/-

(M.A. Ahmed Jaan)
Principal Secretary to Govt
Education Dept (Universities-2)

Copy to:

1. The Commissioner/Director, Dept of Collegiate Education, Bangalore
2. Regional Joint Director, Dept of Collegiate Education, Bangalore
3. Principal, St Joseph's College, PB No.27094, Lalbagh Road, Bangalore 560027



SWORN TO BEFORE ME

12 APR 2017

A. IDINABBA, B.Sc., LL.B
ADVOCATE AND NOTARY
No. 2282/E, HAL 2nd Stage,
18th Main Road, Indiranagar
BANGALORE - 560 008
Mob - 9845011966

ಕರ್ನಾಟಕ ಸರ್ಕಾರ

ಕ್ರಮಾಂಕ: ಇಡಿ 108 ಯುಬಿವಿ 2016

ಕರ್ನಾಟಕ ಸರ್ಕಾರದ ಸಚಿವಾಲಯ,
ಬಹುಮಹಡಿ ಕಟ್ಟಡ,
ಬೆಂಗಳೂರು, ದಿನಾಂಕ: 09.03.2017

ಇಂದ
ಸರ್ಕಾರದ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿ,
ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ,
ಬೆಂಗಳೂರು - 560 001.

ಇವರಿಗೆ
ಕುಲಸಚಿವರು,
ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ,
ಬೆಂಗಳೂರು.

ಮಾನ್ಯರೇ,
ವಿಷಯ:- ಬೆಂಗಳೂರಿನ ಲಾಲಬಾಗ್ ರಸ್ತೆಯಲ್ಲಿರುವ ಸೈಂಟ್ ಜೋಸೆಫ್ ಕಾಲೇಜಿನ
ಸ್ವಾಯತ್ತತೆಯನ್ನು 2016-17ನೇ ಸಾಲಿನಿಂದ ನವೀಕರಿಸುವ ಬಗ್ಗೆ.
ಉಲ್ಲೇಖ:- ಸರ್ಕಾರದ ಸಮಸಂಖ್ಯೆಯ ಪತ್ರ, ದಿನಾಂಕ:28.12.2016.

ಮೇಲಿನ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ, ಬೆಂಗಳೂರಿನ ಲಾಲಬಾಗ್ ರಸ್ತೆಯಲ್ಲಿರುವ ಸೈಂಟ್ ಜೋಸೆಫ್ ಕಾಲೇಜಿನ
ಸ್ವಾಯತ್ತತೆಯನ್ನು ಅಲ್ಲಿ ಪ್ರಸ್ತುತ ಅಸ್ತಿತ್ವದಲ್ಲಿರುವ ವಿವಿಧ ವ್ಯಾಸಂಗಕ್ರಮಗಳೊಂದಿಗೆ 2016-17ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ
ಮೂರು ವರ್ಷಗಳ ಅವಧಿಗೆ ವಿಸ್ತರಿಸಲು ಕರ್ನಾಟಕ ರಾಜ್ಯ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳ ಅಧಿನಿಯಮ 2000ರ ಪ್ರಕರಣ 64(3)ರಡಿ
ಪ್ರದತ್ತವಾದ ಅಧಿಕಾರ ಚಲಾಯಿಸಿ ಉಲ್ಲೇಖಿತ ಪತ್ರದಲ್ಲಿ ಸರ್ಕಾರದ ಅನುಮತಿ ನೀಡಲಾಗಿದೆ. ಸದರಿ ಪತ್ರವನ್ನು
ಮುಂದುವರಿಸುತ್ತಾ, 2016-17ನೇ ಸಾಲಿನಿಂದ ಈ ಕೆಳಕಂಡ ವ್ಯಾಸಂಗಕ್ರಮಗಳ ಸಂಬಂಧದಲ್ಲಿಯೂ ಬೆಂಗಳೂರಿನ ಲಾಲಬಾಗ್
ರಸ್ತೆಯಲ್ಲಿರುವ ಸೈಂಟ್ ಜೋಸೆಫ್ ಕಾಲೇಜಿನ 3 ವರ್ಷಗಳ ಸ್ವಾಯತ್ತತೆ ನವೀಕರಣವನ್ನು ಅನ್ವಯಿಸಲು ಸರ್ಕಾರದ ಅನುಮತಿ
ನೀಡಲಾಗಿದೆ ತಿಳಿಸಲು ನಾನು ನಿರ್ದೇಶಿಸಲಾಗಿದ್ದೇನೆ.

ಕ್ರ.ಸಂ	ವ್ಯಾಸಂಗಕ್ರಮಗಳು	ವಿದ್ಯಾರ್ಥಿ ಪ್ರವೇಶ ದಾಖಲಾತಿ ಪ್ರಮಾಣ
1	M.Sc(Big Data Analytics).	60(ಅರವತ್ತು)
2	B.A. (Communicative English, Political Science & Economics)	100(ನೂರು)
3	ಸರಳ ಕೌಶಲ್ಯ ಕೋರ್ಸುಗಳು i. Science & Society. ii. Culture, Diversity & Society	-

ತಮ್ಮ ನಂಬುಗೆಯ,

ಶಿಕ್ಷಣ ಇಲಾಖೆ
13/3/17
ಶಿಕ್ಷಣ ಇಲಾಖೆ
ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ

(ಎಂ.ಎ.ಅಹ್ಮದ್ ಜಾನ್)

ಸರ್ಕಾರದ ಅಧೀನ ಕಾರ್ಯದರ್ಶಿ,

ಶಿಕ್ಷಣ ಇಲಾಖೆ (ವಿಶ್ವವಿದ್ಯಾನಿಲಯಗಳು-2)

ಪ್ರತಿ:-

1. ಕಾಲೇಜು ಶಿಕ್ಷಣ ಆಯುಕ್ತರು/ನಿರ್ದೇಶಕರು, ಬೆಂಗಳೂರು - 560 001.
2. ಪ್ರಾದೇಶಿಕ ಜಂಟಿ ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಬೆಂಗಳೂರು.
3. ಪ್ರಾಂಶುಪಾಲರು, ಸೈಂಟ್ ಜೋಸೆಫ್ ಕಾಲೇಜು, ಪಿ.ಬಿ.ನಂ:27094, ಲಾಲಬಾಗ್ ರಸ್ತೆ, ಬೆಂಗಳೂರು-560 027



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