

**Part – I: Institutional Data****A. Profile of the College**

## 1. Name and address of the College:

Name: St. Joseph's College of Commerce (Autonomous)		
Address: No 163, Brigade Road,		
City: Bangalore	District: Bangalore	State: Karnataka
Pin code: 560 025		

## 2. For communication:

<b>Name</b>	<b>Area/ STD code</b>	<b>Tel No</b>	<b>Mobile No</b>	<b>Fax No</b>	<b>Email</b>
Director	080	25360644	9449695755	25540378	director@sjcc.edu.in
Principal	080	25543835	9341496622	25540378	principal@sjcc.edu.in
Steering Committee Coordinator	080	25360644	9844164999	25540378	ravidarshini@sjcc.edu.in

**Residence**

Name	Area / STD code	Tel. No.	Mobile No.	Fax No.	E-mail
Director	080	22293066	9449695755	23436341	director@sjcc.edu.in
Principal	080	23436341	9341496622	23436341	principal@sjcc.edu.in
Steering Committee Coordinator	080	25715026	9844164999	23436341	ravidarshini@sjcc.edu.in

## 3. Funding Status of the College:

Government Funded

Grant-in-aid

Self-financing

## 4. Type of Autonomous College

a) Affiliated

Constituent

College with potential for excellence

b) By gender

For Men

For Women

For Co-education

5. a) Date establishment of the College: Date, Month & Year (dd-mm-yy)

<b>22/06/1972</b>
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- b) University to which the college is affiliated: **Bangalore University**

6. Dates of UGC recognition:

Under Section	Date, Month & Year
i. 2 (f)	19-03-1989
ii. 12(B)	23-08-1994

(Certificate of recognition u/s 2(f) and 12(B) may be enclosed)

7. Date of conferment of the Autonomous Status.

<b>7<sup>th</sup>, October 2004, Extension 23<sup>rd</sup> September 2010</b>
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8. Location of the College: (based on Government of India Census)

(Based on Census/GoI Criteria)

Urban

√
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Semi-urban

Rural

Tribal

Hilly area

Any other (specify)


9. Campus area in acres/sq.mts: **2 Acres, 10.69 Guntas**

10. Unit Cost of Education: (2010-2011)

a) Total annual expenditure divided by the number of students  
(including the salary component) **31,011**

b) Total annual expenditure divided by the number of students  
(excluding the salary component) **16,183**

11. Current number of academic programmes/courses offered by the College under the following categories: (Enclose the list of academic programmes offered)

<b>Programmes</b>	<b>Number</b>
UG	2
PG	2
Certificate course	7
Diploma	-
PG Diploma	4
M.Phil	-
Ph.D	-
Any other (specify)	-
<b>Total</b>	<b>15</b>

## 12. Number of permanent and temporary members of the teaching staff:

	Female	Male	Total
<b>Permanent teachers (Total)</b>	<b>21</b>	<b>12</b>	<b>33</b>
Number of teacher with PhD as the highest qualification	4	6	10
Number of teacher with M.Phil as the highest qualification	12	-	12
Number of teacher with PG as the highest qualification	5	6	11
<b>Temporary teachers (Total)</b>	<b>4</b>	<b>2</b>	<b>6</b>
Number of teachers with PhD as the highest qualification	1	-	01
Number of teacher with M.Phil as the highest qualification	01	-	01
Number of teacher with PG as the highest qualification	02	02	04
<b>Part-time Teachers (Total)</b>	<b>3</b>	<b>13</b>	<b>16</b>
Number of teachers with PhD as the highest qualification	-	1	1
Number of teacher with M.Phil as the highest qualification	-	1	1
Number of teacher with PG as the highest qualification	3	11	14

13. Furnish data about the number of students enrolled in the institution,  
for the current year (2011-2012)

	UG		PG		Total
	Professional	Non - Professional	Professional	Non-Professional	
Students from the same state where the university is located	-	350	-	59	409
Students from other states of India	-	92	-	15	107
NRI students	-	13	-	-	13
Other overseas students (Foreign)	-	2	-	2	4
Grand Total	-	457	-	76	533

	M.Phil	PhD	Diploma	Certificate
Number of students from the same State where the college is located.	-	-	61	86
Number of students from other States	-	-	05	8
Number of NRI students	-	-	-	7
Number of overseas students	-	-	-	-

**B. CRITERION – WISE INPUTS****Criterion I: Curricular Aspects**

1. Number of Programmes offered:

Certificate	7	Diploma	4	UG	2
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PG	2	Research	01
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2. Number of subjects taught at the institution

UG	47
PG	40

3. Number of overseas programmes on campus and income earned

No.	Amount	Agency
-	-	-

4. Does the college offer self-funded programmes? If yes, how many?

Yes	✓	No	
04			

5. Programmes with annual system

Yes		No	✓	Number	
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## 6. Programmes with semester system

Yes	√	No		Number	4
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## 7. Programmes with trimester system

Yes		No	√	Number	
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## 8. Programmes with choice based credit system

Yes		No	√	Number	
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## 9. Programmes with elective options

Yes	√	No		Number	2
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## 10. Courses offered in modular form

Yes	√	No		Number	4
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## 11. Inter/multi disciplinary programmes

Yes		No	√	Number	
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## 12. Courses with ICT – enabled teaching learning process

Yes	√	No		Number	4
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13. Courses for which where assessment of teachers by students has been introduced

Yes	√	No		Number	4
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14. Programmes with faculty exchange/visiting faculty

Yes	√	No		Number	2
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15. New programmes (UG and PG) introduced during the last three years

Yes	√	No		Number	1
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16. Has major syllabus revision done during the last five years? If yes, specify the number

Yes	√	No		Number	2
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17. Compulsory internship (UGC or other vocational programmes)

Yes	√	No		Number	4
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18. Value added courses

Yes	√	No		Number	15
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## 19. Feedback on curriculum obtained in the year 2010- 2011 from

Employers	Yes	√	No		Number	15
Students	Yes	√	No		Number	100
Parents	Yes	√	No		Number	63
Alumni	Yes	√	No		Number	05
Academic Peers	Yes	√	No		Number	05

## 20. Number of Job Oriented Courses

Yes	√	No		Number	4
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## 21. Courses in emerging areas

Yes	√	No		Number	7
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## 22. Is there a practice of Course evaluation

Yes	√	No	
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## 23. Programmes with twinning arrangements/international collaborations

Yes	√	No		Number	3
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## 24. Any other (specify)

**Criterion II: Teaching – Learning and Evaluation**

## 1. Process of student admission to various programmes

Names	Yes	No	Number of Programmes
Entrance Test	√		03
Interview	√		04
Previous Academic records	√		04
Any other (specify) GD	√		03

## 2. Number of working days during the last academic year

240
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## 3. Number of teaching days during the last academic year

180
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## 4. Number of position sanctioned and filled as on data

	Sanctioned	Filled
Teaching	38	38
Non – Teaching	39	39
Technical	04	04

## 5. a. Number of regular and permanent teachers (gender – wise)

Associate Professors	M	4	F	3
Assistant Professor	M	4	F	10
Sr. Grade Lecturers	M	0	F	0
Lecturers	M	4	F	7

## b. Number of temporary teachers (gender – wise)

Lecturers full time (Aided)	M	0	F	0
Lecturers Part time (Aided)	M	0	F	0
Lecturers (Management Appointees) Full time	M	2	F	4
Lecturers (Management Appointees) Part time	M	3	F	2
Any others (Visiting)	M	10	F	1
Total	M	15	F	7

## c. Number of teachers belonging to

Same State	45
Other States	9
Overseas	-

6. a. Number of permanent teachers qualified and its percentage of the total faculty strength

No	32	%	84.21
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- b. Teacher: Students ratio

53 : 1471
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- c. Number and Percentage of teachers who have Ph. D as the highest qualification

No	10	%	31.25
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- d. Number and percentage of teachers who have M. Phil as the highest qualification

No	13	%	34.21
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- e. Number and percentage of teachers who completed UGC, NET and SLET exams

No	11	%	28.9
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- f. Number and percentage of the faculty who have served as resource persons in Workshops/Seminars/Conferences, during the last five years?

No	9	%	28.12
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g. Number of faculty development programmes availed of by teachers during the last five years

	<b>Number</b>	<b>Year</b>
Refresher	2	2008-2009
	3	2009-2010
Orientation	1	2007-2008
Any other (Seminars and conferences)	100	2006-2011

h. Number of faculty development programmes organized by the College:

	<b>Number</b>	
Seminars/workshops/symposia on Curricular development	0	5
Teaching – learning, Assessment and so on	-	-
Research development programmes	0	2
Invited/endowment lectures	-	-
Any other (in house training)	1	0

7. Number and Percentage of the course where ‘predominantly’ Lecture method is used.

No	4	%	100
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8. Does the college have the tutor – word system? If yes, how many students are under the care of a teacher?

Yes	✓	No	
80			

9. Remedial programmes offered

Yes	✓	No		Number	7
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10. Bridge courses offered

Yes	✓	No		Number	2
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11. Is there a mechanism for:

- a. Self appraisal of faculty

Yes	✓	No	
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- b. Student assessment of faculty performance

Yes	✓	No	
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- c. Assessment of faculty performance by experts

Yes		No	✓
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12. Do the faculty members perform additional administrative work?

Yes	√	No	
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If yes, the average number of hours spent per week by the faculty

7 to 9 hours
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13. Any other (tests, tutorials, extracurricular activities)

10 hours per week
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### Criterion III: Research, Consultancy and Extension

1. Number and percentage of faculty members actively involved in research guidance and projects

Yes	√	No		Number	40
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2. Are there any Research collaborations?

National, if yes, how many?

Overseas, if yes, how many?

Yes	No
	√
	√

3. Total amount and percentage of the annual budget allocated for promotion of research (during the last five years)

Amount	23,75,000	%	15.83
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## 4. a. Do the faculty members have research projects?

(Ongoing/completed) if yes, how many?

Yes	√	No	
Ongoing		05	
Completed		02	

## b. Provide the following details about the ongoing research projects

Major projects	Yes	-	No	-	Number	-	Agency	-	Amount	-
Minor Projects	Yes	√	No		Number	5	Agency	UGC	Amount	3,23,000
College procured projects	Yes	√	No	-	Number	1	Agency	BJES	Amount	1,00,000
Industry sponsored	Yes	-	No	-	Number	-	Industry	-	Amount	-
Any other (specify)	-	-	-	-	-	-	-	-	-	-

Number of student research projects	Yes		No	√	Number	-	Amount sanctioned by the College	Amount sanctioned by other agencies
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## 5. Research publications:

In International journals	Yes	√	No		Number	05
In National journals – refereed papers	Yes	√	No		Number	06
In College journal	Yes	√	No		Number	01
Books	Yes	√	No		Number	04
Abstracts	Yes	-	No		Number	-
Any other (specify) Conference	Yes	√	No		Number	15
Mean impact Factor of the research journals in which publications were made during the last 5 years						

Research Awards, recognition, patents etc. During the last five years, if any (specify)	Number	-
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## 6. Has the faculty presented research papers in academic forums? If yes, number of papers presented at

Yes	√	No	
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National seminars	15
International seminars	3
Any other (specify)	-

7. Average citation index of publication of faculty

-
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8. Number of other extra curriculum/co-curricular activities organized in collaboration with other agencies/NGO's (Such as Rotary/Lions etc.)  
On Campus

13
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9. Extension centre:

Yes	/	No		Year of Establishment	2002
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10. Number of regular extension programmes organized by NSS, NCC, etc., (average of last five years)

4 – 5
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11. Number of NCC cadets/Units

M		F		Units	-
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12. Number of NSS Volunteers/Units (2010-20116)

M	74	F	37	Units	111
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13. Number of faculty engaged in consultancy

05
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14. Consultancy earning per annum (give average of last five years)

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15. Any other (Free consultancy service to corporate, small ventures, start up business and to draft business plans)

√
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#### Criterion IV: Infrastructure and Learning Resources

1. Campus area in acres built – up area in sq.mts/sq.ft

2 acres 10.69 Guntas
8093.71 sq mts

**\*1 sq.ft. = 0.093 sq.mt.**

2. Working hours of the Library

On working days	9.00 a.m. to 5.00 p.m.
On holidays	-
On examination days	8.30 a.m. to 5.30 p.m.

3. Average number of faculty visiting the library/day: **10**

4. Average number of students visiting the library/day: **120**

5. Open access:

Yes	√	No	
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## 6. Total collections (Numbers)

	<b>Titles</b>	<b>Volumes</b>
a. Books	14418	19898
b. Text books	700	1152
c. Reference	1981	2058
d. Magazines	-	22

## e. Current Journals

Indian journals	64
f. Peer Reviewed journals	7
g. Back volumes of journals	53
	840

## h. E-resources

CDs/DVDs	441
Database	01
Online journals	914
Other A V resources	30

## i. Special collections

UNO Repository Centre	-
World Bank Repository	-
Materials acquired under special schemes (IEEE, ACM, NBHM, DST, etc.,)	-
Competitive examinations	96
Books Bank	539
Braille materials	-
Manuscripts	-
Any other (specify)	35 + eBooks

## 7. Number of books/journals/periodicals added during the last five years and their cost

**BOOKS**

SI No	Year	No. of books	Expenditure (RS)
1	2006-07	1444	4,53,118.00
2	2007-08	1571	3,43,756.00
3	2008-09	1921	4,65,229.00
4	2009-10	1094	4,29,266.00
5	2010-11	979	2,69,703.00

**JOURNALS /PERIODICALS**

SI No.	Year	Expenditure (Rs)
1	2006-07	38,462.00
2	2007-08	46,426.00
3	2008-09	92,677.00
4	2009-10	79044.00
5	2010-11	1,52,844.00

8. Furnish the following details:

Total carpet area of the Central Library (in sq.ft)

4331 sq.ft

Seating capacity of the Central Library

75

Separate reading room facility for

Students

Yes	√	No	
Yes	√	No	

Staff

Number of departmental libraries

-

9. Is the Central Library automated?

Yes	√	Partially Yes		No	
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Name the automation software used – EASYLIB

10. Percentage of annual allocation of funds to the Library out of the total budget (average of 2009-2010 and 2010-2011)

Allocation made from CPE funds, Grant in aid and Management

3,40,000
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11. Services/facilities in the library

Circulation of books and journals	√
Display of current events/ Information	√
Bibliographic compilation	√
Reference	√
Reprography	√
Computer and Printing	√
Internet	√
Digitalization	√
Inter-library loan	√
Uninterrupted power supply/ back up	√
User orientation/information literacy	√
Inflibnet/Delnet	√
Any other. Please specify	-

12. Are students allowed to retain books for examinations?

Yes	√	No	
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13. Furnish the information about the following library services:

Average number of books issued/returned per day	115
Average number of users who visited/consulted per month	3600
Ratio of library books to the number of students enrolled	17
Total number of days the library is kept open	330



14. Total number of Computer terminals: 215

Number of departments with computer facilities	06
Budget allotment for computer during the last academic year (2010-2011)	4,00,000
Amount spent on maintenance and upgrading of computer	4,80,238

Facilities during the last academic year

Types of Internet Facility

Dialup	-
Baseline	-
Broadband	2
Any other (Specify)	-

Number of terminals with internet facility available to

Students	100
Teachers	20
Non – Teaching staff	25

Institutional networking through

Optical Fiber connectivity	Yes		No	√
Wifi connectivity	Yes	√	No	
Any other (specify)	LAN			

15. Is there a Workshop/Instrumentation Centre?

Yes		No	√	Year of Establishment	
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16. Is there a Health Centre?

Yes		No	√	Year of Establishment	
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17. Is there Residential accommodation provided for

Faculty	Yes		No	√	Year of Establishment	
Non-teaching Staff	Yes		No	√	Year of Establishment	

18. Are there Hostels for students? If yes, number of students residing in hostels.

Yes		No	√
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19. Is there a provision for

(a) Sports fields

Yes	√	No		Number	02
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(b) Gymnasium

Yes	√	No	
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(c) Women's rest rooms

Yes	√	No		Number	22
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(d) Transport

Yes		No	√
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## (e) Canteen

Yes	√	No		Year of Establishment	1985
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## (f) Students centre

Yes	√	No		Year of Establishment	1972
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## (g) Media centre

Yes	√	No		Year of Establishment	2010
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## (h) Telephone facility (Local/STD)

Yes	√	No		Year of Establishment	1972
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## (i) Generator/Electricity Back up

Yes	√	No		Year of Establishment	1987
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## 20. Is there provision for Audio Visual Equipment/teaching aids:

LCD projectors	Yes	√	No		Number	30
OHP	Yes	√	No		Number	14
Slide projectors	Yes	√	No		Number	14
TV/VCP/Cable Connection	Yes	√	No		Number	7
DVD player	Yes	√	No		Number	5

## 21. Does the institution make use of Edu sat/V sar facility?

Yes		No	√
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22. Is there provision for Indoor sports facilities?

Yes	√	No		Year of Establishment	2004
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23. Any other (Photostat, scanning, fax facility, video cameras, inhouse stationery outlet, drinking water purifiers, solar lights etc )

√
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### Criterion V: Students Support and Progression

1. a. Students Strength

(Provide information in the following format for the last 5 years)

Year 2006-2007

Students Enrolment	UG			PG (M.Com)		
	M	F	T	M	F	T
No. of students from the same state where the college is located	230	81	311	10	21	31
No. of students from other States	28	10	38	0	2	2
No. of NRI students	12	10	22	-	-	-
No. of overseas students	4	0	4	-	-	-

**M – Male, F – Female, T – Total**

**Year 2007-2008**

<b>Students Enrolment</b>	<b>UG</b>			<b>PG (M.Com/MIB)</b>		
	<b>M</b>	<b>F</b>	<b>T</b>	<b>M</b>	<b>F</b>	<b>T</b>
No. of students from the same state where the college is located	230	101	331	20	33	53
No. of students from other States	34	4	38	4	5	9
No. of NRI students	20	4	24	-	-	-
No. of overseas students	1	0	1	-	-	-

**Year 2008-2009**

<b>Students Enrolment</b>	<b>UG</b>			<b>PG (M.Com/MIB)</b>		
	<b>M</b>	<b>F</b>	<b>T</b>	<b>M</b>	<b>F</b>	<b>T</b>
No. of students from the same state where the college is located	254	106	360	24	37	61
No. of students from other States	12	14	26	9	8	17
No. of NRI students	6	6	12	-	-	-
No. of overseas students	-	-	-	2	-	2

**Year 2009-2010**

<b>Students Enrolment</b>	<b>UG</b>			<b>PG (M.Com/MIB)</b>		
	<b>M</b>	<b>F</b>	<b>T</b>	<b>M</b>	<b>F</b>	<b>T</b>
No. of students from the same state where the college is located	206	145	351	26	36	62
No. of students from other States	17	6	23	10	9	19
No. of NRI students	10	4	14	-	-	-
No. of overseas students	5	2	7	2	-	2

**Year 2010-2011**

<b>Students Enrolment</b>	<b>UG</b>			<b>PG (M.Com/MIB)</b>		
	<b>M</b>	<b>F</b>	<b>T</b>	<b>M</b>	<b>F</b>	<b>T</b>
No. of students from the same state where the college is located	268	151	419	19	43	62
No. of students from other States	15	5	20	7	8	15
No. of NRI students	7	8	15	-	-	-
No. of overseas students	0	0	0	-	-	-

b. Dropout rate of UG and PG students of the last two batches

<b>UG</b>	<b>PG</b>
-	-

## c. Dropout rate during the different years after admission

Year 2011-2012

UG	
	-
	-
	-
PG	
0	1
-	-

## 2. Students Free ships and scholarship: (2010-2011)

	Number	Amount
Endowments	-	-
Free ships	-	-
Scholarships (Government)	40	65,673
Scholarships (Institution)	65	3,25,000
Loan facilities	36	3,19,500
Any other student financial support schemes		
KPMG scholarship	15	4,04,000
Fee concessions	37	3,06,200

## 3. Does the college obtain feedback from students on their campus experience? Is the feedback analyzed?

Yes	√	No	
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4. Major College Cultural Events organized by the college during 2010-2011.

	Organized			Average Participants		
	Yes	No	Number	Yes	No	Number
Inter – collegiate	√		4	√		100+ spiel 1000
Inter – university (Bangalore university)	√		01	√		100
National	√		4	√		100+ spiel (1000)
Any other Fiesta Kalotsav Enact Women’s forum Language fests	√		5	√		100

5. Examination Results (data of past five years)

October – 2006

Students Performance	UG		PG	
	1 Sem	III Sem	1 Sem	III Sem
Pass percentage	78.96%	84.91%	73.33%	88.57%
Number of first Classes	176	254	19	21
Number of Distinctions	10	4	-	-



**April – 2007**

<b>Students Performance</b>	<b>UG</b>		<b>PG</b>	
	<b>II Sem</b>	<b>IV Sem</b>	<b>II Sem</b>	<b>IV Sem</b>
Pass percentage	88.38%	88.25%	89.65%	100%
Number of first Classes	197	226	23	28
Number of Distinctions	20	16	2	2

**October – 2007**

<b>Students Performance</b>	<b>UG</b>			<b>PG</b>	
	<b>I Sem</b>	<b>III Sem</b>	<b>V Sem</b>	<b>I Sem</b>	<b>III Sem</b>
Pass percentage	73.10%	82.18%	84.66%	88.46%	86.20%
Number of first Classes	189	200	229	46	20
Number of Distinctions	48	24	24	4	2

**April – 2008**

<b>Students Performance</b>	<b>UG</b>			<b>PG</b>	
	<b>II Sem</b>	<b>IV Sem</b>	<b>VI Sem</b>	<b>II Sem</b>	<b>IV Sem</b>
Pass percentage	85.74%	71.68%	90.17%	85.29%	100%
Number of first Classes	234	175	240	46	18
Number of Distinctions	14	55	26	-	6

**October – 2008**

<b>Students Performance</b>	<b>UG</b>			<b>PG</b>	
	<b>1 Sem</b>	<b>III Sem</b>	<b>V Sem</b>	<b>1 Sem</b>	<b>III Sem</b>
Pass percentage	77.01%	87.23%	80.79%	72.87%	91.68%
Number of first Classes	183	224	160	34	44
Number of Distinctions	39	26	30	-	2

**April – 2009**

<b>Students Performance</b>	<b>UG</b>			<b>PG</b>	
	<b>II Sem</b>	<b>IV Sem</b>	<b>VI Sem</b>	<b>II Sem</b>	<b>IV Sem</b>
Pass percentage	87.93%	81.47%	89.64%	67.32%	84.03%
Number of first Classes	227	205	194	36	42
Number of Distinctions	39	61	24	10	3

**October – 2009**

<b>Students Performance</b>	<b>UG</b>			<b>PG</b>	
	<b>1 Sem</b>	<b>III Sem</b>	<b>V Sem</b>	<b>1 Sem</b>	<b>III Sem</b>
Pass percentage	91.06%	89.2%	92.11%	90.03%	84.35%
Number of first Classes	240	223	193	50	45
Number of Distinctions	20	25	48	6	4

**April – 2010**

<b>Students Performance</b>	<b>UG</b>			<b>PG</b>	
	<b>II Sem</b>	<b>IV Sem</b>	<b>VI Sem</b>	<b>II Sem</b>	<b>IV Sem</b>
Pass percentage	82.3%	85.3%	86.58%	82.95%	100%
Number of first Classes	242	218	213	46	50
Number of Distinctions	25	33	48	5	8

**October – 2010**

<b>Students Performance</b>	<b>UG</b>			<b>PG</b>	
	<b>I Sem</b>	<b>III Sem</b>	<b>V Sem</b>	<b>I Sem</b>	<b>III Sem</b>
Pass percentage	91.37%	83.20%	89.9%	92.04%	95.71%
Number of first Classes	209	227	188	59	62
Number of Distinctions	86	30	49	5	3

**April – 2011**

<b>Students Performance</b>	<b>UG</b>			<b>PG</b>	
	<b>II Sem</b>	<b>IV Sem</b>	<b>VI Sem</b>	<b>II Sem</b>	<b>IV Sem</b>
Pass percentage	85.55%	88.13%	88.8%	85.6%	98.6%
Number of first Classes	249	215	210	56	65
Number of Distinctions	64	41	61	6	2

6. Number of students who have passed the following examinations during the last five years

NET	05
SLET	-
CAT	60
TOEFL	-
GRE	-
G-MAT	25
IAS	-
Defense Entrance	-
Other services	-
Any other (specify)	-

7. Is there a student counseling centre?

Yes	/	No		Year of Establishment	2005
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8. Is there a Grievance Redressal Cell?

Yes	/	No		Year of Establishment	2000
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9. Does the college have an Alumni Association

Yes	/	No		Year of Establishment	1980
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10. Parent – Teacher Association

Yes	/	No		Year of Establishment	2006
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## 11. Student's Group Insurance Scheme

Yes		No	√
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## 12. Number of students supported by college funds

115
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## 13. Complaints Cell for preventing sexual harassment of women

Yes	√	No	
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## 14. Number of students using the book bank facility

40
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## 15. Number of students opting for further studies

20%
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## 16. Career counseling

√
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## 17. Placement cell

√
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## 18. Single window admission for foreign students

√
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## 19. Any other (Anti ragging committee)

√
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**Criterion VI: Governance and Leadership**

## 1. a. Number of Teaching Staff

Permanent	M	12	F	21
Temporary	M	2	F	4

## b. Number of Non Teaching Staff

Permanent	M	28	F	11
Temporary	M	4	F	1

## c. Number of Technical Assistants

Permanent	M	2	F	0
Temporary	M	2	F	0

## d. Teaching/Non-teaching staff ratio

27:22
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## 2. Number of management appointees staff

Teaching Staff	M	9	F	22
Non -Teaching	M	15	F	10
Tech. Assistants	M	4	F	0

## 3. Percentage of posts filled under reserved categories

## a. Teaching

SC/ST	2.56
OBC	-
NT	-
General	97.44
Any other (specify)	-

## b. Non Teaching

SC/ST	12.90
OBC	9.67
NT	-
General	77.43
Any other (specify)	-

## 4. Number of Professional development programmes held for non-teaching staff?

No	4
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## 5. Financial resources of the college (approximate amounts) – Last year's data 2010-2011

Grant-in-aid	87,75,169
Fees	33,97,500
Donation	-
Self – funded courses fees	3,63,97,240
Any other (fine collection, exam fees, convocation, parking etc)	68,25,997

## 6. Finance last two years data (2009-2010 and 2010-2011)

<b>Expenditure (in percentage of the total annual budget)</b>	<b>Year before last (2009-2010)</b>	<b>Last year (2010-2011)</b>
-		
Spent on the salaries of faculty	29.85%	33.04%
Spent on the salaries of non-teaching employees	13.90%	11.36%
Spent on books and journals	0.86%	0.27%
Spent on Building development	-	-
Spent on maintenance, electricity, water, sports, examinations, Hostels, animal house, etc.	12.95%	7.67%
Spent on academic activities of departments, laboratories, Green house, animal house, etc.	-	-
Spent on equipment, research, teaching aids, seminars etc.	1.30%	0.03%
Spent on contingency / miscellaneous expenditure	29.17%	18.91%

## 7. Number of meetings of Academic and Administrative Bodies:

Governing Body	
Internal Admn Bodies	<ol style="list-style-type: none"> <li>1. Governing Council (once a year)</li> <li>2. Academic Council (once a year)</li> <li>3. Board of Studies (once or twice a year)</li> </ol>



8. Are there Welfare Schemes for the academic community (2010-2011)

Amount

Loan facility	Yes	√	No		19,57,980
Medical Group Insurance	Yes	√	No		96,820
Any other (Provident fund)	Yes	√	No		5,33,200

9. Is there ICT – support for the following:

Office	Yes	√	No	
Student Admission	Yes	√	No	
Student Records	Yes	√	No	
Career Counselling	Yes	√	No	
Student placements	Yes	√	No	
Aptitude Testing	Yes	√	No	
Examinations	Yes	√	No	
Finance	Yes	√	No	

10. Any other (specify)

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### Criterion VII: Innovative Practices

1. Does the college have an Internal Quality Assurance mechanism

Yes	√	No	
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2. Does the college have a centre for Women's Studies? If yes, provide the following details about the activities of the center (Average of last two years)

Yes		No	√
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Academic Programmes	Yes		No	√	Number
Projects	Yes		No	√	Number
Exchange (visiting/training)	Yes		No	√	Number
National and International	Yes		No	√	Number
Any other (specify)					

3. Do students participate in the Quality Enhancement of the Institution?

Yes	√	No	
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4. What is the number and percentage of the students in the institution?  
(2011-2012)

	Number	%
SC	42	9
ST	2	1
OBC	44	8
Women	596	30
Differently – abled	5	1.25
Rural	-	-
Tribal	-	-

5. What is the average percentage of the following category of staff?

Category	Teaching	%	Non-teaching	%
SC	1	2.56	3	7.5
ST	-	-	3	7.5
OBC	-	-	3	7.5
Women	27	49.09	11	27.5
Differently-abled	1	1.81	-	-
Rural	-	-	-	-
Tribal	-	-	-	-

6. What is the percentage incremental academic growth in terms of aggregate marks of the following category of students for the last two batches?

Category	At admission		On completion of the Course	
	Batch I	Batch II	Batch I	Batch II
	2009-2010	2010-2011	2009-2010	2010-2011
SC/ST	70%	75%	87%	91%
Women	80%	91%	96%	95%

7. Is there a mechanism for obtaining stakeholder perception about the institution?

Yes	√	No	
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8. Has the institution kept a record of students shouldering social responsibilities in addition to their academic activities?

Yes	√	No	
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9. Does the institution have a mechanism for analyzing student feedback on institutional performance, to arrive at Student Satisfaction Index?  
(Refer to the sample questionnaires annexed)

Yes	√	No	
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10. Any other (specify)

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### Profile of Department of Commerce

1. Name of the Department	Commerce	
2. Year of Establishment	1972	
3. Courses / Programmes and subject combinations offered	B.Com	
4. Number of Teaching posts sanctioned and filled	8	
5. Number of Administrative Staff	Centralized	
6. Number of Technical Staff	Centralized	
7. Number of Students (Men/Women) Give details course-wise	598	348
8. Ratio of Teacher to students	1:75	
9. Ratio of to Teachers to Research scholars	NA	
10. Number of research scholars who have obtained their master's degree from other institutions	NA	
11. Number of teachers in academic bodies of other Autonomous Colleges and Universities	1	
12. Latest revision of the curriculum (year)	2011	
13. Number of students passed in NET/SLET etc. (last 5 years)	NA	
14. Success Rate of students	100%	
15. Demand Ratio (No. of seats : No. of applications)	320:2966	
16. Awards and recognition received by faculty (last 5 years)	-	
17. Faculty who have Attended Natl./Intl. Seminars (last 5 years)	100%	
18. Number of national/ international seminars organized (Last 5 years)	7	-
19. Number of teachers engaged in consultancy and the revenue generated	-	-

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20. Number of Ongoing projects and their total outlay	5	3, 23,000
21. Research projects completed during last five years & their Outlay	2	2, 92,000
22. Number of inventions and patents	-	-
23. Number of Ph. D theses guided during the last five years	NA	
24. Publications by faculty (last 5 years)	9	
25. Average citation index and impact factor of publications	-	
26. Number of Books in the Departmental Library, if any	Centralized	
27. Number of Journals/Periodicals in the departmental library	Centralized	
28. Number of Computers	Centralized	

### Profile of Department of Management

1. Name of the Department	Management	
2. Year of Establishment	2004	
3. Courses / Programmes and subject combinations offered	BBM	
4. Number of Teaching posts sanctioned and filled	NIL	
5. Number of Administrative Staff	Centralized	
6. Number of Technical Staff	Centralized	
7. Number of Students (Men/Women) Give details course-wise	222	151
8. Ratio of Teacher to students	1:75	
9. Ratio of to Teachers to Research scholars	1:5	
10. Number of research scholars who have obtained their master's degree from other institutions	NA	
11. Number of teachers in academic bodies of other Autonomous Colleges and Universities	NIL	
12. Latest revision of the curriculum (year)	2011	
13. Number of students passed in NET/SLET etc. (last 5 years)	NA	
14. Success Rate of students		
15. Demand Ratio (No. of seats : No. of applications)	150:1029	
16. Awards and recognition received by faculty (last 5 years)	NIL	
17. Faculty who have Attended Natl./Intl. Seminars (last 5 years)	5	
18. Number of national/ international seminars organized (Last 5 years)	-	-
19. Number of teachers engaged in consultancy and the revenue generated	Nil	

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20. Number of Ongoing projects and their total outlay	Nil	
21. Research projects completed during last five years & their Outlay	Nil	
22. Number of inventions and patents	Nil	
23. Number of Ph. D theses guided during the last five years	NA	
24. Publications by faculty (last 5 years)	Nil	
25. Average citation index and impact factor of publications	Nil	
26. Number of Books in the Departmental Library, if any	Centralized	
27. Number of Journals/Periodicals in the departmental library	Centralized	
28. Number of Computers	Centralized	



### Profile of Post Graduate Department

1. Name of the Department	Post Graduation	
2. Year of Establishment	2005	
3. Courses / Programmes and subject combinations offered	M.Com, MIB, PG Diploma	
4. Number of Teaching posts sanctioned and filled	-	
5. Number of Administrative Staff	Centralized	
6. Number of Technical Staff	Centralized	
7. Number of Students (Men/Women) Give details course-wise	55	97
8. Ratio of Teacher to students	10:1	
9. Ratio of to Teachers to Research scholars	Centralized	
10. Number of research scholars who have obtained their master's degree from other institutions	Centralized	
11. Number of teachers in academic bodies of other Autonomous Colleges and Universities	Visiting Faculty	
12. Latest revision of the curriculum (year)	2011	
13. Number of students passed in NET/SLET etc. (last 5 years)	20 Students	
14. Success Rate of students	89%	
15. Demand Ratio (No. of seats : No. of applications)	M.Com 35:107 MIB 45:71	
16. Awards and recognition received by faculty (last 5 years)	-	
17. Faculty who have Attended Natl./Intl. Seminars (last 5 yr)	Centralized	
18. Number of national/ international seminars organized (Last 5 years)	Centralized	
19. Number of teachers engaged in consultancy and the revenue generated	-	

20. Number of Ongoing projects and their total outlay	Centralized	
21. Research projects completed during last five years & their Outlay	Centralized	
22. Number of inventions and patents	-	
23. Number of Ph. D theses guided during the last five years	Centralized	
24. Publications by faculty (last 5 years)	Centralized	
25. Average citation index and impact factor of publications	Centralized	
26. Number of Books in the Departmental Library, if any	Centralized	
27. Number of Journals/Periodicals in the departmental library	Centralized	
28. Number of Computers	Centralized	

### Profile of Department of English

1. Name of the Department	English	
2. Year of Establishment	1972	
3. Courses / Programmes and subject combinations offered	Gen Eng, Ad Eng, Bus. Communication	
4. Number of Teaching posts sanctioned and filled	01	
5. Number of Administrative Staff	Centralized	
6. Number of Technical Staff	Centralized	
7. Number of Students (Men/Women) Give details course-wise	158	118
8. Ratio of Teacher to students	1:75	
9. Ratio of to Teachers to Research scholars	-	
10. Number of research scholars who have obtained their master's degree from other institutions	-	
11. Number of teachers in academic bodies of other Autonomous Colleges and Universities	1	
12. Latest revision of the curriculum (year)	2010	
13. Number of students passed in NET/SLET etc. (last 5 years)	-	
14. Success Rate of students	-	
15. Demand Ratio (No. of seats : No. of applications)	-	
16. Awards and recognition received by faculty (last 5 years)	-	
17. Faculty who have Attended Natl./Intl. Seminars (last 5 years)	1	
18. Number of national/ international seminars organized (Last 5 years)	-	
19. Number of teachers engaged in consultancy and the revenue generated	-	

20. Number of Ongoing projects and their total outlay	-	
21. Research projects completed during last five years & their Outlay	-	
22. Number of inventions and patents	-	
23. Number of Ph. D theses guided during the last five years	2	
24. Publications by faculty (last 5 years)	3	
25. Average citation index and impact factor of publications	-	
26. Number of Books in the Departmental Library, if any	Centralized	
27. Number of Journals/Periodicals in the departmental library	Centralized	
28. Number of Computers	Centralized	

### Profile of Department of Kannada

1. Name of the Department	Kannada	
2. Year of Establishment	1972	
3. Courses / Programmes and subject combinations offered	2 <sup>nd</sup> Language	
4. Number of Teaching posts sanctioned and filled	1	
5. Number of Administrative Staff	Centralized	
6. Number of Technical Staff	Centralized	
7. Number of Students (Men/Women) Give details course-wise	190	78
8. Ratio of Teacher to students	1:65	
9. Ratio of to Teachers to Research scholars	-	
10. Number of research scholars who have obtained their master's degree from other institutions	-	
11. Number of teachers in academic bodies of other Autonomous Colleges and Universities	-	
12. Latest revision of the curriculum (year)	2011	
13. Number of students passed in NET/SLET etc. (last 5 years)	-	
14. Success Rate of students	99%	
15. Demand Ratio (No. of seats : No. of applications)	100%	
16. Awards and recognition received by faculty (last 5 years)	10	
17. Faculty who have Attended Natl./Intl. Seminars (last 5 years)	5	
18. Number of national/ international seminars organized (Last 5 years)	-	
19. Number of teachers engaged in consultancy and the revenue generated	-	

20. Number of Ongoing projects and their total outlay	-
21. Research projects completed during last five years & their Outlay	-
22. Number of inventions and patents	-
23. Number of Ph. D theses guided during the last five years	-
24. Publications by faculty (last 5 years)	8
25. Average citation index and impact factor of publications	-
26. Number of Books in the Departmental Library, if any	Centralized
27. Number of Journals/Periodicals in the departmental library	4
28. Number of Computers	Centralized

### Profile of Department Hindi

1. Name of the Department	Hindi	
2. Year of Establishment	1972	
3. Courses / Programmes and subject combinations offered	2 <sup>nd</sup> Language	
4. Number of Teaching posts sanctioned and filled	2	
5. Number of Administrative Staff	Centralized	
6. Number of Technical Staff	Centralized	
7. Number of Students (Men/Women) Give details course-wise	157	84
8. Ratio of Teacher to students	75:1	
9. Ratio of to Teachers to Research scholars	-	
10. Number of research scholars who have obtained their master's degree from other institutions	-	
11. Number of teachers in academic bodies of other Autonomous Colleges and Universities	2	
12. Latest revision of the curriculum (year)	2011	
13. Number of students passed in NET/SLET etc. (last 5 years)	-	
14. Success Rate of students	100%	
15. Demand Ratio (No. of seats : No. of applications)	-	
16. Awards and recognition received by faculty (last 5 years)	-	
17. Faculty who have Attended Natl./Intl. Seminars (last 5 years)	2	
18. Number of national/ international seminars organized (Last 5 years)	2	
19. Number of teachers engaged in consultancy and the revenue generated	-	

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20. Number of Ongoing projects and their total outlay	-	
21. Research projects completed during last five years & their Outlay	-	
22. Number of inventions and patents	-	
23. Number of Ph. D theses guided during the last five years	2 Books	
24. Publications by faculty (last 5 years)	-	
25. Average citation index and impact factor of publications	-	
26. Number of Books in the Departmental Library, if any	-	
27. Number of Journals/Periodicals in the departmental library	Centralized	
28. Number of Computers	Centralized	



**EXECUTIVE SUMMARY**

St. Joseph's College of Commerce, formerly was a part of St. Joseph's College which was established in the year 1882 as an educational initiative by the French Foreign Mission Fathers for the purpose of imparting higher education. In 1937, the management of the college was handed over to the Jesuits, a worldwide Catholic religious order with a special focus on education. The Jesuits also run other premier institutions in India, like Loyola College, Chennai, St. Xavier's College, Calcutta and St. Xavier's College Mumbai. The Department of Commerce was established in the parent college in 1949. In 1972, this department became an independent college under the name of St. Joseph's College of Commerce. It is recognized under Section 2(f) and 12B of the UGC Act. It became an autonomous institution in October 2004. St. Joseph's College of Commerce was recognized as a "College with Potential for Excellence" in February 2010 by UGC.

The college aims at a holistic and integral formation of its students, fostering in them a spirit of academic excellence, social concern and character formation, shaping them to become "men and women" for others. Though it is a minority institution, the college has been imparting liberal education to the students of all religious denominations without any discrimination. St. Joseph's College of Commerce is affiliated to the Bangalore University and offers a three year B.Com and BBM Degree course and a two year Post Graduate M.Com and MIB course. The motto of the College is 'Fide et Labore' ('Faith and Toil'), which serves as an inspiration behind the vision and the educational praxis of the college.

From the beginning, the College has striven to be a state of the art institution for commerce education. The thrust has been on the pursuit of multi-dimensional educational excellence. Currently it enjoys an 'A' grade with the National Assessment and Accreditation Council (NAAC). The college has

been responsive to the significant changes and developments in the field of higher education, as well as in the domain of commerce and business.

#### NAAC ACCREDITATION AND ITS OUTCOME

The College was accredited with 'A' grade by NAAC in February 2007. The accreditation process was a transformative experience. It enabled the college to reflect on and re-align its strategies and practices in keeping with the fast changing educational environment today. It also helped the institution to identify its strengths and work on areas of concern, clarifying its vision for the future. The entire process of assessment, accreditation and the subsequent process of quality assurance has positively influenced the growth and development of the institution.

#### **CRITERION I: CURRICULAR ASPECTS**

The college has made palpable progress in curricular aspects. This is evident from its ongoing curriculum development initiatives which have always been responsive to feedback from various stakeholders. The college has developed its curriculum in the context of National and International educational imperatives. The course structure has been developed in consultation with subject experts and professionals from the industry. The senior faculty of the college has greatly contributed to the process of drafting the course structure.

The college has ensured academic flexibility by offering diverse courses with elective options at both UG and PG levels. Certificate courses are offered as value addition to the students. At present the college follows the semester pattern during the academic year. Remedial classes and bridge courses are offered for slow learners to cope with the syllabus. Crucial feedback collected from all the stakeholders has gone into the development of the curricula.

In response to the recommendations of the previous Peer Team of 2007, separate Boards of Studies for B.Com, BBM, PG and Languages have been set

up. These boards have both internal and external members of faculty. Subject papers on National development, Environmental science and Indian Constitution are taught to all the UG Students. The college ensures that its curriculum is congruent with the UGC guidelines.

Besides introducing subjects that are not usually taught at the undergraduate level like Operations Research and Tax planning, important initiative in curriculum design was the introduction of the subject 'Corporate Knowledge Integration' for B.Com programmes. This subject is interdisciplinary in nature and integrates all the major commerce subjects based on the case study approach. Thus the college has been able to achieve a high standard of commerce education.

## **CRITERION II: TEACHING LEARNING EVALUATION**

The college believes that the core process of an educational institution is the teaching, learning and evaluation triad and to this the college gives prime importance. The focus is on learner centric approach, based on continuous internal assessment, internships and project report writing and other innovative pedagogies. A multi-pronged approach is used to assess the academic performance of students.

### **Admission process and student profile**

- A transparent admission procedure is ensured by notification of admission procedure, selection process and interview schedule of the selected students. Merit cum reservation policy is followed in the admission process. The grievances of the students who are not selected are addressed through an independent redressal mechanism.
- The education of slow learners is facilitated via Bridge courses in Accountancy and Maths which is conducted two weeks before the start of a new semester. Remedial classes are offered in core subjects a

month before the end semester examination. A Schedule is drawn up for specific details of Continuous Internal assessment before the commencement of each semester. This enables the students to be better oriented and be well prepared for tests, assignments and examinations.

- Teaching learning process includes practical assignments, group discussions, internship, case studies, industrial visits etc.
- ICT is extensively used in the teaching learning process through the use of computers, online database, internet, overhead projectors, and LCD projectors. Every class room is potentially IT enabled.
- Academically gifted students are given the opportunity to showcase their talents by contributing articles and research reports to a bi - annual SJCC student's research journal.

#### Teacher's Quality

- The college ensures the quality of the teaching faculty by recruiting highly qualified and pedagogically experienced staff.
- The faculty strength of the college currently stands at a total of 54 teachers. A total of 27 teachers are women, constituting 50% of the total faculty strength.
- The faculty regularly participates in UGC-sponsored orientation programmes and national/international seminars. The College also organizes regular staff training programmes throughout the year and special programmes which promotes positive energy among the faculty.

**Evaluation Process and Reforms**

- The college annually evaluates the faculty's research and teaching performance based on both informal means and formal appraisal practices.
- Appraisal of teacher performance is carried out by administering a comprehensive computerized staff evaluation questionnaire, to be filled in and submitted by students.
- Student's performance is monitored by the class mentors and the subject teachers on a regular basis in the form of continuous internal assessment. Fifty percent of the academic performance of the student is evaluated on continuous assessment basis spread throughout the semester and the remaining fifty percent through an end semester examination.
- The evaluation methods are communicated to the students and their parents/guardians at the time of selection interview. A Panel consisting of teachers explains the components of Continuous Internal Assessment, evaluation methods and computation of CGPA.
- The Grievance Committee addresses all grievances of students pertaining to campus life whether it is assessment, disciplinary issues, infrastructure or any other service requirement.

**CRITERION III: RESEARCH AND CONSULTANCY****Research Promotion**

- The college encourages teachers to attend various National and State level Research Seminars and Conferences
- The Faculty are encouraged to take up minor/major research projects funded by the UGC, Planning Commission and ICSSR

- Staff research publications are encouraged and facilitated by providing various resources like access to journals, Computer lab, Library resources like E-Journal, Photocopy facilities etc. Concession in workload is given during field survey, report writing, visits to research organizations etc.
- The college took up the initiative of forming a Research Centre. In Jan 2011 the Bangalore University recognized the Research Centre at SJCC for guiding student research leading up to a doctoral degree.
- The college campus is equipped with Wi- Fi connectivity and web access during the working hours.
- The College provides training to both students and staff in the use of SPSS package.
- The college has a well equipped and modernized library with e-resources Capitaline, Net Library Informatics, and N – List from INFLIBNET.
- The college library has several e - books and over seventy National and International journals.
- In response to previous Peer team suggestion many faculty members of the college have applied for and secured minor research projects from the UGC. An institutional project on “A study on child health and educational status among the urban poor: A Study on Bangalore slums”, has been supported by the management of the college, Bangalore Jesuit Educational Society in the year 2011.
- The faculty members have published several papers in refereed National and International journals

**Extension Activities**

- ‘The Centre for Social Action ‘which was formed in 2008 with a mandate for undertaking extensive social outreach programmes in line with the institutional objectives of social concern. The CSA organizes remedial classes for the community school, sports events and cultural activities for the underprivileged children. Thus the CSA has striven to combine knowledge and action to achieve concrete results as a way of enhancing community development. The Centre for Social Action of the college has adopted the ‘Government Urdu School’ which is in Markham Road adjacent to the College and the students are working with the school on a regular basis. The CSA collaborated with the school in conducting their sports and cultural activities as well as with computer literacy programme.
- The NSS wing of our college is another student body which explicitly espouses the cause of social concern. It is in touch with response to energy and creativity to the felt needs of the community at large outside the campus walls. They regularly organize blood donation camps, rural exposure visits, awareness rally on AIDS day, visits to orphanages, old age homes and outreach programmes for poor school children. Student members of the Rotaract club of our college also join in these activities.
- The college collaborates with and co-ordinates a number of Non-Governmental Organizations in realizing the common objectives of educational and societal service. Together they provide information and guidance and other inputs to various extension programmes in and around Bangalore. The NGO’s have included the college in their mailing list. This gives information about all their programmes and students take part in the various activities of the NGOs.

**CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES**

The college has developed excellent infrastructure and is host to advanced learning resources that cater to multiple educational needs of students.

- The total area of the college campus is about 2.2 acres. The elegant college building has a floor space of about 7058.80 sq feet, with provision for basement parking.
- The college has indoor and outdoor sports facilities for the students. It has a basket ball court and grounds to facilitate football, cricket, hockey etc. The college also has a gymnasium for the students and provision for indoor games like carom, table tennis etc.
- The college has a well-equipped computer centre with modern communication and informational technology facilities serviced by dedicated and qualified staff.
- Midday meals services are facilitated through the cafeteria.
- The infrastructure facilities in the campus are open to the faculty and students even beyond the working hours.

**Library as a Vital Learning Resource**

- Computers with internet facility provide access to e-material and resources. The library has e- resources that can be accessed by all the computers in the college.
- The library has an excellent and continuously updated reference section and an ample reading area.
- Some salient features of the library are interlibrary loan facility, EPAC facility, Book bank facility, INFLIBNET, DELNET, NET books facility.



- The holdings of the library contain over fourteen thousand titles and nineteen thousand volumes and several e books, and over 70 National and International Journals
- The library is assisted by a Library Advisory Committee which oversees budget allocations, development proposals and offers advice on other policy decisions aimed at keeping the library equipped and responsive to meet the constantly evolving student learning needs.

**Information Communication Technology (ICT) as a learning resource:**

- The infrastructure of the college also includes three fully IT enabled audio visual rooms with the state of the art communication technologies for educational purposes. The campus is served by a dedicated and high speed leased line.

**CRITERION V: STUDENT SUPPORT AND PROGRESSION**

The college believes that its primary stakeholders are the students. It undertakes an ongoing study of the geographic, socio demographic, economic and educational background of the people in this region for the purpose of offering all possible educational support to the community at large.

- In order to foster academic excellence, students are monitored through regular tests, assignments, projects, presentations, case study analysis etc.
- The class mentors play a vital role in student support and progression. They maintain a systematic documentation of various academic parameters such as attendance, academic performance, extracurricular participations and absenteeism. Whenever necessary they also identify students who may have special counseling requirements and direct

them to the college counselors and also arrange to meet with the parents of the student when a need arises.

- St. Joseph's College of Commerce has moulded an entire generation of students and in the process has garnered tremendous goodwill of the community and the alumni. Thus it is a favourite destination for campus recruitment activities. Many MNC's visit the campus and a considerable number of our students are successful in securing job offers after completing a rigorous set of selection procedures.
- The college publishes the prospectus and annual reports annually as well as displays this information on the website. These include the information on the preamble, aims and objectives, mission of the college, facilities and activities, courses offered, examination and evaluation, collaboration with foreign universities, international student exchange programme, student internship projects, centre for training and development, students council and student support.
- In 2011-12 mid day meals are provided to over 70 students. This includes sports students who come early for practice, physically and economically challenged students.
- There are specific scholarships meant to meet the varied needs of the students such as Merit-cum-need based scholarship, sports and Extra-curricular activities scholarships. There are also special measures to safeguard the educational interests of the SC/ST students. Apart from fee concessions and free mid day meals, they also have a special book bank which loans them text books and study materials during the academic year.
- The College has a Grievance committee which attends to any grievance of students pertaining to interpersonal issues, infrastructure management, examinations and issues pertaining to campus discipline.

**CRITERION VI: GOVERNANCE AND LEADERSHIP**

- The Director is the Chief Executive Officer of the Institution. He represents the Management. He liaisons between management and staff of the institution.
- As the representative of the management he is primarily responsible for all decisions regarding student admissions, staff recruitment and selection, confirmation, promotion and the relieving of the staff and other administrative matters.
- He is responsible for all legal matters pertaining to the routine functioning of the institution.
- The Principal is the Academic Director of Work of the institution, and as its executive authority under the Director, has legitimate autonomy in academic matters of the institution.
- The Principal strives to provide a conducive ambience for the intellectual pursuit of staff and students and plays a vital role in motivating and inspiring the academic community towards excellence.
- The Principal plays the role of a mentor with regard to planning, decision-making, co-ordination, leadership and other managerial responsibilities and functions of the institution.
- The Perspective Planning for institutional development is carried out by the Director and the Principal with the help of Staff Advisory Council comprising of Heads of Department, IQAC Co ordinator, the Student Governor, Sports Director and other co opted members.
- The IQAC plays an important role in ensuring quality of the functioning of administrative and academic units of the college.

The IQAC continuously reviews the functioning of the various departments and facilitates necessary changes as and when required.

- The administration is decentralized through effective delegation of duties and responsibilities. Various task specific committees are constituted from time to time. These committees report to the Principal who conducts periodic reviews of their functioning and progress.
- Faculty members make vital contribution to the decision making process pertaining to curricular, infrastructural and administrative matters.
- Continuous teacher development is a key priority of the college. Staff refresher programmes and skill development sessions are regular feature of the academic calendar.

#### **CRITERION VII: INNOVATIVE PRACTICES**

The college has a number of innovative practices which have been outlined below.

- The College has inbuilt institutional assurance mechanisms where planning, implementation and evaluation are undertaken. The concept of TQM is internalised in all the functions of the institution through participation, and team work of all the heads in co ordination with students.
- The college maintain a good relationship with its stakeholders by obtaining constant feedback with regard to curriculum and the institution. The college has encouraged participation of stakeholders in all its deliberations.

- The college has developed quality assurance mechanisms within the existing academic and administrative system. They include
  - Self appraisal by faculty, evaluation of academic and administration of the college by various stake holders.
  - Redressal of student grievances
  - Ongoing evaluation and updating of curriculum
  - Periodic reviews of the functioning and progress of various academic and co curricular programmes.
  - Exit interviews for outgoing students to elicit feedback that can help formulate corrective measures in the light of experiences of the students who graduate out of this institution.
- To ensure quality in academic functions of the College, internal quality systems are in place.
  - Apart from the regular classes, guest lectures are conducted by industry and subject experts.
  - Internship programs are introduced as a compulsory part of the second year B.Com/BBM and PG curriculum as well.
  - Industrial visits are organized on a routine basis to various manufacturing industries and MNCs.
  - There are various academic seminars and workshops conducted by the college where eminent scholars, professors and noted industrialists present papers and participate in discussions.
- Ensuring quality in administrative functions of the college, proper delegation of tasks and promoting a culture of clear communication regarding areas of responsibility accountability.
- The administration of the college is decentralized. The Director of the institution handles all areas of the administration that are related to the vision, structure, accountability and advocacy.

- The Principal plays a vital role in setting and calibrating the academic tone of the institution and works synergistically with the faculty to develop and maintain high curriculum standards, and establish performance goals and objectives. The Principal also oversees the functions of the college office.
- The Controller of Examinations takes care of all the tasks related to the Continuous Internal Assessments and Examination schedules.
- To facilitate effective governance, staff members take on required positions of responsibility such as staff Co-ordinator, Student Governor, Library facilitator, Heads of department, IQAC co - ordinator. They strive together as a team to actualize the vision of the institution.
- The BJES including the Director and the Principal undertake assessment for the necessity of introduction of a new course in the light of the felt need of society, the current global scenario and feedback from students, faculty and the alumni.
- The dynamic participation of the alumni is a strong support to the institution. The vibrancy of the alumni association is a token of the sustained love and gratitude that students have for their alma mater.

St. Joseph's College of Commerce is looking ahead to the opportunities and challenges of Higher Education responding to the felt need for expansion of its sphere of activity. Bangalore Jesuit Education Society has recently purchased land near Hoskote, at the outskirts of Bangalore Metropolis, with the intention of starting a second campus which will offer the best of Educational Infrastructure.

Also twinning programmes in collaboration with foreign universities which started in a small way are set to expand. St. Joseph's College of Commerce is looking forward to the journey ahead with hope optimum and renewed commitment.

## **CRITERION I - CURRICULAR ASPECTS**

### **1.1 Curriculum Design and Development:**

#### **1.1.1 State the vision and mission of the Institution**

##### **Vision of Institution**

The institution is committed to

- a. An authentic search for knowledge in the service and advancement of the world,
- b. Upholding the dignity, uniqueness and giftedness of each individual
- c. The promotion of harmony among human beings, between human beings and nature, and between human beings and God.

##### **Mission of the College**

St. Joseph's College of Commerce seeks to be the place where pursuit of knowledge complements a sense of responsibility to the life of the community, where understanding is yoked with commitment, and where academic excellence is accentuated with the cultivation of altruistic virtues. The college endeavors to be a place where a community is formed, which sustains men and women in their education and their conviction, that life is only lived well, when it is lived generously in the service of others.

#### **1.1.2 What are the goals and objectives of the college? How are they made known to the stakeholders?**

##### **Goals and Objectives of the institution**

In alignment with the spirit and needs of the times we live in, the College aims at the holistic formation of students, helping them to become men and women imbued with a spirit of excellence and an abiding concern for others. These are guided by the three inter twined goals:

- Academic Excellence:



- Social Concern:
- Character Formation:
- Communication of the goals to the various stakeholders

### **1.1.3 How the institutional goals are translated into the academic programmes, research and extension activities of the institution?**

#### **Implementation of Goals and Objectives**

The institution has system to effectively implement its goals and objectives, which include the following

##### Academic Excellence

- i. Academic results: The results reveal that on an average the pass percentage has been above the University average. The pass percentage of the past five years is enclosed in the **Annexure No – 1**.
- ii. Recognition of academic excellence by the industry: Several firms like Deloitte, KPMG, Earnst and Young and Google who visit the college for campus placement have recognized the high academic standards of the college and have agreed to lower the criteria of selection to 60% for SJCC students, as compared to 65% in other colleges.
- iii. High academic standards while framing the syllabus: The Board of studies for various disciplines meet regularly every year and evaluate the syllabus. Subject experts and representatives from the industry are present on the Board. Their opinion and advice is sought and suitable changes are made in the syllabus to ensure that it is contemporary relevant and practical.
- iv. Academic enrichment of the staff: Various staff enrichment programmes, seminars and guest lectures are conducted to provide input to staff members and to keep them apprised of

changes in the economy and industry (Please refer Annexure No.9)

- v. Attending Seminars and Conferences: Members of the staff are encouraged to attend national seminars and conferences (Please refer Annexure No. 2) related to their Subject.
- vi. Academic input-to students: The College regularly conducts seminars and guest lectures, for students. Professionals from the industry are invited. The list of guest lectures organized over the past five academic years is presented in Annexure No. 4  
Besides, industrial visits are arranged for students to augment their knowledge and practical exposure (Please refer Annexure No. 3).
- vii. Recognition of Academic Excellence by the UGC: In October 2010 the college was recognized by the UGC as “a College with Potential for Excellence”.
- viii. Recognition of SJCC as Research Centre by Bangalore University: In January 2011 the college was recognized as a Research Centre for the purpose of PhD programme of the Bangalore University.

### **Social Concern**

- i. Center for Social Action is a voluntary student body comprising of socially concerned students. Activities concerning social issues are conducted regularly throughout the year like seminars and workshops, and visits to orphanages and NGO's. One of the major initiatives taken up by CSA is the adoption of Government Urdu School, situated at Markham Road, which is within 1km vicinity of the college.

- ii. Rural exposure programmes are organized for the students in order to develop social responsibility, personality and leadership qualities.
- iii. A series of guest lectures are organized on various socially relevant themes to sensitize students to social problems and the concerns of the marginalized.
- iv. Class Mentors arrange visits to orphanages, leprosy rehabilitation centers and old age homes.
- v. Every year a number of talks on social issues in collaboration with NGO is organized.
- vi. Social Internship is made compulsory for first year BBM students, where they intern with an NGO for one week period based on their area of interest.
- vii. All activities of student's council are associated with a social cause.

#### **Character Formation**

- i. HRD classes are conducted with the objective of empowering students to develop self confidence, self esteem, health consciousness, and to make informed decisions, and practice healthy behavior and inter-personal skills.
- ii. Guest lectures by eminent personalities are organized periodically to enable students to become sensitized individuals in society.

**1.1.4 What are the major considerations addressed by the goals and objectives of the institution? (Intellectual, Academic, Training, access to the Disadvantaged, Equity, Self development, community/National Development, Ecology and environment, Value orientation, Employment, ICT introduction, Global demands etc.)**

**Major considerations addressed by the goals and objectives of the institutions**

1. Addressing of inequalities through quality education:

The admission policy of the management gives special consideration to SC/ST/OBC/Minorities and students from economically disadvantaged backgrounds. More than 60% of the seats are reserved for the above categories.

2. Developing sensitivity among students to injustice and inequality in society:

Outreach programmes run by the college in the form of visits to orphanages, old age homes, Homes for victims of Aids, collection of resources for victims of natural calamities like tsunami and earth quakes, adoption of the government school in the neighborhood etc are examples of some of the steps taken by the college to sensitize students to the needs of others.

3. Quest for Excellence in all spheres of academics, extra-curricular and co-curricular activities:

The quest for Jesuit excellence would mean the sustained effort to do the best of which one is capable of.

4. Preparing educated leaders in the service of society.

The students, who graduate from St. Joseph's College of Commerce, not only are armed with a degree to enable them to earn a living, but are also sensitized to the needs of society and ignited with a desire to bring about social reformation.

**1.1.5 Does the curriculum developed / adopted address the needs of the society and have the relevance to the regional / national developmental needs?**

Autonomy gives the Institution space to innovate and bring about regular revisions of the syllabus in order to make education more meaningful and relevant.

The following basis has been used to develop the curriculum by the institution which addresses the needs of society and has relevance to national development.

- Commerce
- Financial services
- Entrepreneurship
- Corporate Social Responsibility (CSR)
- Business Ethics
- Human Resource Development

The curriculum adopted by the college in all its courses, addresses all the above concerns and it is incorporated into the syllabus.

**1.1.6 What percentage of the courses focus on experiential learning, including practical and work experience for overall development of students and what measures have been taken in the curriculum design?**

All the courses focus on experiential learning. This is implemented through industrial visits and research projects and internships. Classroom learning is substantiated with a practical exposure to the work life in industry through Student Internship.

- Internships
- Industrial Visits

In 2009, the BBM Department organized an International Industrial visit to China covering Beijing and Shanghai. Forty three students from II and III year BBM accompanied by the HOD and a senior faculty constituted the group.

An international industrial visit to Germany was organized from 24<sup>th</sup> to 31<sup>st</sup> October 2011. The group visited cities like Munich, Berlin, Hanover and Frankfurt. The industries covered were Berliner Burgerbrai, a German brewery and Autostad, the Volkswagen factory. The PG department organized an international industrial visit which took place between 14<sup>th</sup> November and 20<sup>th</sup> November, 2011 to Singapore and Malaysia. It included visits to NeWater, the Royal Selangor, an alloy industry and Malaysian Chocolate Boutique.

- Research Projects

BBM and PG Students undertake a research projects as part of their curriculum.

#### **1.1.7 How is employability ensured through curriculum design? Does the institution focus on multi skill development of students, in its programmes?**

Employability of students is a priority which is addressed by taking steps to ensure that the syllabus is kept contemporary, relevant and practical. Feedback from academicians and industry experts are taken into account before incorporating changes in the syllabus. To ensure that our students get the maximum exposure and are kept updated with the latest changes in the economy and business scenario, guest faculty from the industry are invited on a regular basis to facilitate discussion of current events in the classroom. Thus the students' knowledge keeps pace with the corporate world and they find

themselves at an advantage when facing written and interview rounds of the selection procedure during campus placement.

Many Financial Companies, B.P.O's, C.A and Marketing firms conduct campus interviews in the college. In order to encourage our students to perform better at the interview, it was decided to introduce the paper Financial Marketing and Services in the fourth semester. This is taught as a common paper to all students, instead of learning it as a specialization paper under the Finance elective. It was felt that knowledge of Financial Markets and instruments, Merchant Banking, Mutual Funds, Lease Financing, and Venture Capital etc would go a long way in equipping our students to face the demands of the corporate world.

A special paper called Corporate Knowledge Integration was introduced for the sixth Semester. The subject has been formulated in such a way that the previous concepts learnt earlier in subjects such as Finance, Maths, Income Tax, Statistics is applied while trying to solve case studies based on real life situations.

#### **1.1.8 Is there a provision for computer skills to be incorporated in the curriculum for all the students?**

The curriculum of the college is designed to give space for the students to equip with the latest computer skills and knowledge. A paper on “Computer Applications and MIS” is included. Information Technology for business for M.Com/MIB is introduced where the study of Information system for business is designed to equip students with knowledge and skills of Information system needed to succeed in any work place. This programme focuses on the new generation information system especially E-Commerce with importance to Electronic data interface, Communication technology, Electronic fund transfer, Electronic payments and security issues.

**1.1.9 List the twinning / collaborative arrangements within and outside the country for various programme offerings**

- a. St. Joseph's College of Commerce has signed a memorandum of understanding with 3 universities in UK, Swansea University, Wales and Richmond University, London, IESG in France.
  - Guest Lectures by renowned speakers on various topics related to the social, cultural, political and religious life in India.
  - An interaction with various NGOs working in the field of Women and Child Welfare and a visit to the Dalit Community at Anekal.
  - Art Therapy and Yoga and Meditation sessions
  - Cultural trip which includes visits to religious, cultural and historical sites in Karnataka.
  - Observation and participation at the interclass and intercollegiate cultural and business fests organized by the college.
- b. In order to give an international exposure to the Post Graduate students, collaboration with IESEG University in France for six months study at Lille Campus was introduced. It was initiated in the academic year 2009-2010 with five students from the MIB programme completing the international degree successfully. For the academic year 2010-2011, 5 students have opted for the IESEG France international degree for 2011 – 2012.
- c. Japanese Student Exchange Programme

A group of 15 Japanese students from Kobe College, Japan visit Bangalore every year. It is not only an opportunity for them to learn about India but also for our students to interact with them. The students of SJCC give a colourful and very informative presentation on the meaning and significance of traditions followed in India and a display of various dance forms. The programme organized by the college for the Japanese students



include visits to NGOs, industrial visits, and a presentation on micro-finance and small scale entrepreneurship projects.

A staff member, accompanied by three of our students is hosted by Kobe College, Japan every year. In addition to visiting the college and industries they greatly benefit by the exposure to the Japanese way of life and study.

**1.1.10 How are the global trends in higher education reflected in the curriculum? How do they help in developing global competencies among students?**

Inculcating global trends in the curriculum is primary in rendering quality education to the students. Our curriculum has in it various papers which gives a bird's eye view of the multinational requirement in their respective specialization papers.

The B.Com and BBM students choose their elective papers in the fourth semester. "International Finance" as part of finance elective focuses on familiarizing the students with various crucial factors to be considered while managing finance of a concern like Direct and Indirect quote, sources of International Finance, etc. It also gives input to understand International finance, their markets, instruments, its risk and working, understand mergers and acquisitions by which students are exposed towards various financial and taxation policies in management and also educates the students to construct a portfolio.

"International Marketing" as part of Marketing elective focuses on global strategies used by Indian Companies. "International Human Resource Management" focuses on International Human Resource activities.

For M.Com syllabus papers like International Financial Management and International Accounting included. The MIB programme is committed to provide quality learning experience to its students through creation of an environment that stimulates them in pursuit of excellence in the field of International Business and Management. This programme aims to train and develop the students to hold managerial positions in the field of international trade and business.

**1.1.11 What thrust is given to ‘Information and Communication Technology’ in the curriculum for equipping the students for global competition?**

- i. Incorporation in curriculum: The subject Computer Application and MIS is studied by B.Com students in the second semester and for BBM students in the third Semester. Information Technology for business for M.Com/MIB is introduced where the study of Information system for business is designed to equip students with knowledge and skills of Information system needed to succeed in any work place
- ii. A credit course on “Computer Application in Business” is also offered to the students.

**1.1.12 What are the courses aiming to promote value education /social citizenship roles? Courses and programmes aiming to promote value education / social citizenship roles?**

The following action oriented groups make way for the students of SJCC being involved with community affairs

- Value Education Classes
- NSS Programme
- Rural Exposure Programme

- CSA
- Liaison with various NGOs

Some of the social visits undertaken by our students include visits to:

1. Little Sisters of the Poor, an old age home.
2. Shishu Bhavan - an orphanage
3. Chaitanya – the Good Shepherd Home for street and slum children.
4. Janagraha, a local NGO, involved in Community Development
5. Don Bosco Centre, where the Salesian Priests run a Home for the rehabilitation of street children.
6. Snehalaya in Solur, where the sisters of Sacred Heart have an outreach programme for destitute children.
7. Infant Jesus aids home for orphan and destitute children
8. ‘Snehadan’ and Sneha’ child care centre and AIDS rehabilitation centre.
9. ‘Humanitarian Hands Transit Home’, a shelter for the homeless.
10. Precious Children Home for children of prisoners
11. As part of the curriculum, PG students visit ‘BOSCO’ Mane, a rehabilitation centre for street children every year and serve the children for a period of one week.

**1.1.13 How does the institution involve internal and external academics and experts from industry (employees) / service sector, in the curriculum development process?**

The college is constantly experimenting with means to make the syllabus practical and relevant with the aim of increasing employability of its students. New subjects have been introduced and new modules in existing syllabus have

been revamped as part of the curriculum development. Before such changes are incorporated the following process takes place.

- i. A committee is formed comprising senior professors and those involved in teaching the subject. Meetings are held to discuss the changes to be incorporated.
- ii. A report of these discussions is sent to the subject experts in other colleges, industry experts, professionals and to some academicians in the Bangalore University. Their views are solicited and an interactive session is called for. Thus consensus is arrived at by the teachers, academicians and industry experts.
- iii. These changes are then brought up at the Board of Studies Meeting, and resolutions are passed. The same are put forward for approval in the Academic Council and then implemented from the following academic year.

**1.1.14 Specify the steps undertaken by the institution in the curriculum development process. (Need assessment, development of information database form, faculty, students, alumni, employees and academic experts, and formalizing the decisions in statutory academic bodies)**

The college follows three step approaches in the curriculum development process

Step 1: Ongoing scrutiny and review of syllabus

Step 2: Obtain feedback from the stakeholders

Step 3: Approval at Board of Studies and Academic Council meeting.

**1.1.15 How do Board of Studies ensure the currency and relevance of the programme offerings?**

The Board of Studies meets and discusses the relevance of the programme through deliberations and interactions with its members. The members include HODs, faculty, subject experts, academicians, industry experts, Management, Bangalore University and Government nominees.

**1.1.16 Are Women's issues incorporated in the curricula? If yes, what are the initiatives taken to introduce women-related issues/topics in the curriculum?**

There are various women related issues that are introduced in various course papers such as Organizational Behavior, Human Resources Management, Business Ethics Entrepreneurship Development, etc. which helps the students gain an outlook of the issues related to women and also there are assignments given to students which help them discover the practical aspects of the same. Further there is a very active Women Forum functioning in the college, which organizes many seminars and debates which help the female students in the college get enlightenment on the various rights and privileges available to women folk in the country. Also talks are organized and women activists are invited who help in motivating the morale of young women.

In order to have a one on one solution to the problems faced by them, services of full time women counselors are available in the campus throughout the working hours of the college.

## 1.2 Academic Flexibility

### 1.2.1 What is the range of programme options available to learners in terms of Degrees, Certificates and Diplomas? Give the cut off percentage for admission at the entry level.

Degrees

Bachelor in Commerce and Bachelor in Business Management

Master of Commerce

Masters in International Business

Certificate Courses

- Graphic Designing
- Entrepreneurship Development
- Tally ERP 9.0
- Campus Recruitment Training
- Spanish
- Stock Market
- Computer Business Application
- French
- Financial modelling
- International Business
- Theatre course in Kannada
- General Law
- Visual Basic with MS –SQL
- 2D Animation
- Security Analysis Portfolio Management
- Business Application of Quantitative Techniques
- Global Human Resource Management
- Personal Growth Practices

- Indian Classic Music (flute) Indian light music (vocal)
- Tally with (VAT)N 7.2
- Insurance
- German classes
- Theatre Arts
- Corporate Communication Skills
- Human Resource Management
- Research Methodology
- Call Centre Training

### **PG Diploma**

The courses offered by the college include:

1. PG Diploma in Business Administration (PGDBA)
2. PG Diploma in Human Resource Management (PGDHRM)
3. PG Diploma in Financial Management (PGDFM)
4. PG Diploma in Marketing Management (PGDMM)

**The cut –off percentages for candidates during admission process of April 2011 stood at:**

#### **Under Graduate - B.Com**

General Merit – 85 % (Boys), 90 % (Girls)

SC/ ST/ Minorities –taking into consideration the relative performance of the students and the number of seats to be filled

#### **Under Graduate – BBM**

The student’s performance at the aptitude test is the main determinant. The selected students should achieve a minimum of 60% in the twelfth standard exam.

**Post Graduate**

M.Com – 60%

MIB – 50%

SC/ ST/ Minorities- 45%

**1.2.2 Does the institution offer any self financing programmes in the institution? List them**

Following are self financing courses

- B.Com- 100 students
- BBM- 150 students
- M.Com- 35 students
- MIB- 45 students

**1.2.3 How does the institution provide for flexibility in the use of a) Core options b) Elective options c) Supportive courses d) Allied courses e) Any other**

- a) **Core subjects:** The College does not offer any flexibility in the selection of the Core subjects.
- b) **Elective Option:** The College offers elective option for the B.Com and BBM students in their final year in Accounting, Finance, Marketing or Human Resource.
- c) **Value added and foundation programmes for the PG Department**  
A total of fifteen subjects are now part of the two year value added program for the PG Department. The program is in addition to the foundation classes on – Accounting for Managers, Finance for Managers, HRM, Marketing, Organization Behavior, Labour Laws, Quantitative techniques, Logical reasoning, Verbal Ability, Data Interpretation, Tally and Excel, Phonetics, Group Discussions and mock session of personal interview.



The college does not run any Supportive and Allied courses.

**1.2.4 Does the institution provide flexibility for combining the conventional and distance mode of education for students; seek the combination of courses they are interested in.**

The college does not offer any distance mode of education for students.

**1.2.5 Does the institution provide flexibility to students to move from one discipline to the other? Give details.**

St. Joseph's College of Commerce is a single discipline college and therefore the option of flexibility to move from one discipline to other does not apply.

**1.2.6 Does the institution provide flexibility to pursue the programme with reference to the time frame (flexible time for completion)?**

Yes the institution provides flexibility to pursue the programme with reference to time frame. A candidate should complete the Under Graduate degree within five academic years and the Masters degree within four academic years from the year of admission.

**1.2.7 Does the institution have any provision for slow and disadvantaged learners? Give details.**

Yes the college has provision for slow and disadvantaged learners through **Bridge Course**

The program's objective is to identify the students who require more assistance in improving their subject knowledge. These students are being trained through special classes conducted exclusively for them throughout the semester.

Every year before the commencement of academic session the college conducts a bridge course in Mathematics and Accountancy for the newly admitted students of B.Com and BBM.

### **Remedial Classes**

Remedial coaching classes are conducted for students who have not fared well in the internal assessment. These students are given special coaching during last week of the semester and during study holidays in the core subjects.

(Please refer Annexure No 5)

#### **1.2.8 How does the institution identify slow and advanced learners? Explain how additional help is provided to the slow learners to cope with the programme? How are the advanced learners facilitated to meet the challenges?**

The college consciously tries to identify the slow and advanced learners in order to meet the expectations of both these categories of students. These students are identified by their performance in the class, response to the subject teachers, interaction with the class mentors, performance in the midterm test, unit tests and End semester examination.

In the case of slow learners, the college offers help through bridge courses and remedial coaching.

The Class Mentors and subject teachers after identification of slow learners offer personalised care and take special efforts to help the slow learners by arranging additional coaching classes, counselling and encouraging the formation of self studying groups with the help of brighter students.

Advanced learners are encouraged to take up research initiatives guided by the faculty. These learners are guided to take up minor research projects, presentations and assignments to keep them constantly challenged so that they

maximize their talents and potential. The research articles written by these students are published in the Annual “SJCC Student Research Journal”

**1.2.9 What are the options available for students to take additional/supplementary/enrichment courses along with their regular curricula?**

With B.Com and BBM degrees the students can opt for the following Certificate courses.

**Certificate Courses**

In 2001-2002 the college began short term courses known as ‘Credit Certificate Courses’. These knowledge enrichment courses basically provide the students an opportunity to enhance their knowledge in selected areas and acquire additional skills. Each course is selected every year after careful evaluation of its content, productivity, shelf-life and market worth. These courses are run concurrently with the academic year and are spread over 60-100 hours. Classes are scheduled either before the regular college hours or post college hours. In house faculties, as well as guest lectures are invited to teach these courses.

The following courses have been organized for the academic year **2011 -2012**

- Graphic Designing
- Entrepreneurship Development
- Tally ERP 9.0
- Campus Recruitment Training
- Spanish
- Stock Market
- Computer Business Application

## **PG DIPLOMA**

It is an inbuilt option for students / working professionals to study for one year and acquire qualification namely PGD (Post Graduate Diploma) in the field of specialization i.e., Finance, HR, Marketing and Business Administration.

### **Objective of the Course**

The broad objective of PGD course is to impart to the students, professional education, training and expertise in various aspects of business.

This is an optional program for the students pursuing Post Graduate courses (M.Com and MIB). It is known as a Dual Qualification Program, where students not only obtain Post graduate in a particular stream but also are qualified and trained through the simulation process like projects and assignments on specific concurrent topics, which would develop conceptual and analytical framework. The courses are:

1. PG Diploma in Business Administration (PGDBA)
2. PG Diploma in Human Resource Management (PGDHRM)
3. PG Diploma in Financial Management (PGDFM)
4. PG Diploma in Marketing Management (PGDMM)

### **1.2.10 What value added courses are introduced which would develop skills, offer career training and promote community orientation?**

All courses offered by the college such as B.Com, BBM, M.Com and MIB can be considered as value added courses in terms of the skill development and subsequent placement of students. The excellent placement record of the majority of students is a clear indication of the relevance of the courses offered by the college. In the case of post graduate students, sufficient opportunities are provided to enable them to get hands on teaching experience by facilitating them to take classes for the UG students on a periodic basis.

In the case of MIB students, opportunities are given to them to have an exposure to the corporate world by incorporating eight weeks internship as

part of their curriculum. In addition, the certificate courses made available in the last five years to the students help in the development of the following areas

Skill development	Career Training
Graphic Designing Tally ERP Computer Business Application Theatre Course in Kannada Visual Basic with MS-SQL Theatre Arts Indian Classic Music (flute) Indian light music (vocal) Corporate communication skills	Campus Recruitment training Stock market French Security Analysis and Portfolio Management Call Centre Training Insurance German Classes Business Application of Quantitative Techniques.
<b>PG students:</b> Quantitative techniques and logical reasoning SPSS Statistical tools for data analysis	

**1.2.11 Does the institution provide facilities for credit transfer, if the students migrate from one institution to another within or outside the country?**

Yes, a marks card(s) stating completion of the Credits by the students is issued, if the students migrate from one institute to another within or outside the country.

**1.2.12 State the curricula design and model adopted by the college in the organisation of its curricula. Does the institution follow annual, trimester, choice based or semester system? Give details**

The curricular design and model adopted by the college are in conformity with UGC Module Curriculum. The college has adopted semester system for all UG and PG courses. Each syllabus has core subjects, Elective subjects in the fifth and sixth semester. UG Courses have six semesters in three years and PG Courses have four semesters.

Credits have been fixed per paper (UG).

Choice based credit system is in the process of being introduced.

**1.3 FEED BACK MECHANISM**

**1.3.1 How does the college obtain feedback from**

- a. Students- Feedback from students is obtained in a prescribed pro forma on the curriculum, teaching learning evaluation, teachers, facilities and support services and overall learner centric issues (Please refer Annexure no 6). The data is analyzed by IQAC. The Board of Studies, Senior professors, teachers and the Management use the outcome of feedback as a basis for curriculum design and development Individual faculty members also obtain informal feedback from students with respect to their subject and teaching methodology. Student's representation is also accepted.
- b. Every year some of the leading financial firms in the country like Goldman Sachs, Deloitte, Google, come to the college for Campus recruitment. Over the past five years, each of these firms have recruited five to ten of our students. They have expressed great satisfaction at the

performance of our students. In April 2010, Deloitte invited the Principal of the college and the placement officer to their Campus at Hyderabad to interact with SJCC Alumni, now employees of Deloitte.

- c. Feedback received from employers/ industries representatives about our student's suitability for job in relation to knowledge, skill component.
- d. Feedback is obtained from academic peers in BOS meetings, academic council meetings, governing council meetings as well as individual meetings held by inviting them to our institution.

### **1.3.2 How is the feedback segregated, analyzed and suggestions incorporated for improvement of the academic and administrative activities?**

The analysis and outcome of feedback serves as a useful input for the revision of curriculum. The college follows a conventional way of obtaining feedback. Finally consensus is arrived at for improvement of academic and administrative activities.

### **1.3.3 What are the initiatives taken by the faculty in the curriculum revision based on the feedback from the stakeholders?**

The feedback of industry and subject experts are a source of valuable input and we give weighty consideration. Students are most important stake holders and based on their feedback, teachers adopt new methodology for teaching, arrange for industrial visits and supplement class room teaching with seminars and guest lectures.

## **1.4 Curriculum update**

### **1.4.1 What is the frequency of syllabus revision?**

Syllabus is reviewed periodically and comprehensive revision is done every three years.

### **1.4.2 How long does it take to introduce a new programme of study after it has been conceptualized?**

Any new programme of study after it has been conceptualized is implemented in the following academic year for the new batch after the approval by statutory bodies.

### **1.4.3 What is the composition of the Board of Studies? Specify PG and UG representation in the BOS, if there is only one BOS for both?**

BOS comprises of HOD as chairperson, faculty members, subject experts, university representative and industry representatives. Separate BOS meetings are conducted individually for different programmes like B Com, BBM, and PG and also for languages separately.

### **1.4.4 Does the institution use the UGC guidelines for developing or restructuring the curricula?**

The institution considers UGC guidelines for restructuring the curricula.

### **1.4.5 Does the institution refer national and international models for curriculum update?**

The institution refers national and international models for curriculum updates; this is done by studying the syllabus of various other autonomous colleges in the state and even out of the state, inviting international university administrators, visiting foreign universities, and through student exchange programmes etc.



**1.4.6 What are the interdisciplinary courses introduced during the last five years?**

Interdisciplinary courses have not been implemented since the college has a single discipline.

**1.4.7 How does the institution ensure that the curriculum bears some thrust on national development?**

The subjects framed in all the semesters are updated to meet the challenges, the social values imbibed in them during the course add social responsibility towards society and Nation. Environmental Science and Indian Constitution are taught for UG courses.

**1.4.8 How are the existing courses modified to meet the emerging needs?**

The existing courses are modified either by adding new modules, dropping or modifying topics to meet the emerging needs of the industry, nation and student's requirement by continuous revision of subjects and contents of the course. Experts from universities and industry are consulted before doing so.

**1.4.9 Which courses have major syllabus revision during the last five years? (with change in title and of content)**

- a. **Major syllabus revision in B.Com course:** The first autonomous syllabus for B.Com was incorporated from the academic year 2006-07 onwards and was based on the Bangalore University Syllabus. However in addition
  - Business Mathematics was made a compulsory subject
  - Operations Research a new subject which is not normally taught at the under graduate level. Revised Autonomous syllabus from June 2008.
  - A paper on Financial Markets and Services was introduced in the fourth semester.

- Business Statistics was combined with Research Methodology in the fourth semester.
- Course Integration: A completely new initiative was taken up by introducing the subject Course Integration. Thus a need was felt to integrate core commerce subjects like Statistics, Costing, and Operations Research and Tax which will enable the students to inter-relate these concepts to business and decision making. It was recommended to use extensive case studies.
- Choice between four electives namely Accounts, Finance, Marketing and Human Resources and the new papers introduced here are:

Finance Elective:-

- International Finance
- Tax planning for Business Decisions
- Security Analysis and Portfolio Management.

Marketing Elective:

- Creative Advertising and Media Management
- International Marketing.

Human Resource Management:

- Employee Relations Management
- Creative Leadership and International Human Resource Management

Accounting Elective: This elective was revamped to include more updated and relevant topics in the subject such as Accounting and Information System and Auditing.

#### **b. Restructuring of BBM programme**

During the academic year 2010-11, the Department of Business Management, undertook the activity of introspection and review of the BBM syllabus. A Committee of Management teachers along with two subject experts from the industry deliberated on the course content. As an

outcome of the deliberations, the syllabus of the BBM course was agreed to be structured on the following functional disciplines and skills.

- Work medium – being the medium used for instruction
- Business – Holistic –management subjects which help in giving a holistic view of business to the students.
- Behavioral studies and Marketing
- Finance and Accounts
- Operations and Quantitative techniques
- Specializations – meant to be taken in the final year

The subjects grouped under the above disciplines have been spread across the three undergraduate years.

**c. Major changes in the Post Graduate programme**

- In the year 2007, Post graduate diploma syllabus was incorporated into the post graduation syllabus.
- From 2008 onwards, the following value added courses was made a compulsory part of the syllabus. Quantitative techniques and logical reasoning. Statistical tools for data analysis. Current affairs and economic analysis.
- In the year 2010, Teaching Practices was made a compulsory component of M.Com syllabus.
- In the year 2011, research paper presentation was made compulsory for final year PG students.
- Over the past five years, the following are some of the new subjects that have been introduced in order to keep the syllabus updated and relevant – Project Appraisal and Finance, Corporate Tax planning, Advanced computer application in business perspectives.

## **1.5 BEST PRACTICES**

### **1.5.1 What are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects with reference to curricular design and development / academic flexibility / feedback from stake holders / curriculum update?**

- Equal thrust to all courses based on relevance and global need at UG, PG and Research level
- Syllabus reviewed periodically to meet the emerging trends.
- Feedback and its analysis from all stakeholders i.e. students, teachers and parents and its usage in curriculum design and development
- Thrust to Information Communication Technology in all the courses.
- Support to the slow learners and challenges to advanced learners
- Research work as part of curriculum for PG and BBM students
- Internships and project work that imparts training for students.
- For practical exposure regular industrial visits including international academic tours are organized.
- Innovative paper: A completely new initiative was taken up by introducing the subject Corporate Knowledge Integration. An attempt to integrate core commerce subjects like Statistics, Costing, and Operations Research and Tax.
- The college has tied up with various foreign universities for student exchange program to offer more opportunities to students.

**1.5.2 What innovations/best practices in ‘Curricular Aspects’ have been planned/ implemented by the institution?**

1. Regular feedback is taken from students and teachers regarding the curriculum. Based on this the heads of Department call for meetings to deliberate on decisions that need to be taken on curriculum revision.
2. The innovative practices in curricular aspects planned and implemented include workshops, guest lectures, seminars and industrial visits. The college has developed an integrated approach of various subjects and has evolved a new paper called as Corporate Knowledge Integration for final year students.
3. Classroom interaction pedagogy for M.com students with the objective of enhancing teaching skills.

**1.5.3 What are the initiatives taken to introduce gender related courses/topics in the curriculum?**

As part of curriculum special lectures and workshops are conducted for gender related topics. Experts from different fields are invited to address our students and gender related topics are discussed in the Social Analysis Programme.

**1.5.4 What programmes are developed for differently-Abled students and how is the same implemented?**

Bridge course and remedial classes are conducted for differently abled students.

### **1.5.5 What programmes are available for international students?**

International students can seek admissions to all programmes offered by college. Beside this, as a part of the International student exchange programme. An “Exposure to India” Programme is arranged by the College for students from the Swansea University and Kobe College, Japan. It includes guest lectures, visits to places of national and cultural importance, rural areas, NGO’S, yoga and self development programmes etc.

### **1.5.6 What programmes are developed for adult and continuing education and distance education?**

Post graduate diploma programmes in Marketing, HR, Administration, and Finance are designed for adult and continuing education. The college does not offer any distance education programme.

#### **For Re-accreditation:**

#### **A) What were the evaluative observations made under Curricular Aspects in the previous assessment report and how have they been acted upon**

#### **Observations made by the PEER Team**

The following were the evaluative observations made in the Peer team report at the time of Re accreditation in the year 2007

Appreciation for

1. Conducting certificate courses and coaching classes for professional exams aimed at improving employability of students
2. Efforts made for Placement of students
3. Implementation of the goals and objectives of the college aimed at the all round development of the students
4. Conduct of value education classes and extension activities to create

awareness about mission and goals of the college

5. Implementation of innovative teaching methodologies and guest lectures from industry experts
6. Improvement of computer literacy and use of IT and internet in academic pursuits.
7. Staff training programmes for effective classroom performance
8. Commencement of BBM course for greater academic flexibility

**Suggestions made by the Peer team**

1. Separate boards of studies may be constituted for B.Com, BBM and M.Com.
2. Induction of industry experts to Board of studies and Academic council so that syllabus may be designed to bridge a gap between theory and practice.
3. The College may consider diversifying its course structure further by providing more electives at the III Year B.Com and BBM levels under autonomous pattern.
4. Introduction of UG and PG programmes specializing in Entrepreneurship, Tourism, Retail Management, Animation, e-Commerce, Risk and Insurance Management.
5. Gradual progression to choice based credit system.
6. The College may explore the possibility of entering into collaborative agreements with foreign universities and institutions for starting programmes in Management.

**B) What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Curricular Aspects?**

**Quality Sustenance And Enhancement Measures**

- Regular updating of curriculum every year based on feedback, industrial needs and stakeholders expectation
- Inculcating skill development activities as part of the curriculum for UG courses.
- Feedback and its analysis from all stakeholders and its usage in curriculum design and development
- Thrust to Information Communication and Technology in all the courses, multi skill development.
- Support to the slow learners and challenges to advanced learners
- Research work as part of curriculum for PG and BBM students
- Internships and project work that imparts training for students.
- Continuous evaluation of students through continuous internal assessments
- Enhancement of number of certificate courses which included 2 D animation, risk and insurance management, financial modeling, entrepreneurship development, campus recruitment training etc.
- Placement officer having corporate experience has been recruited in order to have better interface with industry.
- Human resource development classes are conducted by trained counselors for all students of the 1<sup>st</sup> degree classes.
- Guest lecturers and experts continue to be invited to address the students on a regular basis.
- Training sessions to both staff and students to use upgraded new technology, databases and software purchased by the college.
- Regular staff training programmes for both teaching and office staff.



- Commencement of MIB programme to provide even greater academic flexibility.

#### **Measures undertaken by the college based on suggestions**

1. Separate Board of Studies have been constituted for B.Com, BBM, M.Com and MIB, and Languages.
2. The Board of studies comprising HOD, subject teachers, University representatives and as per the suggestions of the Peer team industry experts have been inducted.
3. The Academic Council also has on its board, in addition to statutory members industry experts and academicians who contribute to the designing of the syllabus.
4. The college now choice of four electives for the final year students in Accounting, Finance, Marketing and Human Resource. Under the new course structure of BBM (for the batch 2011-2014) separate electives catering to management students is under implementation.
5. The UG and PG programmes have papers on Entrepreneurship, Tourism, Retail Management, E-Commerce, Risk and Insurance Management.  
Various certificate courses have already been introduced in Entrepreneurship, Animation, E-commerce etc. \
6. In a bid to diversify the UG courses offering, the college has decided to introduce Travel and Tourism Management in the forth coming academic year 2012-13. The college has applied to both the Ministry for Higher Education and the Bangalore University for their approval and sanctioned is awaited.
7. In preparation towards moving to a choice based credit system our IQAC team visited Loyola College, Stella Maris, Ethiraj

College and Women's Christian College in Chennai cell on 5<sup>th</sup> and 6<sup>th</sup> of August 2010 to study the functioning of the IQAC and flexibility of course offerings. At present the institution is finalizing a Memorandum of Understanding with St. Joseph's College of Arts and Science in this regard.

8. The college has entered into a formal MOU with Swansea University, UK where by an international 1+2 twinning programme is in place. "Exposure to India programme" is an annual feature in which about 30 students from UK spend a month in India. The college organizes and executes a programme for them with student involvement thus enriching the informal learning and exposure that our students get.

There is also an understanding with Kobe College, Japan where in an international student exchange programme is in place.

**CRITERION II: TEACHING – LEARNING AND EVALUATION****2.1 Admission Process and student profile****2.1.1 How does the institution ensure wide publicity and transparency in the admission process?**

The college ensures publicity during admissions in the following manner

- Admission notification is posted on the college website [www.sjcc.edu.in](http://www.sjcc.edu.in): The notification contains the courses offered by the college, and eligibility criteria.
- Prospectus also acts as a means of publicity which includes the aims and objectives of the college, mission statement, academic facilities and support facilities, courses offered, examination and evaluation systems collaboration with foreign university etc.
- The College does not make any advertisement in the regional/national dailies since the demand for all the courses is much higher than the available seats.

The college ensures transparency in admissions in the following manner.

- Admission guidelines is posted on the college website which clearly state the admission procedure, last date for submission of applications, written test dates for BBM and PG candidates, documents to be submitted at the time of interview etc. (Please refer Annexure No 7)
- The selection is undertaken by the Admission Committee which is constituted by the Management. Following members constitute the Admission Committee.

Director

Principal

Heads of Department

Senior Faculty members

- Announcement of provisionally selected candidates based on their performance in the written test/marks card on the website and college notice board.
- Merit cum reservation category of candidates is selected and notified.
- Thus by ensuring access of information to all parties & by implementing the admission policy which is based on the principles of equity and justice the college ensures transparency right from issuing applications till the completion of admission process.

### **2.1.2 How are students selected for admission to the following courses?**

Admission to all the courses is based on merit cum reservation basis as the college is an aided institution with minority status. Students are selected on the basis of the following criteria.

1. Performance in standard XII Board Exams for the B.Com Course and the Entrance exam for the BBM Course.
2. At the PG level all applicants have to appear for an entrance test conducted by the college (if MAT score is 700, then applicants are exempted from the entrance test) Students are ranked according to their performance and should have a minimum of 50% at the undergraduate level.
3. Reservation policy as per minority status granted to the institution i.e. in take of 50% reserved for minorities on merit basis.
4. Reservation for SC/ST, OBC as per reservation policy of the government, i.e. in take of 18% reserved for these categories on merit basis.

5. Performance at the selection rounds conducted by the sports department is the criteria for selecting sports students. For General Merit 85% for Boys & 90% for Girls.

### **Admission Process**

Three separate Admission Committees are formed to attend to the admissions of B.Com/BBM and PG students. The admission committees are constituted by the Management, The Director, Principal, HOD & a few Staff Members.

#### **B.Com**

- Issue of application forms and prospectus by the first week of April. Acceptance of forms up to 3 days after the declaration of PUC results.
- As soon as II PUC results are declared, 'walk-in-interviews' are conducted for General Merit and Catholic students with high percentage. This enables the college to ensure the admission of academically good students, who would in any case have got admission through the normal procedure.
- Computerization of the details of all the applicants
- Drawing up of lists of students based on different categories such as Minorities, SC/ST, Other backward classes and reservation categories (Boys and Girls ), Students belonging to sports category.
- To select students under sports quota, hired professional coaches or the internal coaches will conduct selection matches. A particular date is fixed for selection matches and the Physical director short lists the names of boys and girls to be taken on sports quota.
- For other categories the student lists are prepared in order of merit. Depending on the number of seats to be filled up under each category, the students are chosen in order of merit. Since SJCC is primarily a

boy's college, it is ensured that the Boy/girl ratio is kept at approximately 70:30.

- The names of the short listed candidates are displayed on the notice board/college website.
- An interview schedule is drawn up and the candidates are expected to appear at their interview accompanied by their parents.
- About five to six groups consisting of two staff members each, interview the candidates. Candidates and their parents are informed about the date of opening, dress code, autonomous syllabus, End semester Exams and Continuous Internal Assessment, attendance, participation and involvement in inter- class and inter- collegiate competitions, certificate courses, industrial visits, bridge courses etc. This is an opportunity for the students and their parents to clarify any matters with the staff members.
- Candidates accompanied by their parents/guardians then meet the Director and the Principal for the final interview.

### **BBM**

The process of admissions for BBM is as follows

- The college conducts an aptitude test in the early part of the last week of April. While short listing the candidates, adequate representation for Catholics, Christians, SC/ST and sports is taken into account. The names of the short listed candidates who meet the minimum level entry criteria are displayed on the notice board/College website. It is also ensured that the boy/girl ratio is kept at approximately 70:30
- Shortlisted candidates are asked to appear for a group discussion and their performance is evaluated.
- Final list of candidates are selected and their names are displayed on the Notice board/College website.

- About five to six groups consisting of two staff members each, interview the candidate. Candidates and their parents are informed about the date of reopening, dress code, autonomous syllabus, End semester Exams and Continuous Internal Assessment, attendance participation and involvement in inter class and inter collegiate competition's, certificate courses, industrial visits, bridge course etc. This is an opportunity for the students and their parents to clarify any matters with the staff members.
- Candidates accompanied by their parents/guardians then meet the Director and the Principal for the final interview.

### **M.Com/MIB**

- Applications and prospectus are available in the first week of April. An entrance Exam is conducted in the month of May.
- While short listing the candidates adequate representation for Catholics, Christians, SC/ST and sports is taken into account. The names of the shortlisted candidates who meet the minimum level entry criteria are displayed on the notice board/college website.
- After the selection and screening by the HOD of the PG section, the candidates appear for an interview.
- Final interview is conducted by the Director and the Principal.

### **2.1.3 What strategies are adopted to create equity and access to**

#### **a) Disadvantaged- community (SC/ST/OBC )**

The number of students admitted in this category is undertaken as per the government requirements. If meritorious students apply then admission is given even if it exceeds the limit specified.

b) Women

Since SJCC is primarily a boy's college, the number of women candidates admitted is kept approximately at 30%.

c) Differently abled

SJCC gives admission to differently abled students like blind, dyslexia physically challenged etc. Different facilities are provided to them so that they have a comfortable environment at SJCC. During the year 2011 – 2012 three students were admitted who were differently abled.

d) Economically- weaker sections of the society

During admissions students from the economically weaker sections of the society are given fee concessions. Special consideration is given to single parent children, and first generation learners. Preferences are given based on their marks.

e) Athletes and sports persons

Students are admitted under sports quota after conducting a selection test. The selection is done on the basis of criteria's like fitness, their representation at state/national level and the game they play. The selection tests are conducted by a hired professional coaches and internal coaches.

f) Management follows a policy of concern for poor. Any qualified students will not be denied seat for lack of finance.

Once the students are admitted into the institution, every student irrespective of their gender, social or economic background have equal access to all the developmental and support programmes offered by the college such as scholarships, student loans, mid day meals, remedial classes etc.



#### **2.1.4 What is the ratio of applications received to admissions granted (Demand Ratio )**

The ratio of applications received to admissions granted is as per 2011 is

##### **B.Com (2010 – 2011)**

Ratio 1483:160

##### **BBM (2010- 2011)**

Ratio 1029:150

##### **M.Com (2011- 2012)**

Ratio 107:35

##### **MIB (2011- 2012)**

Ratio 71:45

##### **PG Diploma courses (2011- 2012)**

Ratio 121:102

## **2.2 Catering to Diverse Needs**

### **2.2.1 Is there a provision for assessing students' knowledge/needs and skills before the commencement of the teaching programme?**

- a. As a part of the B.Com and BBM admission procedures, the selected students along with their parents attend an interview with the admission committee. During this interview, there is an assessment of the learning abilities of students. Since ours is a college that specializes in Commerce, the focus is on the marks scored by students in Accountancy and Business Mathematics. Slow learners/educationally disadvantaged (those who score below 60% in PUC or equivalent boards/students who have no knowledge of Accountancy since they come from the Arts & Science stream, students who have last studied Mathematics in Std. X) are identified by the admission panellists who, in turn inform the prospective candidate about a the Bridge Course, which is organized by the faculty before the commencement of the teaching programme.

The objective of having this preparatory course is to strengthen the analytical skills of the students which will enable them to perform well in their under graduate studies.

This process continues during the semester as well, where in teachers concerned with these two subjects try to identify the weak students and offer help by giving individual attention after class hours. They also arrange remedial classes for a week to ten days before the End Semester Examinations. These practices have been of great help to the weak students in overcoming their learning difficulties.

- b. The merit and performance in the qualifying exam is also an indication of their knowledge.

### **2.2.2 What remedial measures are available for students hailing from the disadvantaged communities?**

- Remedial Classes for SC/ST, OBC and minorities
- Fifty scholarships of Rs. 5000 each is provided by the Management based on merit cum need basis.
- Fee concessions provided by the Management to disadvantaged communities.
- Books, Journals bought for SC/ST and OBC category of students
- Stipend of Rs 500 is given to 100 students belonging to SC/ST, minorities and OBC whose family income is less than Rs. 5000 pm.

**2.2.3 Does the institution provide bridge courses to the educationally-disadvantaged students?**

The college conducts bridge course in Maths & Accountancy for the newly admitted students of B.Com & BBM. The objective of this programme is to make students thorough with the fundamentals of the subjects. Every year about 200 students enroll for the bridge course in and about 60 students for the bridge course in Accountancy. The Bridge course runs for a period of ten days to two weeks before the official commencement of the semester.

**2.2.4 What specific strategies are adopted for facilitating slow and advanced learners?**

**Advanced learning opportunities:** Academic excellence has been one of the objectives of the college. Ensuring this is a challenging proposition, which the college tries to accomplish by being responsive to the needs of students with excellent academic inclination. Those students identified, as advanced learners are motivated to take up projects, make presentations in class about special themes and topics and come forth with innovative ideas with regards to the subject. They receive guidance through their teachers to source knowledge and information through library reference and the Internet. They are encouraged to take up professional exams of the CA, ICWA, and ACS. For the B.Com course, there is one section that caters to the students interested in professional courses, the classes of which start from 7.00 a.m. to 12.30 p.m. to facilitate course work of professional exam. The college also conducts CPT coaching in the campus. Besides the college encourages such students to take up research by way of projects and writing of research articles that are published in the bi-annual student research journal of the college. They are also encouraged to attend seminars in other colleges.

**Additional support and encouragement for slow learners:** Keeping in focus the slow learners, the teaching methodology is learner focused and participatory in approach comprising group discussions, case study analysis, class room presentations, role- plays and skits, quizzes, debates, audio-visuals and web based learning.

Apart from the Bridge course and the regular tutorial classes conducted by teachers, the student counselors and the mentors counsel the students and help them boost their confidence in the subject and motivate them to do well in academics and extra- curricular activities. A tradition of peer learning amongst students exists in the college. During the study holidays, one can see small groups of students, either in the library/reading room or in an empty class room, preparing together for forthcoming tests and examinations.

**2.2.5 Is there a practice of having tutorial classes for the students? If yes, for what courses?**

The College conducts tutorial classes after assessing the performance of students in internal tests and Midterm test. These tests help the teachers to identify the weaker section & help them by conducting tutorial remedial classes before the commencement of End Semester Examinations. The classes are conducted for all the UG courses.

**2.2.6 Give details of the course by sessions of work assigned and implemented in the tutorial session?**

(Please refer Annexure No 5)

**2.2.7 Is there a provision for counselors/ mentors/ advisors for each class or group of students for academic and personal guidance? If yes, specify.**

Yes, there is provision of counselors for all the courses. Each class is also facilitated with a Class Mentor. The Counselor plays a major role in helping students who are in distress, in forming identity, supporting them in their study skills, building their self esteem, helping them to find options for their problems and make decisions for their life.

Students who go through crisis and who are on the verge of committing suicide benefit a lot from counseling as they have a place to share their distress and find relief. The counselor maintains confidentiality in the college which helps the students to come voluntarily and share their problems.

The college offers the services of three full time professional counselors for each of the separate streams of B.Com, BBM & PG Students. They are available to students and parents on all working days. The counselors have an interaction with every student on a systematic basis as well as meet those who voluntarily come forward to avail of their services.

Every year the college arranges for regular talks to be conducted for every class on topics such as addictions, substance abuse, HIV and aids, abortions and pro-life topics etc. The post graduate students undertake Art Therapy each year. The objective of this experience was to provide a space for them to look inwards into their inner world of feelings, hidden talents and potential for creativity through the use of art materials. In the evaluation that followed, most students expressed a feeling that they had got in touch with their neglected creative side as well as grown in awareness of areas of their psychic life that needs attention.

The Counselors conduct group dynamics and team building exercises. The objective of this programme is to help students discover their individual temperaments, their strengths and weaknesses and their aptitude to work in a team with the help of a psychometric test. This session consists of answering a set of seventy questions which probe into character traits, belief systems and temperamental differences. Once the results are tabulated, each one gets a description of their temperament. The students are then encouraged to share their discoveries with each other. This session strengthens the bonding of the group; discover differences not as a threat but as mutually enhancing when it is welcomed within a team setting. This is conducted by the counselors for the under graduate students.

Class Mentors also play a vital role in providing personal guidance to the students they help in identifying students who need help and are referred to counselors, they also offer counseling service on one to one basis as and when required.

#### **2.2.8 How is the academic process of each student monitored by the teacher in charge?**

The academic progress of students is monitored by the respective class mentors on the basis of performance in the internal tests and exams. Students with below satisfactory performance are counseled by the mentors and are encouraged to take help from peers and subject teachers. Student's profile is maintained by the Class Mentor, which helps in knowing their background and helps to identify students who need help. The class mentors issue under taking letters for shortage in attendance to the students who are irregular. If needed, they meet the parents of students who are irregular and whose performance is unsatisfactory in the tests and exams. Parents are encouraged to keep in touch with the Student's Counselor and class mentors on a regular basis. The

parents- teachers meeting is organized during the first academic year of the student to improve the bonding between parents and college.

### **2.2.9 What are the measures taken by the institution to cater to the needs of differently-able students?**

Special emphasis is given to facilitate admission of students who are physically challenged, economically disadvantaged and those coming from single parent homes. Each year, the management via the college counselors, identify students who are academically good in order to award them with scholarships sponsored by the Government (for reserved categories), corporate, Alumni and the Management. Students are also given concessions in the fees and are also provided with the option to pay fees in two or three installments.

- The college awards seventy five scholarships of Rs.5, 000/- each to deserving candidates who either come from economically challenged background or who have outstanding achievements in the fields of sports and extracurricular activities.
- 10 scholarships of Rs.5, 000/ each are awarded to deserving students by The Syndicate Bank, in association with the college.
- KPMG as part of their Corporate Social Responsibility donates Rs.27, 000/- each to fifteen students of the economically marginalized sections in recognition of their academic excellence.
- The college also facilitates a very successful Mid Day Meal scheme for needy students. The number of students benefiting from this scheme has risen from 50 to 75 in the last four years
- There are also various fee concessions extended to candidates in need. Each year not less than 120 students benefit from fees Concessions.

- As part of the college infrastructure development plan, the college management invested in the installation of an elevator for the convenience of staff and the physically challenged students.
- Also, during tests/examinations the differently-able students are offered the facility of using scribes to answer the question papers. Extra time to answer the paper is given to those who choose to write their own paper despite their physical disability. Whenever needed individual attention is given to students with special challenges.
- Teaching learning process to facilitate differently able students: The subject Computer Applications & MIS is taught to the visually challenged students by the teacher on a one-to-one basis. A special software called “Jaws 8 software is being used to facilitate teaching learning process for visually challenged students. JAWS for Windows is a powerful accessibility solution that reads information on your screen using synthesized speech. JAWS provide many useful commands that make it easier to use programs edit documents and read web pages.

## **2.3 Teaching–Learning Process**

### **2.3.1 How does the institution plan and organize the teaching and learning evaluation schedule into the total institutional scheme? Do you have an academic calendar? How is it prepared?**

The teaching and learning evaluation schedule is seamlessly integrated into the total institutional scheme. This seamless integration is possible through the preparation of Calendar of Events for the institution. The college has an academic calendar which is designed by the Principal, Controller of Examination, and Heads of the departments. First the COE in consultation with the Principal and the HODs determines the examination schedule. Accordingly dates are allocated for the 1<sup>st</sup> unit test, the midterm, the 2<sup>nd</sup> unit



test and the End Semester Examination. Once the examination schedule is drafted then the Academic calendar is drafted for all other activities of the college with equal importance being given for co-curricular and extra-curricular activities. The Academic year being divided into two semesters which has 90 teaching days in a semester adding up to 180 teaching days in a year- with additional days for tests, examinations, and valuations.

The college works for more than 240 days during a year to create space for the students for co-curricular and extracurricular activities. Based on this academic calendar the college has a well developed plan for teaching, learning and evaluation. The college adheres to this plan throughout the academic year. In addition to the calendar of events prepared, Academic work schedule for a particular academic year is also done collectively. Estimation is made of the work load for the whole year and a semester in particular, subject allotment to various faculty and preparation of the class time tables. Regular staff meetings are held to evaluate the progress of academic work and initiate changes wherever necessary.

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

The Lecture method is one of the methods of imparting cognitive information to the learners. All the courses in the institution continue to predominantly use the lecture method. Each department and teacher has evolved methods of providing experiential learning to the students. Although the teachers role is quite central and he/she may be controlling and directing the activity involved in a pedagogical method, emphasis is laid on experience and experiment on the part of the learner so that he undergoes some experience out of which he learns, and the best way to have such an experience is for the learner to

experiment something on his own. Subject specific research undertaken, Mandatory Research (for management students), Simulation games, Role Playing, Case study Analysis, Rural Camps, Rural Exposure Programmes, Social visits undertaken by students, Internship Programmes with corporate and Non corporate entities, Article ship Programmes, Industrial Visits etc are organized class-wise, may be quoted as some of the methods of experiential learning provided to students.

**2.3.3 How ‘learning’ is made student-centric? Give a list of the participatory learning activities adopted by the institution, which contribute to self-management of knowledge development and skill formation?**

The nature of assignments and presentation and quiz conducted in all courses are student centric.

The amount of student activity involved in the above mentioned methods is high. Student activity is not necessarily in conflict with teacher activity and can be complementary in nature, hence making learning student centric. Various others participatory learning activities adopted by the Institution are Group discussions, Assignments, Individual and Group Presentations, quiz, report writing, Case study Analysis, Simulation games and web based learning.

The teaching- learning process tries to encourage self- study through extensive use of learning resources particularly the library and the internet. Emphasis on self-management of knowledge development and skill formation is done by encouraging students to undertake research on topics – usually- related to the subject and of interest to the students. Individual and Group presentations are also encouraged on topics which require additional reference and investigation from the student. Such presentations not only result in effective self

management of knowledge development but also sharpen the Presentation, Public Speaking and Team building skills of the students.

The above mentioned methods involve students at every stage of learning, provides them experiential learning and contributes to self-management of knowledge development. These participatory learning activities help in the formation of several important skills like self-esteem, increase in confidence, team work, planning and organizing, conflict resolution and the like.

**2.3.4 What are the modern teaching aids used in classroom instructions as well as other student learning experiences? How are these used to facilitate modern information / knowledge flow to students?**

The modern teaching aids used in class room instruction is the extensive use and application of electronic technologies like the use of OHPs, LCDs and the use of laptops and particularly the internet. The college has three well furnished AV rooms and two full fledged computer labs with about 100 computers in each. In addition to this all the classes have been installed with LCD Projectors, & pull down screens, thus simplifying the process of using modern teaching aids in class room instruction. In the class room, LCD projectors are used extensively by the faculty to impart theoretical as well as practical information on any subject.

The computer lab is equipped with Broadband internet connection and the campus is Wi- Fi enabled providing uninterrupted internet access for students and staff. Both staff and students make use of these facilities to indentify and share videos, lectures of Professors from other universities and short films related to the subject. There are also student- teacher websites which discuss subject related information as well as problems relating to various subjects. Students are encouraged to access these sites to read additional information related to the subject as well as to share their learning's and comments on the

subject. Some teachers and students have taken to blogs and blogging on subjects of varied interest by students is participatory in nature. Hand outs are provided by teachers to students at the beginning of a topic.

Most classes have created common electronic mail ids and soft copy of all handouts related to a particular subject is shared by students through these mediums thus creating a paper- less classroom environment. In addition, learning material is also made available in the common directory of the computer lab too. Some subjects which extensively use numerical are also taught through computers in the computer lab. Students are encouraged not only to make use of reliable information available in the internet to complete assignments but have also been taught the best ways of using search engines available on the internet to collect reliable data. They are also encouraged to submit assignments in e format.

College has subscribed to Capitaline database. This is an online Indian Corporate database that provides insight into various disclosures in India containing data of over 22000 company profiles, their financial statements, ratio analysis, Fund flow, product profiles etc. and students are encouraged to use this database. In Practical subjects like Accountancy and Financial Management, live problems and case studies are picked up from this data base and solved in class. In addition, Capitaline is used to aid students in completion of their assignments, projects and in undertaking research projects too. Faculty also makes use of the vast collection of CDs and DVDs available with the Library to aid in teaching students. CDs and DVDs are available in both general, as well as subject titles, providing a rich Audio Visual Resource pool to students and faculty.

### **2.3.5 How do the students and faculty keep pace with the recent developments in the subjects?**

In order to follow learning-centric methodology of class room transaction, faculties keep pace with recent developments in the subjects. Recent developments are tracked by the faculty by accessing websites, reading journals, attending seminars and conferences, presenting papers, publishing articles and carrying out individual research. In subjects like Income tax, faculty has registered to be part of web services where tax notifications are e-mailed to them on a daily basis. All notifications and circulars of the Central Board of Direct taxes which reach the faculty immediately due to this web service, helps them to make necessary changes in the provisions and problems made available to the students; even before updated versions of the books are made available in the market. In addition, Special screening of the Annual Budget is made available to the students on the day it is presented in the Parliament. After which experts from the industry are invited to analyze and comment on the same.

Subject specific websites and other general websites are accessed both by students and teachers constantly to keep themselves updated. Capitaline database subscribed by the library acts as a major source of information of about more than 22000 company's financial data. This database is also constantly accessed by the faculty to update themselves on Quantitative and Qualitative data relating to Indian companies. Reading continues to be the most important channel of updating ones knowledge and the college with a well equipped library caters to the diverse needs of the faculty as well as the students. Management motivates students and teachers to participate in Seminars, conferences and workshops organized across the country. All the faculties attend at least one seminar each semester to keep themselves updated on the current trends in a particular subject. Paper Presentations in seminars

involves in-depth reference and study of the topic involved and some faculty also present papers while attending seminars.

Some staff members are members of Network Groups like National Entrepreneurship Network, which not only provides them with practical exposure to their subject, but also provides a platform for networking among likeminded individuals. Some teachers who have qualified in Professional exams like ICWAI, are members of the Institute of Cost and Works Accountants of India and hence are updated on all recent trends and sweeping changes in the field of Commerce. Many students too pursue Professional courses like Chartered Accountancy, Cost Accountancy and Company Secretary-ship course which helps them keep pace with the recent trends in the subject. Teachers also identify certain group of students who are interested in research and help them carry out such research usually related to the subject. The findings of the research are later on published in the student research journal of the institution. Such research activities undertaken by the staff and students aid in furthering ones knowledge in a subject. Students too, attend student-level seminars, organize and participate in intercollegiate competitions in the city and at the national level and access the web to be informed about developments in their areas of interest. Most Commerce and Management fests conducted across the country require the student to be well informed about the latest trends in the field of Business and management. Students of our college not only participate but also win most of these inter collegiate fests. Many Students have represented the college in 'Model United Nations', which require the students to be abreast of not only National but also the International issues of various countries. Students from the Institution also attend 'Global Youth Leadership' usually conducted in the United States of America, which gives them a platform to understand things from a global perspective. Some students also attend short summer or winter courses held in

foreign universities like the London School of Economics to update and further their knowledge in their areas of interest.

**2.3.6 Are there departmental libraries for the use of faculty and students? Give details**

The college Library is centralized which works between 9.00 a.m. and 5.00 p.m. on all working days. On an average on a working day, 10 faculty and 120 students make use of the library facilities. Separate sections exist for under graduate and Post Graduate students.

**2.3.7 Does the library have INFLIBNET/DELNET facility? What percentage of the faculty uses these facilities?**

The Library is a member of DELNET. The main objective of DELNET is to promote resource sharing among member – libraries by collecting, storing and disseminating information and by offering networked services to users. The library has bought 35 e- books from Informatics a well known Net Library. These e-books are on Management, Marketing, Commerce and the like. They also have access to around 1800 free e-books and e-journals on varied titles. The Institution is also a subscriber on the N List of INFLIBNET for e books and e journals on all subjects. The Electronic Resources subscribed under the N-LIST Programme are Full Text Electronic Resources consisting of 2154 journals in total, Electronic Books totaling to 51,746 in number and also a Bibliographic Database. These facilities help the faculty in updating themselves with the current trends in the subject and also in undertaking research activities. Other than teachers from the language department all faculty at UG & PG level use these resources.

**2.3.8 Does the library have a comprehensive collection of books and journals for all departments?**

The Library has a comprehensive collection of Books and Journals for all departments. It has 14,418 titles of books, 700 titles of text books, 1981 titles of Reference books, 64 Indian and 7 foreign journals, 53 Peer reviewed journals and 840 back volumes of Journals. It has 441 CDs and 914 Online Journals. In addition the Library also has some special collections of Braille Materials etc.

**2.3.9 What are the various teaching – learning methods (lecture method interactive method, project-based learning, computer-assisted learning, experiential learning, seminars and others), used by the teachers for various subjects.**

The various teaching- learning methods used by teachers are Assignments, Presentations ( Individual and Groups), Quiz, Simulation games, Role Playing, Case study Analysis, Rural Camps, Rural Exposure Programmes, Social visits undertaken by students, Internship Programmes with corporate and Non corporate entities, Article ship Programmes, Industrial Visits organized class-wise, Subject specific research undertaken, Mandatory Research (for management students) and web based learning.

**2.4 Teacher Quality****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?**

**Faculty Demographics:** The faculty strength of the college which includes aided, management appointees (permanent and temporary), part time and



visiting faculty currently stands at a total of 54 teachers. Twenty seven teachers are women, constituting of 50% of the total faculty strength. Eight UGC positions are filled against the sanctioned strength of twelve positions. Forty five teachers belong to the same state and nine teachers belong to other states.

#### **2.4.2 How are the members of the faculty selected?**

**Selection of Faculty:** The College ensures that its policy concerning recruitment, development and evaluation of staff contributes towards the academic excellence in the institution. Well qualified and experienced staff are recruited in order to ensure academic excellence. Student evaluation of teachers is carried out annually in order to ensure excellence in the class room. Independent, unsolicited applications are directly received by the College for recruitment purposes. Shortlisted candidates are called for demonstration classes attended by students, faculty and management. They are evaluated on their experience, teaching skill, ability to handle the class and diplomacy in answering the students and their overall confidence. Successful candidates are then called for a personal interview, conducted by a panel consisting of representatives from the Management, subject experts and senior lecturers.

#### **2.4.3 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?**

**Faculty Development:** Undoubtedly the college has qualified and competent teachers to handle all the courses. The constant development and improvement of the faculty has always been a top priority for the College. The teaching staff regularly participates in UGC-sponsored orientation programmes and national/international seminars. The College also organizes regular staff training programmes throughout the year and special programmes

which promote team spirit and camaraderie among the faculty. The college encourages staff to pursue professional examinations. Faculty members are also given the responsibility of conducting seminars and workshops on different themes and topics which contributes to their intellectual growth and development.

Staff enrichment programmes form an important part of college's academic calendar. These programmes are conducted for the staff regularly throughout the academic year. In some cases, resource persons are invited to give lectures on topics such a presentation skills and interactive classroom activities. At times, resource persons address the staff on topics related to their subjects or topics of current academic interest. **100%** of the faculty have participated in workshops/seminars/conferences and have presented papers during the past five years. This is in keeping with the requirement on all staff members to participate in at least one enrichment seminar every academic year. (Please refer Annexure no 2)

**2.4.4 Do you appoint substitutes/ additional faculty to teach existing and new programmes? How many such appointments were made during the last year?**

The college appoints part time /visiting faculty to handle the existing UG and PG courses. At present there are 16 such faculty who share their expertise to the students.

**2.4.5 What percentage of the teachers has completed UGC, CSIR, NET and SLET exams?**

28.9% (11/38) of the confirmed staff have completed UGC, NET and SLET exams.

#### **2.4.6 What efforts are made by the management to promote teacher development?**

(e.g.: research grants, study leave, deputation to national/ international conferences / seminars, in-service training, organizing national / international conferences etc.)

- The staff is sanctioned study leave to pursue higher studies/professional exams.
- Faculty are encouraged to take up minor research projects sanctioned by UGC or Planning commission or ICSSR
- After the notification by UGC regarding part time PhD, many have registered or in the process of registering for PhD at various recognized universities.
- Funding of research projects of the staff is one of the objectives of the Research Centre of the college.
- Every faculty is given an opportunity to present or attend National level seminars twice a year with an incentive of OOD/TA/Registration fee. All the teachers avail this facility every year.

During the last seven years following faculty development programmes were conducted by the college

- Organization of conferences/seminars/workshops- (Please refer [Annexure 8](#))
- Faculty development programme conducted by college. (Please refer [Annexure 9](#))

The details of the research projects during the last five years are

- One minor research project funded by UGC has been completed in the year 2009.
- One research project funded by Planning Commission has been completed in the year 2010.

- Five minor research projects funded by UGC are ongoing as on February 2012.
- One research proposal has been submitted to Planning Commission and another to ICSSR for approval. (Please refer Annexure no.16)

**2.4.7 What are the teaching innovations made during the last five years?  
How are innovations rewarded?**

**Teaching Innovations:** The faculty of the college constantly strives to incorporate a creative and innovative approach to the teaching process. The use of technology forms an important part of teaching, with regular use of overhead projectors (OHPs) & LCD's available in every class room. All teachers are proficient in the use of computers and apply the same in classroom teaching. Study notes and materials are distributed online to students so as to enable quick, convenient and easy access. Students too are expected to do presentations as part of their internal assessment, which not only further acquaints them with study topics but contributes to building their presentation skills, personality and confidence. Innovations introduced by teachers are discussed in staff meetings and if found to be effective, are encouraged and implemented. The following are the different innovative methods used by the staff to aid the students to have a better understanding of the subjects:

1. Group discussions: Group discussions encourage a thorough understanding of subject matter and encourage an exchange of ideas.
2. Case studies: Case studies help students think critically, analytically and gain insight into the practical application of theoretical knowledge.
3. Use of data base: Databases like Capitaline is used to teach financial terms relating stock market, analysis of financial statements etc.
4. Use of Excel in Finance classes: All financial functions are taught using Excel in the computer lab.

5. Use of SPSS: Various statistical tools are taught using SPSS for PG students.
6. Role plays: Role plays are a popular method used by teachers to make learning more enjoyable to students.
7. Industrial visits: Industrial visits give students a first-hand experience of the working and functioning of industry.
8. Guest lecturers: Guest lectures by eminent personalities from various fields allow students to interact with industry representatives and gain a clearer view of the work environment.
9. Presentations: Presentations encourage students to take initiative and be creative, concise and clear while expressing them. This helps build self-confidence and public-speaking skills.
10. Book reviews: Book reviews expand a student's horizon by exposing him to different ideas, opinions and perspectives, while sustaining an interest in reading.
11. Quizzes: Regular class quizzes keep students up-to-date on current affairs and trends while encouraging healthy competition.
12. Screening of documentaries: Documentaries on key socio-economic issues are screened in order to make students socially conscious and responsible.
13. Reading of relevant articles from newspaper and business journals. This encourages students to go beyond their textbooks and deepen their understanding of concepts.

These innovations of the faculty are rewarded by the management by giving them recognition and a platform to share their ideas with the peer group.

**2.4.8 Does the institution have representation of women among the staff? What percentage?**

The institution has representation of women constituting 50% of the total staff.

**2.4.9 List the faculty who has been recognized for excellence in teaching during the last five years?**

Mr. Lavakumar was awarded the Nataka Academy Fellowship in 2011 for excellence in teaching.

Dr. Ramakrishna Gowda has received the following awards.

1. Sir M. Vishveshvaraya Award – 2009
2. Mysore Huli Tippu Sultan Award – 2009
3. Sevashree Award – 2009
4. Karunaada Siri – 2010
5. Kuvempu Shree Award – 2010
6. Shikashana Ratna Award – 2010
7. Gadinaada Dhvani Award – 2010
8. Kannada Bhushana Award – 2011
9. Kannada Seva Ratna Award - 2011

**2.4.10 List the faculty who have undergone staff development programmes during the last five years (refresher courses, orientation programmes and staff training conducted by the university and other institutions)**

Name of the faculty	Course	Place/ Period
Rev. Dr. Daniel Fernandes, SJ	UGC sponsored Orientation course	Jawaharlal Nehru university, New Delhi. 8-1-2007 to 2-2-2007

Rev. Dr. Daniel Fernandes, SJ	UGC Academic Staff College Refresher course	Banaras Hindu University 5-8-2008 to 25-8-2008
Rev. Dr. Daniel Fernandes, SJ	UGC sponsored Refresher course	Himachal Pradesh 11-12-2008 to 31-12-2008
Rev. Dr. Daniel Fernandes, SJ	UGC sponsored Refresher course	Guwahati University 14-12-2009 to 3-1-2010
Mr. Ravi Richard	UGC sponsored Refresher course	Bangalore University 11-3-2009 to 1-4-2009
Mr. Ravi Richard	UGC sponsored Refresher course	Bangalore University 25-8-2009 to 14-9-2009

**2.4.11 What percentages of the faculty have served as resource persons in Workshops / Seminars / Conferences during the last five years?**

About 28.12% of the staff have served as resource persons in Seminars and Conferences during the last five years.

**2.4.12 What percentage of teaching staff have participated in workshops/Seminars/ Conferences and presented papers during the last five years?**

All the staff including aided and unaided staff have attended workshops/Seminars/Conferences during the last five years. (Please refer Annexure 2)

**2.4.13 Has the faculty been introduced and trained in the use of****a) Computers****b) Internet****c) Audio-visual Aids****d) Computer aided teaching packages**

- a. The entire faculty of the college has been trained in the use of computer software packages, internet, and use of SPSS etc. The very existence of all these facilities throughout the campus is an evidence of optimum utilization of computers and Internet.
- b. The college campus is enabled with Wi Fi facility for easy accessibility for staff and students during the class hours and outside the class hours. The college is connected with network connection through which the files and documents are shared and accessed at various terminals in the campus. As a part of faculty development programme the college organizes training to access e - books in the library, Capitaline database, and INFLIBNET network facilities.
- c. The faculty is trained to effectively use the Audio visual rooms which are equipped with LCD projectors, speakers; DVD based educational video films in teaching and learning initiatives. Faculty also uses over head projectors as a teaching aid.
- d. The faculty is trained to use computer software packages like Microsoft Word, Microsoft Excel, Power point, Microsoft outlook express, SPSS etc. The college conducted a six week programme in use of SPSS for the faculty in order to enhance the skills and abilities to the use of statistical tools.



## **2.5 Evaluation Process and Reforms**

### **2.5.1 Does the college evaluate teachers on teaching and research performance? How does the evaluation help in the improvement of Teaching and Research?**

- The college evaluates the faculty on their teaching and research performance based on Self appraisal Reports every year. The evaluation based on Self appraisal helps them to retrospect on their academic achievements, performance and their teaching abilities.
- These letters are submitted to the Principal who in turn submits the evaluation to the Rector of BJES through the Director of SJCC.
- This evaluation encourages teachers to investigate the changing trend in the economy and to make this information available to the students.
- The faculty members of SJCC are encouraged to undertake various research activities. Teachers are asked to provide information on papers published in research journals, papers presented at National Seminars, books published or co-authored, minor research projects undertaken etc which plays a key role in their appraisal in the ensuing year.
- Those staff members who are actively involved in the Research Centre established in the college are given a reduction in the number of teaching hours.

### **2.5.2 Has the institution introduced evaluation of teachers by the students? How is the feedback analyzed and implemented for the improvement of Teaching and Learning?**

A strong emphasis is placed on staff evaluation and offering constructive support. Appraisal of teacher performance is done by administering a comprehensive computerized staff evaluation questionnaire, (Please refer Annexure no 10) to be filled in and submitted by students. A set of students

from each class are chosen based on their regularity attitude and attendance. The questionnaire is comprehensive and covers evaluation on the basis of three major domains: Planning & Preparation, Class room environment and Methodology of Teaching. The IQAC analyses these feedback forms. The findings of the questionnaire are tabulated and analyzed and then handed over to the principal. After scrutiny & evaluation, the principal meets each staff member on a one to one basis & discusses the feedback with them to facilitate professional growth. The appraisal of teacher performance by the students is undertaken once a year or every Semester. Corrective feedback is provided by the Principal. Performance based incentives are also offered in this context.

**2.5.3 Does the institution promote self-appraisal of teachers? If yes, how often?**

Yes the college follows and implements this practice according to the prescribed norms every year. Teachers complete a questionnaire (Please refer Annexure no 11 ) which helps them to be reflective about their teaching practices, implement new approaches and teaching strategies based on the insights they have gained from their self assessment. This exercise is undertaken at the end of each academic year.

**2.5.4 Is the appraisal by the teachers reviewed by the head of the institution and used to improve the quality of teaching?**

The self appraisal form described in the preceding section, requires teachers to list out the areas of achievement / special contributions made by them among other things which helps the Principal to review their teaching & academic performance. The same is communicated to the teachers which help in improving the quality of teaching.

**2.5.5 Does the institution have an academic audit of departments?****Illustrate.**

Internal quality audit is carried on and measures are taken based on audit.

**2.5.6 Based on the recommendations of the academic audit what specific measures have been taken by the institution to improve the teaching, learning and evaluation?**

Based on the recommendations and suggestions given by the Internal Committee comprising of Subject Experts, Academic Peers and Industrial Experts necessary updation is made to the curriculum.

**2.5.7 How does the institution monitor the performance of the students? (Annual/ Semester exam, Trimester Exam, Midterm Exam, Continuous assessment, Final exam, etc.,)**

Student's performance is monitored by the class mentors and the subject teachers on a regular basis in the form of continuous internal assessment. A 10 mark test is conducted before the midterm test as part of CIA component. Midterm tests for 30 marks are conducted for all the students. The student's performance in these tests are monitored by the subject teachers and the cases which needs special attention are referred to the class mentor. Students who score less than 10 marks in the Midterm test are advised to attend remedial classes before the End Semester Examination.

**2.5.8 How is the evaluation methods communicated to students at the beginning of the year?**

- The evaluation methods are communicated to the students and their parents/guardians at the time of selection interview. The Panel consisting of teachers explains the components of Continuous Internal Assessment, evaluation methods and break up of marks.

- The college conducts orientation program for the newly admitted students before the beginning the semester to familiarize them about the institution, teaching learning process, infrastructure facilities available and evaluation methods.
- The student's hand book, and class mentors in their respective class rooms before the semester begins also facilitates this process.

**2.5.9 What is the method of evaluation followed? (Central, Door, Double evaluation, etc.,)**

- The method of evaluation followed for UG and PG courses involve bar coding and de coding to ensure transparency in evaluation.
- At UG level, central evaluation procedure is followed.
- At PG level, double valuation system is adopted.
- Door evaluation is adopted for project reports for BBM and PG courses.

**2.5.10 What is the mechanism for Redressal of grievances regarding evaluation?**

1. Any type of grievance that the student might have pertaining to other students, Management, Staff, infrastructure, examinations, etc., must first be discussed with the concerned teacher/Class Mentor. As far as possible, the problem should be resolved at this level.
2. Matters that are not resolved at the classroom level must be brought to the notice of the Grievance Committee.
  - a. The grievance must be stated in writing.
  - b. It must be forwarded to the Coordinator of the Grievance Committee through the Class Mentor or any other Staff member.

3. If any student has grievance with regard to the marks awarded, such matters must be brought to the notice of the Grievance Committee in writing within one week of the publication of the results.
4. The Grievance Committee will meet at least three times in a year, twice after publication of End Semester Examinations results (June and December) urgency of the situation, short meetings could be called for.
5. The Grievance Committee can invite the Student Counsellor, Controller of Examinations, Member of the PTA or any other staff member, to join the meeting, depending on the nature of the grievance.
6. The Grievance Committee will meet and discuss the matter. The decision of the Committee will be communicated to the Principal and the concerned parties, through the coordinator of the Grievance Committee.

**2.5.11 When are the examination results declared? Give the time frame?**

The ESE results are announced in 4-5 weeks after the completion of exams in UG level. In case of PG, the results are declared after 6-8 weeks after the exams.

**2.5.12 Does the institution communicate to the parents regarding the evaluation outcome? Describe the Weight ages given to assignments/seminars/ dissertation/field work and written exams?**

Declaration of End Semester Results is posted on the website and displayed on college notice board. The parent-teachers meeting for the students of first semester are held every year after the midterm examination. Clarifications regarding performance and attendance of the students are made available to

the parents at the meeting. The results are also uploaded on the college website for the students and parents to view. The following is the weight age given to assignments/seminars/dissertation and written exams in the course of the semester.

**For U.G**

Method of testing	Marks
First Unit test	10
Projects/Assignments/Online tests	10
Mid-Semester Test	30
End semester Examination	50
<b>Total</b>	<b>100</b>

**For P.G**

- i. 25 marks for Mid-Semester Tests
- ii. 25 Marks for Seminars/ Quizzes/assignments/attendance
- iii. 50 marks for End semester examination

The end semester examination is conducted at the end of each semester. The duration and maximum marks of the end semester examination is 3 hours and for 100 marks. At the time of publishing the results the weight age will be out of a maximum of 50 marks.

**2.5.13 Explain the functioning of the office of the controller of examinations.**

The Controller of Examinations (COE) has executive powers to conduct the examinations in the college. All legislations are made by the Academic council & the Governing body of the college. The COE looks after all matters connected with exams. He is responsible for the conduct of End Semester Examinations (ESE), evaluation of answer scripts & publication of results. He works under the direction of the Director and the Principal and is assisted by the HOD of B.Com/BBM/M.Com/MIB/Languages to plan & supervise all examinations.

**2.5.14 How long has the current system of evaluation been in practice?**

The current system of evaluation has been in practice since 2005 that is from the year of autonomy.

**2.5.15 Has the institution carried out any evaluation reforms? If yes, what are the reforms made with reference to evaluation? (Peer evaluation, Double evaluation, Open book examination, Question Bank, Moderation, Internal assessment etc.)**

The reforms in the examination department were

- There was no provision for obtaining photo copy of answers script, revaluation, re-totaling and improvement in the supplementary examinations conducted by the college.
- A special supplementary examination is conducted for students who have completed their semester IV and are unable to go into semester V due to their non completion of semesters I & II.
- Bar coding of answer scripts was introduced to maintain strict confidentiality.
- Innovative methods of testing were introduced like case study analysis in all the papers.
- Question paper patterns were revised for Computer Application and MIS. 40 marks are tested in the Computer lab, only 60 marks is tested in theory form.

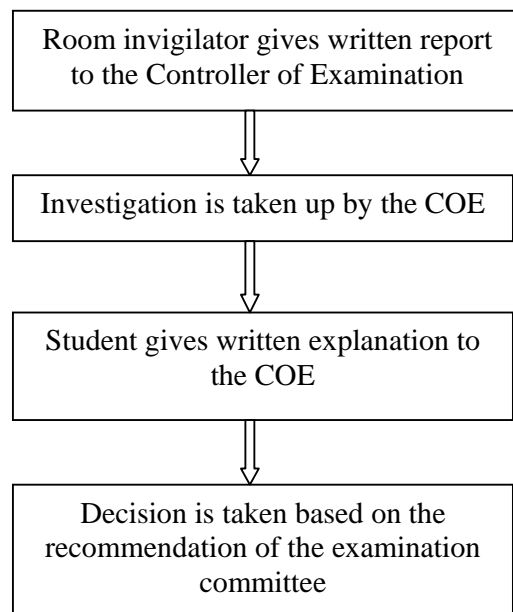
**2.5.16 How the evaluation process is made transparent? Illustrate the different stages of evaluation till the declaration of results?**

- As part of the CIA of 50 marks, midterm examination of 30 marks is conducted in which the answer scripts are bar-coded.

- The question papers are set by all the subject teachers of all the sections, and one paper is chosen by the controller of Examination which is highly confidential.
- The students are given back the answer scripts for understanding of the process of evaluation and their performance in the subject.
- Consolidated CIA marks are displayed on the class notice boards for any verification.
- Evaluation for the purpose of ESE is centralized at the COE Office. Question papers are sought from internal and external faculty in their respective subjects.
- The answer scripts are bar-coded. 20% of the papers are reviewed at UG level and double valuations of 100% of the papers are undertaken at PG level.

**2.5.17 Mention the number of malpractice cases reported and how they are dealt with (average per year)**

On an average 7 malpractice cases are reported every year. The malpractice cases are dealt in the following manner





**2.5.18 Does the college provide the photocopy of answer scripts to students? Give details of the practice.**

Request for reevaluation, re-totalling and Xerox copy of the end term answer book, if any, has to be made to the examinations officer in the prescribed form and payment of fee has to be made as notified.

**2.5.19 Give details regarding the computerization of the examination system?**

**Computerized Testing:** Computerized testing has been experimented by many teachers in both theory and practical subjects. This pattern of testing enables students to become more familiar with modern ways of testing and this equips them for the future. Subjects like Statistic, Financial Management, are tested on computer in the lab using excel sheet.

Beginning from October 2011 when the ESE exam is held, the college has decided to computerize the various aspects of the examination process through the commissioning of the ERP package.

**Applying for ESE on-line:** After the students meet the criterion for appearing for the ESE, the hall tickets is launched and a date is announced for them to download the same. Invigilation: The invigilation diary and room allotment is generated through ERP.

**Bar Codes:** ERP generates random numbers for each student & each exam. These numbers will be bar coded & used on the examination answer scripts to ensure impartiality in the evaluation.

**Declaration of results:** Examination results are announced through ERP and students can log in & take a copy.

**Marks Cards:** The marks cards bear a bar code, photo of the student and year of passing. These are also generated through ERP.

### **2.5.20 What are the measures taken by the institution to ensure security and confidentiality of the evaluation system?**

**Bar coding of answer papers:** In an endeavor to incorporate Information and Communication Technology the examination department of the college introduced bar coding for the first time during the academic year 2008-2009. The purpose of this exercise is to safeguard the identity of the students, bringing about total anonymity and thus ensuring impartial evaluation.

**External faculty for evaluation:** The end semester examination papers are evaluated by both internal and external commerce faculty to have a fair and just evaluation of the student's performance. The post graduate and BBM students undertake research projects under the guidance of a faculty member but it is evaluated by both internal and external faculty drawn from other commerce colleges in the city.

## **2.6 Best Practices in Teaching, Learning and Evaluation**

### **Best Practices with regard to Admission policy**

- Admission guidelines is hosted on the college website which clearly state the admission procedure, last date for submission of applications, written test dates for BBM and PG candidates, documents to be submitted at the time of interview etc.
- SJCC gives admission to differently abled students like visually challenged, dyslexia, physically challenged etc. Different facilities are provided to them so that they have a comfortable environment at SJCC. During the academic year 2011-2012 three students were admitted who were differently abled. The Management (Bangalore

Jesuit Educational Society) follows preference for the poor policy at the time of admissions.

- During admissions students from the economically weaker sections of the society are given fee concessions. Special consideration is given to single parent children, and first generation learners. Preferences are given based on their marks.

### **Best Practices with regard to catering to diverse needs**

- The orientation programme conducted before the commencement of teaching programme helps to address & cater to the knowledge base and skills of the students
- The college conducts bridge course in Maths & Accountancy for the newly admitted students of B.Com & BBM. The objective of this programme is to make students thorough with the Fundamentals of the subjects.
- Advanced learning opportunities: Those students identified, as advanced learners are motivated to take up projects, make presentations in class about special themes and topics and come forth with innovative ideas with regards to the subject. They are encouraged to take up professional exams of the CA, ICWA, and ACS. For the B.Com course
- Interested students are given guidance to write research articles to be published in the SJCC student's research journal.
- Additional support and encouragement for slow learners: Apart from the Bridge course and the regular tutorial classes conducted by teachers, the student counsellor and the mentors counsel the students and help them boost their confidence in the subject and motivate them to do well in academics and extra- curricular activities. A tradition of peer learning amongst students exists in the college.

- The College conducts tutorial classes after assessing the performance of students in internal tests & Midterm test.
- As part of the college infrastructure development plan, the college management invested in the installation of an elevator for the convenience of staff and the physically handicapped students. Also, during tests/examinations the differently- able students like the blind students are offered the facility of using scribes to answer the question papers. Extra time to answer the paper is given to those who choose to write their own paper despite their physical disability.

### **Best Practices with regard to Teaching Learning Process**

- Subject specific research undertaken, Mandatory Research (for management students), Simulation games, Role Playing, Case study Analysis, Rural Camps, Rural Exposure Programmes, Social visits undertaken by students, Internship Programmes with corporate and non corporate entities, Article ship Programmes, Industrial Visits etc are organized class-wise, may be quoted as some of the methods of experiential learning provided to students.
- Emphasis on self-management of knowledge development and skill formation is done by encouraging students to undertake research on topics usually related to the subject and of interest to the students.
- Some subjects which are numerical in nature are also taught through computers in the computer lab.
- Students are encouraged not only to make use of reliable information available in the internet to complete assignments but have also been taught the best ways of using search engines available on the internet to collect reliable data.
- Recent developments are updated by the faculty by accessing websites, reading journals, attending seminars and conferences, presenting papers, publishing articles and carrying out individual research. In

subjects like Income tax, faculty has registered to be part of web services where tax notifications are e-mailed to them on a daily basis. All notifications and circulars of the Central Board of Direct taxes which reach the faculty immediately due to this web service helps them to make necessary changes in the provisions and problems made available to the students, even before updated versions of the books are made available in the market.

- Paper presentations in seminars involve in-depth reference and study of the topic involved. Many of the faculty present papers while attending seminars.
- The various teaching- learning methods used by teachers are Assignments, Presentations (Individual and Groups), Quiz, Simulation games, Role Playing, Case study Analysis, Rural Camps, Rural Exposure Programmes, Social visits undertaken by students, Internship Programmes with corporate and non corporate entities, Article ship Programmes, Industrial Visits organized class-wise, Subject specific research undertaken, Mandatory Research (for management students) and web based learning.

### **Best Practices with regard to Teacher Quality**

- The College organizes regular staff training programmes throughout the year and special programmes which promote team spirit and camaraderie among the faculty.
- The college encourages staff to pursue professional examinations. The staff is sanctioned study leave to pursue higher studies/professional exams.
- Staff enrichment programmes form an important part of college's academic calendar. In some cases, resource persons are invited to give lectures on topics such a presentation skills and interactive classroom activities. At times, resource persons

address the staff on topics related to their subjects or topics of current academic interest.

- The faculty, whose papers are selected for paper presentations in National and State level seminars and conferences are deputed to participate and present their research paper.
- Faculty are encouraged to take up minor research projects sanctioned by UGC or Planning commission or ICSSR
- The faculty is trained to use computer software packages like Microsoft Word, Microsoft Excel, Power point, Microsoft outlook express, SPSS etc. In the year 2010-2011, the college conducted a six week programme in use of SPSS for the faculty in the use of SPSS Software in order to enhance their skills and abilities to use statistical tools.

#### **Best Practices with regard to Evaluation and Reforms**

- The procedure for redressal of grievances is read out in all classes at the beginning of the semester and the notice displayed. The format for redressal for grievances is printed in the student hand book. Every year redressal of student's grievances takes place amicably
- The academic assessment of a student comprises Continuous Internal Assessment 50 marks and End Semester Exam 50 marks

CIA consists of the following components:

**For U.G**

<b>Method of testing</b>	<b>Marks</b>
First Unit test	10
Projects/Assignments/tests	10
Mid-Semester Test	30
<b>Total</b>	<b>50</b>

**For P.G**

- i. 25 marks for Mid-Semester Tests
- ii. 25 Marks for Seminars/ Quizzes/assignments/attendance

The end semester examination is conducted at the end of each semester. The duration and maximum marks of the end semester examination is 3 hours and for 100 marks. At the time of publishing the results the weight age will be out of a maximum of 50 marks.

**Cumulative Grade Point Average System:** From June 2008 the College has adopted the Cumulative Grade Point Average System for evaluation for the undergraduate courses. Weighted grades are allotted to each subject in accordance with their importance. This system was approved at both Board of Studies meeting and the Academic council meeting and modalities were again explained to the faculty at a general staff meeting.

Papers are marked in the conventional way for 100 marks. The percentage obtained by a student is multiplied by the standard grade to obtain the product. The total of the products of all the subjects is divided by the total of all the credits. This gives the average grade point. For the sake of common understanding the weighted average is then converted into grades as follows

Percentage	Grade	Grade points	Interpretation	Nomenclature
80 & above	O	6	Outstanding	First Class With Distinction
70-79	A+	5	Excellent	First Class
60-69	A	4	Good	First Class
50-59	B	3	Average	Second Class
40-49	C	2	Satisfactory	Pass Class
Below 40	RA	0	To Re-Appear	

**Total points = Credits x Grade obtained**

**CGPA = Total Grade Points + Total Credits**

The minimum CGPA to qualify for the B.Com and BBM degree is 2.00 and a pass in all subjects.

**The grade chart for post graduate courses is:**

Percentage	Grade	Interpretation	Nomenclature
80 & above	D	Distinction	First Class With Distinction
70-79	A+	Excellent	First Class
60-69	A	Good	First Class
50-59	B	Average	Second Class
Below 50	RA	To Re-Appear	

The evaluation methods are communicated to the students at the time of admission on a one-to –one basis and also elaborately through the students



handbook in printed form. The details of the same are also mentioned the college website. <http://www.sjcc.edu.in>

- Bar coding of answer papers: In an endeavor to incorporate Information and Communication Technology the examination department of the college introduced bar coding for the first time during the academic year 2008-2009. The purpose of this exercise is to safeguard the identity of the students, bringing about total anonymity and thus ensuring impartial evaluation.
- Exam Pattern for Computer Application & MIS: This paper is studied in the second semester and about half the paper is practical oriented. It includes topics such as Word, Excel & Tally. It is therefore felt that instead of conducting a 100 mark three hour theory exam at the end of the semester it would be more appropriate to conduct a one hour practical exam having a weight age of 40 marks and a two hour theory exam of 60 marks for this paper in particular.
- The results of semester examination including CIA and ESE marks totalling to a maximum of 100 marks are published within 4 weeks from the date of completion of the End Semester Examinations.

**For Re-accreditation:**

**A) What were the evaluative observations made under Teaching-Learning and Evaluation in the previous assessment report and how have they been acted upon?**

**Observations made by the PEER Team**

The following were the evaluative observations made in the Peer team report at the time of Re accreditation in the year 2007

Appreciation for

- Admission policy of the college which confirms to government requirements and at the same time strikes a fair balance between merit and commitment to the marginalized and disadvantaged sections of the society.
- Assessment of the learning abilities of students.
- Reduction of student intake capacity from 105 to 70 students per division
- Encouragement to students to take up professional exams
- Bridge and remedial courses to meet the special requirements of slow learners
- Planning of academic work schedule before the commencement of each year
- Learner focuses teaching methodology and other innovative teaching learning techniques, use of multimedia facilities and e learning resources
- Group presentations which fosters team work and leadership qualities
- Monitoring of academic progress of the students by class mentors.
- The teaching staff are encouraged to participate in UGC sponsored refresher/ orientation programmes, national/

international seminars.

- Extensive use and application of electronic technologies
- Appraisal of teacher performance
- Evaluation of student performance based on continuous internal assessment and end semester exam
- Transparency in the internal evaluation system,
- The Grievance Redressal Cell which looks into students' grievances over matters pertaining to evaluation procedure

#### Suggestions

1. More qualified staff may be recruited for the Department of Business Management.
2. Streamlining of Controller of Examinations' Office
3. Drafting of clear and comprehensive Manual of Examinations
4. Organization of more Seminars, Workshops and Conferences at regional, national and international levels
5. The College may further strengthen the Business Laboratory.

#### **B) What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Teaching-Learning and Evaluation?**

##### **Quality Sustenance And Enhancement Measures**

- College continues to follow the same admission policy which confirms to government requirements and at the same time strikes a fair balance between merit and commitment to the marginalized and disadvantaged sections of the society.
- Students identified as advanced learners are motivated to take up research projects for publication in SJCC student's research journals.

- Additional support and encouragement is given for slow learners through bridge course and remedial classes.
- Teaching learning process is facilitated for blind students through special software.
- CGPA has been introduced for UG courses.
- The parent teachers meeting for the students of first semester is held every year after the midterm examination. Clarifications regarding performance and attendance of the students are made to the parents at the meeting. The results are also hosted on the college website for the students and parents to view. (Please refer Annexure No. 12)
- First of its kind exit interview was conducted in 2010-2011 for the final year outgoing students. The various aspects of evaluation were usefulness of the course, internship, teachers, testing methods, services rendered by non teaching staff, extension and outreach programme, infrastructure, extracurricular activities, co curricular activities and overall experience at SJCC. (Please refer Annexure No 13)
- Bar coding of answer booklets is implemented to safeguard the identity of the students.

#### **Measures taken by the college based on suggestions**

1. Since this is a single discipline college there is no completion segregation between staff teaching B.Com and BBM classes. However the work allotment is made keeping in mind the qualification of the teachers in management studies and the overall work load. At present there are four staff members who handle classes in the Department of Business management having MBA qualification, and four of them have cleared National Eligibility test conducted by the UGC.
2. Greater privacy and security has been ensured in the COE's office by redesigning the department.

3. A drafting committee was constituted to prepare a comprehensive manual of examination procedures. The guidelines for evaluation and examination ordinances contained the following.
  - Administrative structure of the SJCC including the Governing council, Academic council.
  - Various departments existing in the college
  - Eligibility for taking up End Semester Examination including Attendance criteria
  - Academic evaluation
  - Student Evaluation
  - Continuous Internal Assessment
  - End Semester Examination
  - Question Paper Pattern
  - Examination procedure
  - System of Evaluation of the End Semester Examination
  - Results
  - Criteria for Passing and Classification
  - Grading system and Grading Chart
  - Revaluation, Re totalling guidelines
  - Supplementary examinations
  - Examination Ordinances
  - Malpractices
  - Grievance cell
  - Calendar of Tests and Examinations
  
4. Over the past 5 years the college has conducted the following seminars and conferences

<b>Date</b>	<b>Title of the Seminar</b>	<b>National/State</b>
6 <sup>th</sup> & 7 <sup>th</sup> Oct '06	“Emerging Contours in Higher Education”	National seminar
Sept '07	A two-day National Seminar on “Women Entrepreneurship in the Global Economy” was held in the month of September, in association with ASCENT.	National seminar
Oct '07	Current Business Scenario – Opportunities and Trends”	Student seminar
Nov '07	“Emerging trends and avenues in the field of Finance”	Student seminar
Sept '08	“Business model innovation – emerging trends in grass roots level Entrepreneurship” organized under the aegis of the E- Cell.	National conference
17 <sup>th</sup> Aug 09	The theme for the day was, “You’re Hired! How to Become Employable plus Post Graduate Avenues”.	Student seminar
18 <sup>th</sup> Aug 09	“All you need to know about everything that matters in – The Recession”.	Student seminar
19 <sup>th</sup> Aug 09	The theme for the third day was “Energizing Oneself with Electrifying Results”.	Student seminar
26 <sup>th</sup> & 27 <sup>th</sup> Feb '10	"Paradigms of research culture"	National seminar

16 <sup>th</sup> & 17 <sup>th</sup> Sept '10	“Industry Academia Interface – Challenges and Opportunities”.	National Seminar
17 <sup>th</sup> & 18 <sup>th</sup> Feb '11.	“Explorations in Social Science Research”	National workshop
15 <sup>th</sup> & 16 <sup>th</sup> Sept '11	Parameters of Excellence in Higher Education	National Seminar

5. To create greater awareness among students the business laboratory display boards and cupboards were moved outside the general staff room. The skill development activities conducted by teachers is displayed to give recognition, appreciation to the students and to encourage more teachers to do so.

Outstanding assignments and real life models in various subjects are also kept in the business laboratory so that other students may refer to it. Application for pan card and use of Capitaline Database for assignments is facilitated through the business lab.

### **CRITERION III RESEARCH, CONSULTANCY AND EXTENSION**

#### **3.1 Promotion of Research**

##### **3.1.1 Describe various steps taken to encourage research by the faculty (by providing seed money, grants, and other facilities)?**

- The institution encourages the faculty to take up research activities and research publications.
- The college encourages teachers to attend various National and State level Research Seminars and Conferences
- Faculty are encouraged to take up minor/major research projects by UGC, Planning commission and ICSSR
- Staff research publications are encouraged and facilitated by providing various resources like access to journals, Computer lab, Library resources like E-Journal, Xerox facilities etc. Concessions in workload is given during field survey and report writing, visits to research organizations etc.
- The college conducts National level seminars and conferences in research area which provides a platform for research scholars to meet and share their ideas on methodology and technique of analysis
- The college encourages faculty to participate as resource persons outside the college at various other institutions
- Supervising BBM, M.Com and MIB course project reports
- The college also encourages the faculty to take M.Phil and PhD guidance in other universities
- The college took up the initiative of forming a research centre and in Jan 2011, the Bangalore University recognized the Research Centre at



SJCC. There are five faculty members who are Doctorates, and are recognized to provide guidance to PhD Candidates.

**3.1.2 Is research a significant activity of the college? How does the institution promote faculty participation in research and recognize faculty for guiding research?**

Research has been a significant activity of the college as part of the curriculum and is seamlessly integrated in college activities

- Research projects are made compulsory for BBM, M.Com and MIB course which is equivalent to a subject marks. Faculty gets involved in guiding these students throughout the research project.
- Those students who have taken part in research activity receive certificates of merit and in exceptional cases are specially honored on the College day
- From the past three years the College has brought out a Bi annual SJCC Student research publication names SJCC Journal of Financial Excellence and SJCC Journal of Marketing.
- Faculties taking up minor or major research projects are given reduced work load.
- The management bears 50% of the expenses involved in publishing of articles in peer reviewed journals.
- The college also encourages faculty to present papers at national and international seminar/ conference/symposia by meeting travel, accommodation and food expenses as well as registration fees.

- Staff who are recognized guides of the Research centre are given reduced teaching workload

### **3.1.3 What provision is made in the budget for research and development?**

Every month an estimation of expenses is made, & budget presented to the management. Depending on the number of activities taking place in the college in that month, the estimated expense is requisitioned from the management. Adequate provision is made to meet the requirement of research activities like student research publications, SJCC peer reviewed journal, activities of the Research Centre etc.

### **3.1.4 Does the college promote participation of the students in research through the academic programme?**

- Yes, the students at the Undergraduate and Post graduation level undertake small research studies, analyze the results and present the report to the respective subject teachers. The same is published as bi annual SJCC Student research journal. This a part of the CIA and they are marked accordingly
- PG students attend seminars conducted by different colleges in which research papers are presented.
- Through BBM, M.Com and MIB research project work, student's participation is ensured in research activity.
- Students of UG and PG course are assigned internship as part of their curriculum. These students automatically get trained and obtain the requisite skills and knowledge to pursue research activities.
- The students are trained to write research reports by conducting research workshops at the beginning of the final year.

- They are also trained to defend their project work at the external viva voce conducted at the end of the final year as part of their curriculum.

### **3.1.5 What are the major research facilities developed and made available on the campus?**

- The College provides training to both Students & Staff in the use of SPSS package.
- The institute has a well equipped library with e-resources Capitaline, Net Library Informatics, and N – List from INFLIBNET.
- Over 200 computers with internet facilities help both students and faculty to generate project report in different commerce subjects.
- The college library has subscribed to 35 e books and 71 journals. (Please refer Annexure no 14)
- The Coordinator of the Research Centre has been provided with an independent office space and reduction in teaching workload.

### **3.1.6 Does the college subscribe to research journals for reference as per the departmental requirements?**

The college subscribes to research journals as per the requirement and recommendation by the concerned faculty in the respective departments.

(Please refer Annexure no 14)

### **3.1.7 What are the initiatives taken by the institution for collaboration with other research organizations and industry?**

National level seminar was conducted on 16<sup>th</sup> & 17<sup>th</sup> of September 2010 on the topic “Industry Academia Interface – Challenges and Opportunities” which paved a way for the academicians and the industry to meet and share ideas on various issues including research output. This seminar was an attempt

for an interactive and collaborative arrangement between academic institutions and business corporations for the achievement of certain mutually inclusive goals and objectives. This two day conference attempted to explore how educational institutions can work closely with industry, study the dimensions of academia-industry partnership, and identify possible areas where industry's contribution to academia would be most effective. The College regularly invites guest Speakers from leading institutions like Indian Institution of Management, Bangalore to address both staff & students.

**3.1.8 Is there a research committee to facilitate and monitor research? Give details.**

Yes. The research committee consisting of seven faculty members and the Research supervisors (Please refer Annexure no 15) help research scholars to write research papers, and generate research reports.

**3.2 Research and Publication Output**

**3.2.1 Give details of the ongoing minor and major projects?**

(Please refer Annexure no 16)

**3.2.2 Does the college have research funding from the Government, Industry, NGO or International agencies? Give details**

- The college receives funding from UGC for minor Research Projects and from Planning Commission for Projects. (Please refer Annexure no 16)

**3.2.3 Does the college have research students currently registered for M.Phil & PhD? Give details of number of M.Phil / PhDs awarded during the last five years?**

The Research Centre at SJCC was established in Jan 2011. The process of allotting students to the guides is undertaken by Bangalore University and is expected to be completed by the end of April 2012.

**3.2.4 Does the college provide fellowship/scholarship to research scholars?**

This issue will be taken up after the process of registration of research scholars is completed.

**3.2.5 Does the college have post-doctoral fellows currently working in the institution?**

Not Applicable

**3.2.6 Give highlights of the collaborative research conducted by the faculty**

Faculty have only approved for individual research projects under the institutional banner.

**3.2.7 What research awards and patents were received by the faculty during the last five years?**

Nil

**3.2.8 Are there Research papers published by the faculty in refereed journals periodically, by the faculty? If yes, specify.**

(Please refer Annexure No 17)

**3.2.9 Give the list of publications by the faculties**

Books Annexure 18

Research Paper - Annexure 17

**3.2.10 Furnish details about citation index / impact factor of publication by the faculty?**

NIL

**3.3 Consultancy****3.3.1 List the broad areas of consultancy provided by the institution****3.3.2 Does the institution publish the expertise available for consultancy services?****3.3.3 Nature of consultancy services**

Various faculty members from the college provide free consultancy services to start up business ventures by students who have passed out from college, drafting business plans, academic and career consultancy, etc.

**3.4. Extension Activities****3.4.1 What outreach programme are organized by the institution?****3.4.2 How does the college promote institution neighborhood network?****3.4.3 How does the institution promote the participation of the students and faculty in extension activities of NSS, etc?**

The institution strongly believes that education is much more than mere academic inputs. There are a number of student associations in the college which regularly organize outreach activities. 'The Centre for Social Action' was started in 2008 and concentrates completely on social outreach. This is a voluntary association of students with a staff co-ordinator and they organize programmes like remedial classes for the community school, sports and cultural activities to the underprivileged children, computer training for the

community government school etc. The CSA has helped to combine knowledge and action to achieve results, which are desirable for community development.

The NSS wing of our college is also very expressive of social concern. They regularly organize blood donation camps, rural exposure visits, awareness rally on AIDS day, visits to orphanages, old age homes and outreach programmes for poor school children. Student members of the Rotaract clubs of our college also join in these activities.

The college gives a lot of importance to community extension service and encourages student participation in such activities. The centre for social action of the college has adopted the 'Government Urdu School' which is in Markham Road adjacent to the College and the students are working with the school on a regular basis. Some of the activities with the school are:

- Teaching the school children
- Conducting sports day
- Conducting cultural activities
- Computer programme for government school etc
- Organizing blood donation camps.

The Centre for Social Action also organizes inter-collegiate workshops and seminars every year on social problems to make students aware of the issue and to give them a chance to respond to the realities. Some of the members of these seminars have been:

- Youth for a secular world
- Youth against discrimination
- Women against violence – a way forward
- Social responsibilities of the youth
- Child Rights

The unit also organizes a number of fund raising activities like food fests, gaming events etc and the fund so collected is used for extension activities.

During the year every class under the guidance of the class mentor organizes a social visit to organizations like orphanages, old age homes etc. Students contribute some money and buy gifts, arrange lunch, games and cultural programmes for the inmates.

The NSS unit every year organizes AIDS awareness rally on 1<sup>st</sup> December to spread awareness to the community. Rural exposure visits organized by the NSS enhance an understanding of the rural community and provides an opportunity for the students to extend social service in the villages. Following is the list of rural exposure & extension activities camps held:

- 2006 – 07 – Chikkanahalli
- 2007 – 08 - Doddaballapur
- 2008 – 09 – Ramnagar Village
- 2009 – 10 – Aralalusandra Village
- 2010 – 11 – Adde Village, Doddaballapur

The post graduate students have a regular social sensitizing programme and work with an organization called BOSCO, which helps in rehabilitating street children.

The students regularly have drives for collection of old clothes, textbooks, news papers etc which are distributed to various charitable organizations.

#### **3.4.4 Is there any research or extension work to ensure social justice and to empower under – privileged section?**

- The college has adopted the Govt Urdu School which is situated within 1 km from the college campus to work with the school on a regular basis.



- The centre for social action organizes seminars on social issues every year to create awareness among students and encourages them to respond to the issue.
- The NSS organizes rural visits to learn community life and also give back to the community in the form of organizing medical camp, eye camp, blood donation camp etc.
- During the year every class under the guidance of the class mentor organizes a social visit to various organizations like orphanages, old age homes etc. Students contribute some money and buy gifts, arrange lunch, games and cultural programmes for the residents.

#### **3.4.5 What is the impact of this extension on the community?**

- Adoption of the Urdu Government School in the vicinity has helped to raise the enrollment and attendance in the school.
- Students also undertook a cleanliness drive in different areas of the city as part of the extension activity.
- The inter collegiate social seminars have a strong impact on the awareness level, not only of our students, but of students from other colleges also who attend the Seminar.
- The students spread awareness about various social issues through street plays, human chain, candlelight march etc.

#### **3.4.6 Does the college receive awards/recognition for extension activities?**

NIL

### **3.5 Collaborations**

#### **3.5.1 How many linkages does the institution have, for research and extension?**

#### **3.5.2 List the organizations and the nature of linkage and expected outcomes**

The college works in close collaboration with a number of NGOs in and around Bangalore. They provide us with information and guidance in organizing various extension programmes. The NGOs have included us in their mailing list and they inform us about all their programmes, and our students take part in various activities of the NGOs.

The college invites people from the organizations to speak to the students on various social issues.

Some of the NGOs the college has association with are:

1. Respect for Life – India
2. SICHREM –
3. Vimochana
4. Shree Jagruthi Samiti
5. ISI – Indian Social Institute
6. APSA – Association of people for social action
7. Mahila Jagruthi Samithi
8. Fourth wave foundation
9. Little sisters of the poor
10. BOSCO
11. Lion's Club
12. Bangalore friends in need society

#### **3.5.2 How does the linkage promote**

- i. Curriculum development: The extension and outreach activities of the college help in understanding the societal needs. The interaction with NGOs helps in understanding and

identifying the new areas to be included in the curriculum through non-formal means like workshops & Seminars. This experience also helps in knowing the upcoming job oriented areas which act as input for curriculum development.

- ii. Internship: The students of the UG and PG courses go for summer and winter internship to get hands on experience. Some students opt to work in a NGO as part of their internship and know their work culture and become more socially responsible and sensitive to the needs of society.
- iii. On the job training: The students get on the job training during their internship. They are exposed to job responsibilities, accountability and it also helps them to develop PR skills.
- iv. Faculty exchange and development:  
The faculty members attend the seminars/ books releases & workshops jointly run by NGO's through which the faculty get an insight on community development aspects & its impact on students & institution at large.
- v. Research: Students are encouraged to take up socially relevant topics which are published in the Bi-annual Students research journal. In 2010, Dr. Sheela, Assistant Research Director completed a minor research project entitled "A Rapid Appraisal of the Impact of Economic Recession on the Urban Poor". In 2010-2011, the under graduate students in collaboration with Janagraha an NGO conducted a research study on "Evaluation on Awareness Levels of Various Channels of Communication" to the concerned authorities in their respective locality.
- vi. Consultancy: Free consultancy services provided by staff members.
- vii. Extension: Such linkages provide an opportunity for students to participate in various extension activities of NGOs. Our college

is included on the mailing lists of all the NGOs we are linked with, through which we get notification of the various activities conducted by them.

- viii. **Publication:** Every year the college in collaboration with NGO's conducts workshops & Seminars on 'Social issues'. Press & media coverage of these seminars is publicized through press reports in various news papers and also telecasted on "DoorDarshan".
- ix. **Student Placement:** The College encourages students to take up internships & placements with NGO's also. Recently "Teach for India" programme was made known to the students.

### **3.6 Best Practices**

#### **3.6.1. Describe the best practices in research, consultancy and extension with reference to promotion of research / publication output / consultancy and extension activities / collaborations.**

- Research activity is successfully implemented in different subjects by students with the help of faculty members. They are initiated to use company data and do small analysis which is presented in class. Such research articles are published in the Bi – Annual SJCC Journal of Financial Excellence and SJCC Journal of Marketing.
- The teaching faculty do take up empirical study and then present papers at national and international seminars.
- Project work of the faculty is published in a peer reviewed journal. Another added advantage in the publication of the SJCC Management Research Review, which creates a platform for in-house and external researchers and academicians to publish their research articles and working papers.
- The peer reviewed research journal published by the college has been awarded an ISSN number.

- Students conduct research in collaboration with community development organizations.

### **For Re – Accreditation**

#### **A) What were the evaluative observations made under Research, Consultancy and Extension in the previous assessment report and how have they been acted upon?**

#### **Observations made by the Peer team**

The following were the evaluative observations made in the Peer Team report at the time of Re-accreditation in the year 2007.

#### **Appreciation for**

1. Importance given to research activities and publication by the faculty
2. Encouragement given to staff to present papers at National level seminars
3. Outreach programme and extension activities

#### **Suggestions**

1. Greater emphasis could also be laid on academic research, organization of state-level and national seminars, and research publications by members of the faculty.
2. The faculty may be encouraged to take up Major and Minor Research Projects of UGC, ICSSR etc.

#### **C) What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Teaching-Learning and Evaluation?**

#### **Quality Sustenance And Enhancement Measures**

- The management supports and encourages publication by

faculty by meeting 50% of the expenses towards their publication.

- The college provides reimbursement for travelling and accommodation expenses for those staff members who attend National seminars.
- Separate Extension officer has been appointed to co ordinate extension activities of the students. This is in addition to extension activities conducted by student associations like NSS, CSA, AICUF and student council

**Measures taken up by the college based on suggestions**

- Establishment of Research Centre which received recognition by Bangalore University in January 2011. The recognized guides of this centre will be able to provide guidance to PhD scholars registered with the Bangalore University.
- Publishing of bi-annual student research journal under the banner of SJCC
- Acquisition of ISSN number for bi-annual peer reviewed journal
- The college conducts one National Seminar in a year, and two city level student seminars
- Since the last accreditation more than two faculty members have acquired PhD degree and most of faculty members have registered for PhD degree.
- Paper publication by faculty in peer reviewed journals (please refer Annexure No 17)
- Staff have taken up minor research projects by UGC ((please refer Annexure No.16)

## **CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES**

### **4.1 Physical Facilities**

**4.1.1 How well endowed is the college in terms of physical infrastructure (classroom, administrative buildings, staffroom, transport, water, power supply, etc., to run the academic programme)? Enclose the master plan of the college campus indicating the existing buildings and the projected expansion in the future.**

St. Joseph's College of Commerce (Autonomous) is located on Brigade Road, which is a prime locality of Bangalore, at the heart of the city close to several landmarks like MG Road, Vidhana Soudha, Chinnaswamy Stadium, Bangalore Club etc. The college is well equipped with adequate infrastructural facilities for the students to enjoy a learning experience and facilitate teaching learning process. **(Please refer Annexure Nos. 19 & 20)**

- The total area of the college campus is about 2.2 acres. There is sufficient space available to offer and manage courses like B.Com, BBM, M.Com, and MIB and for conducting activities of various special interest clubs and associations.
- The college building looks impressive with a floor space of about 7058.80 sq feet, with play ground, basket ball court and parking area, the building; sufficiently meets the infrastructural requirements.
- The college building has 30 class rooms, an Administrative section (Administrative building comprises well furnished Principal's office, Administrative office, Office of IQAC Coordinator, Office of the Placement officer, Office of student Counselor, Board Room, Office of the Controller of Examinations, Office of the Director), Staff Rooms (which have cubicles for all staff members with computers and Wi - fi facilities), Office of the Head of the Department, Student Counselors

room, Sports room, Auditorium, 3 Audio Visual Rooms, Library, two Computer Labs, Prayer Hall, Cafeteria, Staff rooms, two Store rooms.

- There is an exclusive Ladies Room with locker facilities and washroom.
- The library with adequate space for reading has a large number of reference books and journals. Internet, Xerox and Printout facilities, are made available to students and staff.
- The facilities available for Sports Department comprises of a well furnished Sports room, Gymnasium, sufficient place for indoor games like carom, table tennis etc.
- The college has a Central Computer Centre with 215 computers with three servers, LAN and campus networking facility with WI – fi.
- The college has a cafeteria to serve food and refreshments to all the students and staff during the college hours.

**Water Supply:** Sufficient water is supplied for the requirements of the institution through the following sources:

- i. Municipal water connection
- ii. The college has two tube wells to facilitate uninterrupted water supply
- iii. An open well
- iv. Drinking water facilities:  
Reverse Osmosis System: two reverse osmosis systems were installed after 2006 to facilitate drinking water facility for staff and students.  
Blue star water Filter

**Power Supply:**

- i). BESCOM Transformer (250KVA +11KV/433V):
- ii) The building has 2 Generators and UPS as back up facility.



iii). Solar Lights (4 KW Batteries): 50 bulbs are lighted by it.

**Transport:** The college is situated in a prime location of Bangalore. Adequate public transport facilities are available for the staff and the students. Hence the need for common transport has never felt. But transportation facilities are arranged when the need arises, as in the case of arrangements for industrial visits, picnics, visit to NGO's etc.

**Parking space:** Basement parking facilities are provided for two wheelers for both the students and staff.

Four wheeler parking facilities are also available for teachers and students.

#### **4.1.2 What are the infrastructure facilities available for**

- i. Academic activities**
- ii. Co-curricular activities (Auditorium, Open air theatre etc.)**
- iii. Sports (Swimming pool, indoor facilities, Gymnasium etc.)**
- iv. Laboratories**
- v. General computer education**
- vi. Other activities**

##### **i. Academic activities**

The institution has 30 well furnished class rooms. Each room is well furnished with required number of benches and desks to accommodate 4 students on each bench. Every class room has the following facilities:

**a. Adequate seating arrangement.**

**b. Electronic Teaching Aids:** LCD Projectors, Audio Systems, Writing Boards, Notice boards, Overhead Projectors, Pull-down screen, Audio Visual Rooms, Conference Hall, and Board Room.

**ii Co-curricular Activities:**

The College has an auditorium with a capacity to seat three hundred people. The auditorium houses amplifiers, speakers, sound systems and the necessary lighting facilities. A multipurpose hall is maintained to meet any special requirements of students, teachers and other staff.

**ii. Sports****a) Outdoor facilities:**

- Multipurpose play ground accommodating football, hockey, cricket, throw-ball, soft ball practices, Basketball court, Tennis court & Volleyball.

**b) Indoor facilities**

- Multi Gymnasium facility, table-tennis arena, area to play carom, chess and other indoor games.
- Shower/ wash rooms exclusively for sports students, separately for boys & girls.

**iii.Laboratories**

**iv. Computer labs:** Two computer labs are furnished to provide practical and theoretical exposure to students. Internet facilities are also provided. Altogether there are 167 computers available exclusively for student's use.

**v.General Computer Education:**

The college has 215 computers housed throughout the campus to facilitate basic computer usage for documentation and transfer of files and folders. Over thirty laptops have been purchased and issued to staff members.

**vi. Other Activities**

Wi-Fi Enabled Campus, Electronic Signage Boards to facilitate display of information in the campus, Printers, Photocopying Machines (3), IBM Servers (3), UPS, Wireless modem, Video Cameras, SLR Camera, Tele Visions. The college has a music room which consists of Key board, Organ, Drum set, Music Equipment. The college has sound system for outdoor activities and

movable sound equipment 1200 Watts. The college has a coffee vending machine and a vending machine for snacks.

**4.1.3 Has the institution augmented the infrastructure to keep pace with its academic growth? Specify the facilities and the amount spent during the last five years.**

Institution's Effort to augment infrastructure facilities to keep pace with the academic growth:

<b>Particulars</b>	<b>2006- 07</b>	<b>2010-11</b>
Drinking water Facility: Reverse Osmosis system	-	2
Blue star water filter	1	2
<b>Power:</b>		
Solar Lights(4 kw batteries)		50 Lights
BESCOM (Transformer)		250 KVA + 11KV/433V
<b>Sound &amp; Audio</b>		4
Lift Capacity	4 People	7
White boards		10
Writing board		24
Notice boards		38
Overhead projectors		14
LCD projectors	6	30
Pull down screen		27
Audio Visual Rooms with amplifier, speakers and mike	2	4
Computers	186	214
Computer Lab	1	2
AC	-	10

Auditorium amplifier, speakers and Sound equipments and lighting	1	1 Enhanced with Sound Proof
Laptops	2	19
Photocopying Machines	1	3
Printers	19	20
Video Cameras	1	2
Digital Cameras	1	2
IBM Servers	1	3
UPS	20	23
Tele Vision	1	4+
Electronic Signage Board	NIL	1
Organ		1
Wireless modem	Nil	5
Shower/Washrooms exclusively for Sports students	Nil	2

**4.1.4 Has the institution provided facilities like common room, wash/rest room for women students and staff?**

The college has wash rooms and rest rooms on every floor for men and women, staff rooms and also for sports students separately. There is an exclusive Ladies room with locker facilities.

**4.1.5 What are the steps taken for optimal utilization of infrastructure facilities?**

The infrastructure facilities in the campus are open for the faculty and students during working hours and extended hours whenever there is a need for use of such facilities. The infrastructure facilities are also made available to other

academic and administrative activities for conducting exams, interviews, ICWA coaching classes, CS coaching classes, seminars, workshops etc. This arrangement helps the institution to raise additional revenue.

#### **4.1.6 What are the facilities available for differently abled students?**

The college has a Ramp at the entrance, Lift Capacity (7persons). Scribes are permitted for visually challenged students. Extra time to complete the papers is given for differently abled students.

### **4.2 Maintenance of Infrastructure:**

#### **4.2.1 What is the budget allocation for the maintenance of?**

- Building - Rs. 15,00,000
- Furniture & Equipment - Rs. 5,00,000
- Computer – Rs. 5,00,000

(Please refer Annexure No. 21)

#### **4.2.2 How is the budget is optimally allocated and utilized?**

The budget for every financial year is projected on the basis of the actuals of the previous year. The main heads of account for which allocation is made includes salaries and remuneration, infrastructure capital and revenue expenses, administrative expenditure, staff welfare, sports and games and students activities etc. Adequate provision is made so that all the above main areas of the functioning of the institution can continue unhampered. Generally the amount of budget allocated is sufficient to cover the various heads of expenditure in the academic year.

**4.2.3 Are there staff appointed for maintenance and repair? If not, how are the infrastructure facilities, services and equipment maintained?**

The infrastructure of the college is maintained with due care. There is a fully fledged team of attendants who always keep the campus neat and tidy.

Regular maintenance of computers and equipment is done by the team at the computer lab. They not only maintain but also provide services in this regard.

The maintenance of the garden is done by garden section with supervisors and workers. Maintenance of toilets, bathrooms, service areas and security are also done by a team of attendants. The college ensures optimum utilization of infrastructure.

**4.2.4 How is the infrastructure optimally used?**

The infrastructure facilities in the campus are open for the faculty and students during working hours and extended hours whenever there is need for use of these facilities. The infrastructure facilities are optimally utilized by the college and are also made available to other academic and administrative activities for conducting exams, interviews, ICWA coaching classes, CS coaching classes, seminars, workshops etc. This arrangement helps the institution to raise additional revenue.

**4.2.5 What is the mechanism for maintenance of computers, other network facilities, Library and information facilities?**

The staff at the computer lab assisted by attendants regularly maintain computer performance and ultimately its user's performance. Maintaining the computer system in the institution and server management is the primary responsibility of the IT Manager. He ensures the following on a regular basis for both the computer labs.

- Verifying that all computer peripherals are working properly
- Create a backup and recovery policy

- Quickly arrange repair of hardware in ease of hardware failure
- Update system as soon as a new version of OS and application software comes out
- Implement the policies for the use of the computer system and network
- Setup security policies for users
- Virus Removal and updating of Anti Virus Software package on regular basis.
- Checking and removing all unwanted materials from systems.
- Installation of necessary computer required software, hardware.
- Maintenance of Wired and Wireless Network Setup.

### **Maintenance of Library**

Stock verification of library books is conducted every year by the staff. The library software is updated by the software professionals. Old and outdated, lost books are withdrawn during stock verification; the worn out books are bound once in 6 months.

### **4.3 Library as a Learning Resource**

#### **4.3.1 How does the library ensure access, use and security of resource?**

- College library is a Learning Resource Centre for the staff and students.
- Library provides open access facilities which help easy access and use of library as a learning resource.
- Library is kept open to the students and staff, & the entry is checked with user ID cards through log in and log out software.
- Regular watch and security staff monitor the proper control over the safety of library materials. CCTV is placed for monitoring and maintaining security at the library.

- Orientation and awareness programmes are organized for staff to provide easy access and use of library materials and e- resources

#### **4.3.2 What are the facilities available in the library? (Computers, Internet, etc)**

- Computers with internet facility provide access to e-material and resources. There are 5 computers placed inside the library with Internet facility.
- Photo copier machine, UPS, CD Rom facility (one database) is also made available.
- Reference and Referral facility is made easy with ample space for reading.
- Interlibrary loan facility.
- Document delivery facility.
- EPAC facility for the staff and the students.
- Book bank facility.
- INFLIBNET, DELNET, NET books facility.

#### **4.3.3 How does the library collection cater to the needs of the users?**

The library collections cater to the needs of UG, PG students and staff. Thus the library collection addresses the needs for teaching – learning (PG, UG). The library procurements are made centralized, based on the orders placed by the teaching staff in their respective fields of specialization. The latest and updated learning resources like books and journals are circulated among the staff to facilitate the same. The library committee is formed who facilitates this process. The library committee also takes initiatives towards spreading awareness to all the faculty and students about the usage of various facilities available like DELNET, Inflibnet, etc. Various general books on fiction, literature, psycho-spiritual and general knowledge also form part of the library collection.



**4.3.4 What is the stock of books in the library? (Titles)**

- Total collection of books
  - a) Titles - 14418
  - b) Volumes - 19898
- Total collection of Textbooks
  - a) Titles - 700
  - b) Volumes – 1152

**4.3.5 Furnish the information regarding the number of journals subscribed by the institution?**

(Please refer Annexure No 14)

**4.3.6 How does the library ensure purchase and use of current titles, important journals and other reading materials?**

The library ensures the purchase of the latest and updated learning Resources like books & journals, by sending latest catalogues, book Reviews and paper clippings to the various departments. Based on this the teachers send a list of books/journals to be procured. Annuals are procured on standing order basis. User education and orientation, information search strategies are provided for optimum use of information resources.

**4.3.7 If the library has an archives section, to what extent is it used by the readers and researchers?**

Yes, the college has an archives section. Staff and students make use of this section to carry out research work with regard to publication and thesis.

**4.3.8 How are on-line and Internet services in the library used by students and faculty? Specify the hours and frequency of use.**

The library facilitates learning resource centre. These systems provide on-line and Internet services to the faculty and students. Online search and full text e-journals provided by the INFLIBNET and Net library books are moderately used. Training for on-line access is provided by the library. On-line and Internet services are provided from 9.00 a.m. to 5.00 p.m. on all working days.

**4.3.9 Are the library services computerized? Does the institution make use of INFLIBNET/DELNET/other facilities? Give details.**

Yes. The library services are computerized. We have local area network. Easylib software has been procured for automating in-house activities and services of the library.

EPAC is made available to the users to identify the status of availability of documents in the library.

The library is a member of INFLIBNET, Allahabad, and DELNET.

**4.3.10 How many days is the library kept open in an academic year? How long is the Library kept open per day?**

Library is kept open throughout the year except on Government holidays.

During the normal working days      9 .00 a.m. to 5.00 p.m.

During examination days              8.30 a.m. to 5.30 p.m.

**4.3.11 Does the library have an Advisory Committee? What are its functions?**

Yes. The library has an advisory Committee which considers the development proposals of the library, budget allocations, and Policy decisions. It provides directions for a structured growth of the library and to provide improved

facilities and services. Allocation and utilization of funds and requirement of users are addressed and approved by the Library Advisory Committee.

#### **4.3.12 Amount of money spent on new books, journals during the last five years.**

The amount of money spent for procurement of books/journals during the last five years is given below.

##### **BOOKS**

<b>Sl. No</b>	<b>Year</b>	<b>No. of books</b>	<b>Expenditure (Rs.)</b>
1	2006-07	1444	4,53,118.00
2	2007-08	1571	3,43,756.00
3	2008-09	1921	4,65,229.00
4	2009-10	1094	4,29,266.00
5	2010-11	979	2,69,703.00

##### **JOURNALS**

<b>Sl. No.</b>	<b>Year</b>	<b>Expenditure (Rs.)</b>
1	2006-07	38,462.00
2	2007-08	46,426.00
3	2008-09	92,677.00
4	2009-10	79,044.00
5	2010-11	1,52,844.00

**4.3.13 How does the library motivate students/teachers to read existing material and new arrivals?**

Display of new arrivals, book exhibitions, book worm quiz etc. are arranged to encourage readers to use existing material and new arrivals. The new additions to the library are informed to the faculty. User education programmes are organized. During reference queries, users are encouraged to refer related documents. Search strategies and complex information search from e-resources are supported by the library staff. Training programmes in e-resources, online access internet, help in motivating the use of library resources. EPAC helps the readers in searching for the books of their choice and in knowing its availability.

**4.3.14 What are the special facilities offered by the library to the visually challenged and physically challenged persons? How are they used?**

For the physically challenged persons, additional books are issued. The library staff assists such persons in obtaining specific documents.

For visually challenged persons personal services are provided.

**4.3.15 List the infrastructural development of the library over the last five years?**

UGC INFLIBNET, Ahmadabad and DELNET for online access to e-resources, and Capitaline database have been acquired.

Internet facility with wi-fi and a scanner have been obtained.

Log in and Log out software for the members has been installed.

A new photocopier, CC TV, book cupboards have also been added.

**4.3.16 Describe various information services provided by the library. (Clipping, Reference, etc)**

The library provides both demand and anticipatory library services to the users. The services provided are:

- Easy Lib
- EPAC facility
- Inter library loan service.

**4.3.17 Describe steps taken for making the library user friendly.**

Steps taken for making the library user friendly are:

User orientation programmes for the user are arranged twice in a year to update the staff regarding the various facilities available in the library.

Open access system of book is in practice

User friendly easylib software to facilitate easy check of availability of books.

Resource sharing for the users.

**4.4 Information Communication Technology (ICT) as a learning resource:**

In keeping with its commitment to extend educational opportunities in the field of information technology, St. Joseph's College of Commerce has strengthened and adopted several new initiatives in this field.

**4.4.1 How is computer facility extended to all faculty and students?**

The college has 3 well equipped Audio Visual rooms and all the class rooms are equipped with LCD projectors. OHP facilities are available on every floor. The college is equipped with computers of i3 and Pentium IV systems computers. The computer labs have advanced technology and internet facility of a broad band connection as a backbone. The campus is Wi-Fi connected

and both staff and students can access this facility. There are two dedicated lines for this purpose.

The College has provided separate computer facility to all faculty and students by giving separate login name and password. The staff members have also been provided with official Email address which can be used for both intra and external communication.

**4.4.2 How is the faculty facilitated to prepare computer aided teaching learning material? What are the facilities available in the college for such efforts?**

The teaching learning process can be made most effective if the teaching faculty undergo a continuous process of training and development to refresh their academic input and skills. The management of the college ensures that the faculty is kept enriched through such programs. The continuous professional development of the faculty helps the staff to acquire and practice new teaching skills.

The faculties also use the computer aided teaching for their discipline. The institution encourages the staff to improve their abilities by providing computer and internet based training sessions. This has enabled the faculty to become more adaptive, innovative, flexible and responsive to the needs of the students. The College also organizes special lectures/ practical sessions to train the faculty and students to utilize novel systems and databases effectively.

**4.4.3 How many computers are there in the college?**

Total number of computers in the college is 215.

#### 4.4.4 Is there a central computing facility? How favorable are its timings, access and cost to both students and faculty?

The college has Central Computer facility with 215 computers with qualified and experienced staff to maintain the systems and to provide technical assistance to staff and students. Both the students and faculties can use the computer and the internet facilities from 8.00 a.m. to 5.00 p.m. (Monday to Friday) and 8.00 a.m. to 1.00 p.m. (Saturday). The computer and internet facilities are free of cost. The college has blocked access to certain websites through the firewall.

#### 4.4.5 Details of the computers available in the college:

##### Computers as on Oct 2011

Description	No. of systems
IBM Server	03
Computer Lab- I	96
Computer Lab – II (69+1)	70
Administrative Office ( <i>including Student's Councilor &amp; IQAC Room</i> )	13
Placement Coordinator	01
Controller's Room	03
BBM Department	01
Board Room	01
Director's Room	01
Computers in Library	08
Sport's Room	01
Teaching Staff Room (Room No.201)	03
Mr. Ravi Richard	01
Students' Council Room	01
Br. Mani Karrot	01

English Language Dept.	01
Research Room	02
PG Department	04
AV Rooms (1,2,3 &4)	04
<b>Total No. of Computer in the College</b>	<b>215</b>

**4.4.6 How are the computers and their accessories maintained in the department?**

The computer lab undertakes maintenance and updating of computers and their accessories on half-yearly basis. Periodic checks for viruses and updating of software is done and all systems are formatted on annual basis. This ensures hassle free usage to students and faculty members. The computer lab ensures that unwanted websites are blocked, to minimize virus attacks. The computer lab has also banned USB storage devices, and the college also has a strong firewall in place for web security. Annually, stock inventory reports are generated.

**4.4.7 What is the output of the various departments in developing computer aided packages for their discipline?**

Not applicable as the college offers only commerce and management courses at UG and PG level and does not specialize in offering courses with computer specializations.

**4.4.8 Describe the nature of internet services available to students and faculty**

Faculty and students use the BSNL Broadband internet service. The College has provided separate computer facility to all faculty and students by giving separate login name and password. The staff members have also been



provided with official Email address which can be used for both intra and external communication.

**4.4.9 How are the institutional website and web-based facilities used and updated for the benefit of teachers, students and other stake holders?**

The college has a website [www.sjcc.edu.in](http://www.sjcc.edu.in), which is updated regularly with the latest reports, events, activities, attendance, marks, information regarding founders of the institution, vision, mission, administrative procedures, course strength, syllabus, alumni association, placement cell etc. The faculty profile and the photo gallery is updated bi- annually by the computer administrator. Scrolling type news/ activities/circular are also placed on the web site.

**4.5 Other Facilities**

**4.5.1 Are there hostel facilities available on the campus?**

**4.5.2 Are there hostels for women students?**

**4.5.3 How many students stay in the hostel? How many rooms are there in the hostel? Is the accommodation sufficient to meet the demand?**

**4.5.4 What facilities are provided in the hostel?**

The college does not have the space to provide hostel facilities. The lady students are provided with a letter of recommendation to nearby hostels.

**4.5.5 Does the institution have a health centre?**

**4.5.6 What health care facilities are provided by the health centre?**

The college does not have a health care centre, but basic medical and first aid facilities are available in the Sports Department. There are several good multi-Specialty hospitals within 2 km radius of the college, like Apollo, Mallya, St. Philomena's and Hosmat Hospital for serious medical emergencies.

**4.5.7 Does the institution have canteen facilities?**

The institution has a canteen facility which caters to the needs of the staff and students. Mid day meals for students and attendants are sourced through canteen on all working days. The canteen has a seating capacity of 60-70 people at a time.

**4.5.8 Does the institution have a student centre?**

The institution has a student centre where all the representatives of the classes, student council and volunteers of the various programmes meet. The student centre is equipped with a computer, printer and internet facility.

**4.5.9 Does the institution have a placement centre?**

The placement coordinator has a Separate office with Computer, internet & printer facility, from where placement is coordinated. There is a separate placement notice board for providing details and upcoming opportunities. The AV rooms & auditorium of the college is made use of for pre-placement talks, conducting entrance exams and for interview sessions.

**4.5.10 What are the physical and infrastructure facilities available for the sports and physical education centre?**

The college has outdoor and indoor facilities for sports and physical education centre. There is a multipurpose playground facilitating sports like football, hockey, cricket, throw ball, soft ball, badminton etc. There is a basket ball court, tennis court and volleyball court. Provision is made for indoor games facilities such as table-tennis arena, area to play carom, chess and other indoor games. For the purpose of physical training, Multi-Gymnasium facility is available for all the students.

**4.5.11 Does the institution have a workshop / instrumentation centre?****What are the physical facilities available in the centre?**

The college does not offer technical courses & hence the need to have a workshop/instrumentation centre was not felt.

**4.5.12 Has the institution drawn a master plan for campus development?**

Yes the college has drawn a master plan for the campus development.

**4.5.13 What other infrastructure facilities like conference rooms, common rooms, staff rooms, auditorium, parking sheds etc., are available in the college?**

The college has other infrastructure facilities like Audio Visual Rooms, Conference Hall, Board Room, Auditorium, Computer labs, Parking space, Music room and a prayer room

**4.5.14 What are the communication facilities (Telephone, STD, and ISD) available on campus?**

The college has a coin booth facility, photocopy facility, spiral binding and a stationery mart situated at the basement.

**4.5.15 Describe the facilities like transport, electricity and water supply.**

The college has ample supply of water through municipal water connection, two tube wells, and an open well. For facilitating drinking water, reverse osmosis system and blue star water filters are available on all floors. The college has a BESCO transformer (250KVA +11KV/433V) for supply of power supported with two generators and UPS as back up. The college is equipped with solar lights (4 KW Batteries)

The college is situated in a prime location of Bangalore. Adequate public transport facilities are available for the staff and students. Hence the need for common transport has never been felt. But transportation facilities are arranged when the need arises, such as in the case of industrial visits, picnics, visit to NGO's etc.

**4.5.16 Describe the nature of landscape developed including approach roads, garden etc. to contribute to ambience.**

The college is situated in the heart of the city and the roads approaching towards the main gate of the college are wide. The college is well maintained by planting trees and plants in the college campus. Vermicure system is introduced by providing manure scientifically to the plants. A typical rain water harvesting system is in place. The college ambience is enhanced with indoor and outdoor plants.

**4.6 Best Practices in the development of infrastructure and learning resources.**

**4.6.1 Describe the best practices for the development of infrastructure and learning resources adopted by the college with reference to physical facilities and its maintenance / library as a learning resource / ICT as a learning resource and other facilities to create learning and ambience?**

- Reference and Referral facility is made easy with ample space for reading.
  - i. Interlibrary loan facility.
  - ii. Document delivery facility.
  - iii. EPAC facility for the staff and students.
  - iv. Book bank facility
  - v. INFLIBNET, DELNET, NET books facility.

- The library services are computerized. Easylib software has been procured for automating in-house activities and services of the library.
- EPAC is made available to the users to identify the status of availability of documents in the library.
- For the physically challenged persons, additional books are issued. The library staff assists such persons in obtaining specific documents. For visually challenged persons personal services are provided.
- There is an exclusive Ladies Room with locker facilities and washroom.
- The college has a Central Computer Centre with 3 servers, LAN and campus networking facility with Wi – fi.
- The college has a Stationery shop with photocopy and spiral binding facility.
- The college has a cafeteria, drinking water facilities.
- Solar Lights (4 KW Batteries): 50 bulbs are lighted by it.
- The college has sound system for outdoor activities and movable sound equipment 1200 Watts
- The college has a vending machine for snacks, Ramp and Lift Capacity (7 persons)
- To promote inter religious harmony and secular outlook the college facilities include a common prayer room.

**For Re-accreditation:**

**A) What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?**

**Observations made by the PEER Team**

The following were the evaluative observations made in the Peer team report at the time of Re accreditation in the year 2007

Appreciation for

- Excellent infrastructure facilities which includes classrooms, administrative section, Sports room, Auditorium, Audio-Visual rooms, Library, Computer Lab, Prayer Hall, Canteen, staff rooms, storerooms and adequate toilet facilities.
- Sports Department which includes a well-furnished Sports Room, Playground, Basketball Court, Volleyball court, Multi Gym, Indoor Games facilities for Table Tennis, Carom and Chess.
- The Central Library which has a good collection of journals and magazines and reference books for faculty and students.
- Information Technology infrastructure, Wi-Fi zone and unlimited Internet access available to the teachers and students.

**B) What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?**

**Quality Sustenance And Enhancement Measures**

The various quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning resources are:

- Enterprise Resource Planning software (ERP) has been acquired to facilitate examination and admission process in an efficient manner

- All the class rooms have been equipped with LCD projectors and a Pull down screen
- Lift has been installed for faculty and differently Abled students
- Solar Lights (4 KW Batteries): 50 bulbs are lighted by it.
- Capitaline Database has been subscribed to facilitate research activities among the students and faculty.
- An additional transformer was installed in the campus to facilitate uninterrupted power supply.
- Rain water harvesting undertaken.
- Subscription to INFLIBNET, DELNET, NET book facility.
- EPAC facility for staff and students
- Interlibrary loan facility
- Four Transformers has been installed

## **CRITERIA V: STUDENT SUPPORT AND PROGRESSION**

### **5.1 Student support and progression**

#### **5.1.1 How does the institution monitor student progression?**

In order to promote academic excellence, students are monitored through

- Regular tests, assignments, projects, presentations, case study analysis.
- Files maintained by Class Mentors recording details of students availing mid day meal facility, fee concession, SC/ST/OBC category, students taking long leave of absence due to hospitalization, ill health, training camps, etc, members of sports teams and those having shortage of attendance
- Students' attendance is updated on the website every month
- The Class Mentors monitor attendance and issue warning letters to the students which are forwarded to the parents.

**5.1.2 What is student strength to the institution for the current academic year? Give the data gender-wise, state-wise and nationality-wise. (Please refer Annexure No 22)**

**5.1.3 Details of the last two batches of students and their profile (General, SC, ST, OBC etc.,) prefixing the socio-economic profile also. (Please refer Annexure No 23)**

**5.1.4 What percentage of the students on an average progress to further studies?**

30 - 40 % of the students progress to further studies.



**5.1.5 What is the dropout rate for the different years after admission?**

High reputation of the college brings an abundance of applications and admissions are based on merit cum category basis. Hence dropouts are very limited and rare.

**5.1.6 What proportion of the graduating students have been employed for the last five years? Provide placement records for the last five years.**

30% to 40% of the student's progress for further studies or self employment, the college is able to comfortably place the remaining students. Campus recruitment and placement is successful due to the established goodwill of the institution and its strong ties with the industry. The following national and multinational companies conduct campus recruitment on regular basis in the college.

Face book, TESCO, Google India, De Shaw, Goldman Sachs, Earnst & Young, New Wave Computing, First Source Wipro, Infosys, JP Morgan and Duetsche Bank, The Writer's Blog, Target and Ocwin Financial Services, TCS and Price Water Coopers. For details regarding placement statistics (**Please refer Annexure No 24**)

**5.1.7 How many students appeared/qualified in UGC, CSIR-NET-SLET, IAS, GATE/CAT/GRE/TOEFL, GMAT/central/state service/competitive examination (last five years?)**

At the under graduate level about 20% appear for CAT/GRE/TOEFL, GMAT exams. On an average 20 M.Com students appear for UGC NET Examination every year.

**5.1.8 Give comparative picture of institutional academic performance in relation to university average?**

**Academic performance for the year 2010 - 2011**

<b>Course</b>	<b>Bangalore University average results</b>	<b>St. Joseph's College of Commerce average results</b>
<b>B.Com</b>		
Semester I	33.54	94.8
Semester II	41.30	86.64
Semester III	46.53	89.27
Semester IV	44.48	84.61
Semester V	52.12	88.50
Semester VI	56.84	87.80
<b>BBM</b>		
Semester I	32.10	87.94
Semester II	46.99	84.55
Semester III	49.82	77.14
Semester IV	46.12	91.66
Semester V	51.66	91.30
Semester VI	74.73	89.85
<b>M.Com</b>		
Semester I	52.25	100
Semester II	87.40	93.93
Semester III	91.42	91.42
Semester IV	92.27	100
<b>MIB</b>		
Semester I	84.09	84.09
Semester II	74.44	77.27
Semester III	100	100
Semester IV	39.66	97.29

### **5.1.9 Describe efforts made by the institution to facilitate progression to employment?**

The college takes up various initiatives to facilitate progression to employment:

- Curriculum: The syllabus is drafted by the academic peers in consultation with industry experts to keep it updated and meet the requirement of the corporate world.
- Internships: Students are trained during the course to face the challenges of the workplace through internships.
- Industrial visits: Students are given industry exposure of various aspects such as HR policies, production, management skills, team work etc.
- Research projects: As part of the curriculum BBM and PG students need to carry out a research project which enhances their analytical and logical reasoning skills.
- Guest lecturers: Guest speakers from industry, professionals and other institutions address the students on various issues and topics which give them an input beyond classroom and books.
- Placement cell: Placement officer having corporate experience has been recruited in order to have better interface with industry. There is a separate placement notice board for providing details and upcoming opportunities.

## **5.2 Students Support System**

### **5.2.1 Does the institution publish its updated prospectus and handbooks annually? How is the information content disseminated to students?**

The college publishes the Prospectus and Annual Reports every year and displays this information on the website. Every student receives a copy of the Students Handbook, College Magazine and Copy of the Syllabus at the

beginning of each academic year. Thus information is disseminated to students, parents and stakeholders of the institution.

**5.2.2 Does the institution have a website? Give details of the information available for students.**

All information about the institution is available on the college website [www.sjcc.edu.in](http://www.sjcc.edu.in). Information available on the website includes

1. Information about the institution: Management, College, Heritage, Vision and Mission, Anthem and Motto, Objectives, Staff Profile, Staff Directory, Healthy practices
2. Bangalore Jesuit Education Society (BJES), About BJES, Other Jesuit Institutes, Jesuits Global
3. Courses offered at SJCC: B.Com, BBM, M.Com, MIB, International Twinning Programme, PG Diploma (Weekend), Value Added Programmes
4. Academics: Admission, Admission Guidelines, Download Applications, Prospectus, Attendance, Examination and Results, Fees and Scholarship, Syllabus, Question Papers
5. Facilities & Infrastructure: Library and Information Centre, Computer Centre, AV Room, Auditorium, Wi-Fi Campus, Cafeteria, Conference Hall, Board Room, Physical Education
6. Activities: Cultural Fests, Research Activities, Extra Curricular Activities, Placements, Contact Details, Principal's Message, Downloads, Alumni, Calendar of Events, RTI Act 2005, Photo Gallery, Annual Quality Assurance Reports, E-journal, SJCC News Board, Admin Login, Students Login, Staff Email Login, Grievance Committee.

**5.2.3 Does the institution provide financial aid to students? Specify the type and number of scholarships/freeships given to the students last year? What types of insurance covers are available to students?**

- **Mid Day Meals:** In 2010 – 2011 Mid day meals were provided to 70 students. This facility is extended to sports students who come early for practice, visually challenge students and other economically backward students. (Please refer Annexure No 25)
- **Scholarship extended by the Management**

**Group A:** Every year Fifty Merit-cum-Need based scholarship of Rs.5,000/- each extended to students who come from an economically challenged background with an academic record of at least 60%.

**Group B:** Every year Twenty Five Scholarships for Co-curricular and extra-curricular Activities of Rs.5,000/- each.

Scholarships are also available for physically challenged students.

	<b>Number</b>	<b>Amount</b>
Endowments	11	55,000
Scholarships (Government)	30	65,673
Scholarships (Institution)	75	3,75,000
Loan facilities	36	3,19,500
Any other student financial support schemes		
KPMG scholarship	15	4,04,000
Fee concessions	37	3,06,200

(Please refer annexure No. 26 for 2011 – 2012 scholarships)

**5.2.4 What type of support services is available to overseas students?**

SJCC provides the following benefits to its foreign students

- Secular ethos is promoted in the campus.
- Cultural pluralism is expressed in its programmes and activities.

- Help for necessary documentation required to make their stay in India possible. E.g. issue of eligibility & bonafide certificates.
- Documentation for their admission approval by Bangalore University is undertaken by the college.
- Student Counsellors are available for help, guidance & support.

#### **5.2.5 What support services are available to SC/ST students and differently abled students?**

**Scheduled Caste/ Scheduled Tribe:** The SC/ST students in the college are entitled to an annual scholarship. (Please refer Annexure No 26). They are also entitled to fees concession, free midday meals, separate book section in the college library.

**Differently abled:** The following support is extended to them: Use of elevator in the college, extra time during examinations, scribes provided for visually challenged, emotional support through class mentors, counsellors and classmates.

#### **5.2.6 Does the institution offer placement and counselling services to students? Is there special counselling for women students?**

Student's Placement Cell caters to the job recruitment needs of the students by contacting various national and multinational companies for recruitment.

Counselling services are provided to the students through class mentors and there are four counsellors appointed separately for B.Com, BBM and PG. Majority of the faculty being women in the campus, the girls have a free & easy access to them, if they have problems. All women related issues are dealt carefully by the counsellors at various levels. The Ladies Forum regularly organizes talks for the girls on subjects like Sexuality, Termination of Pregnancy AIDS, and Breast and Cervical Cancer etc.

**5.2.7 Does the faculty participate in academic and personal counselling?****How many have participated last year?**

Every Class Mentor undertakes 'Personal Counseling' and 'Career counseling'. The class mentors play a crucial role in understanding and advising the students regularly on personal, academic as well as the career front.

**Personal Counseling undertaken on the following lines**

- 'One to one' session on issues related to academic concerns, stress or personal issues.
- Warning letters are issued to the students who have a shortage of attendance. Parents are contacted in extreme cases.
- Group discussion and presentations are conducted in the classroom to enhance self confidence in the students.
- If admitted in the hospital, students are visited by the mentor or counselor.
- Interaction during the Parent Teacher Association (PTA) meeting to update parents of academic and all round development.
- Social integral are arranged which help in character and value formation in the students.

**Career Counseling**

- Conducting Students seminar on Career Counseling related to the future career options in the field of Marketing, Accounting, Finance and Human Resource Management.
- Arranging for talks highlighting the different courses that can be pursued at Foreign Universities, scholarships and education loans provided.
- Conducting Group Discussions to enhance confidence and skill in students.

**5.2.8 Has the employment cell encouraged students to be self-employed during the last five years? What are its activities?**

The college has a formal tie up with National Entrepreneurship Network to encourage students to start up their own ventures. A certificate course on Entrepreneurship development program is conducted every year. Many students undertake self employment activities during the internship period. The college has included in its curriculum few modules like project finance, financial markets, obtaining financial assistance, preparation of feasibility reports etc., which would be of great help when students decide to start their own firms. On an average there are at least five to seven students who are involved in running their own ventures on a part time basis.

**5.2.9 Does the institution have an alumni association? What are its activities?**

The Alumni Association of SJCC has always been a vibrant group of past students committed to keeping the ties with the Alma Mater alive.

**Activities of the SJCC Alumni Association**

- i. The prestigious Award of the Best Outgoing Student for Gent and Lady Student is presented by the Alumni every year. This carries a cash price plus a citation given by the Alumni after a round of rigorous interviews, conducted by a panel of eminent Alumni members.
- ii. The Alumni has instituted five scholarships and five awards to the outgoing students of each batch. This is paid out of the interest earned from the endowment funds contributed by the members of the Alumni Association.
- iii. The much awaited Past v/s Present cricket match organized annually help to strengthen the bonds of the former students with their Alma Mater.



- iv. KRONOS a fund raising event was organized by the students' council in August 2009. Funds collected from KRONOS were used to set up scholarship fund for the needy and deserving students of SJCC and also to sponsor the activities of the Student Council.
- v. In the year 2010-2011, the Alumni paid a part of the amount required to sponsor Apeksha D of I B.Com who represented India in the World Tenniquiot championship. She was placed third in the team event of the world championship.
- vi. The Alumni helps in sponsoring the stalls and stage that is required to be hired during inter collegiate fests like Chanakya, Dhvani and Spiel.
- vii. In the year 2010-2011, Jerseys were sponsored for the Women's Softball team and Women's Football team.
- viii. The Alumni sponsors the mini convocation function that is held every year for the students when they receive their official degree certificates from the Bangalore University.
- ix. The alumni sponsored part of the expenses of Ms. Carmel of 2<sup>nd</sup> year B.Com for the Fourth Asian Throwball Championships held in Dubai in November 2011. Ms. Carmel captained the Indian teams which were runners up for the trophy.

**5.2.10 List the names of top 10 most renowned Alumni of the college along with their designation?**

Notable Alumni of St Joseph's College of Commerce

- 1. Rahul Dravid - Indian Cricket Team.
- 2. Brijesh Patel - Cricketer & Official of the Karnataka State Cricket Association (KSCA)
- 3. Vedam Jaishankar - Journalist
- 4. T V Mohandas Pai - Chartered Accountant, served on Board of Directors, Infosys, Manipal Universal Learning etc.
- 5. Ashish Ballal - Former Goal Keeper of Indian Hockey Team
- 6. Salil Shetty – Secretary General of Amnesty International

7. Niranjana Natarajan – Copywriter and Creative Director in various advertising agencies.
8. Amar Iyamma – Indian Hockey Team
9. Nitesh Shetty – Entrepreneur, Nitesh Builders
10. Ramya (Divya Spandana) – Kannada Actress

#### **5.2.11 Are the alumni contributing to the development of the institution?**

##### **Specify how?**

Some of the remarkable contributions of the alumni to the college include:

- Feedback regarding curricular aspects.
- Donation for setting up Corpus Scholarship Fund to help needy and meritorious students.
- The Alumni helps in conducting student activities by sponsoring the stalls and stage that needs to be hired during inter collegiate competitions.
- In 2010-2011 the Alumni paid a part of the amount required to sponsor Apeksha D of I B.Com who represent India in the World Tenniquot championship.
- The prestigious awards of best outgoing student is presented by the Alumni after a round of rigorous interviews, conducted by a panel of eminent alumni members.
- Annual Activities such as Convocation function; lectures, Annual get together and past v/s present matches' are conducted.

#### **5.2.12 Does the institution have a grievance redressal cell? What are its functions?**

The College has a Grievance committee which attends to any grievance of students pertaining to other students, staff, management, infrastructure, examinations, continuous internal assessment and end semester exams. The Grievance Cell operates mainly to redress the grievances of students. Teaching

faculty and administration staff may approach the Director or the Principal to put forward their grievances.

**5.2.13 List the number of grievances redressed during the last 2 years.**

The college has a limited number of grievance redressal cases since a strong mentorship programme is in place supported by full time counsellors on the campus.

**Grievance 1:** 1<sup>st</sup> Oct 2009- 9.30 a.m. – 12.30 p.m.

Occasion: End Semester Examination (I Semester) in Business Economics.  
Grievance regarding exam marks.

**Grievance 2:** 27<sup>th</sup> Aug 2011

Case: Revaluation of Mid semester (5<sup>th</sup> Semester) answer scripts of Auditing – Principles and Practice.

**Grievance 3:** 20<sup>th</sup> September 2011

With holding of Hall Ticket of a student due to attendance shortage for the End Semester Exam – Oct 2011.

(Refer File no. 23 in the COE office)

**5.2.14 Is there a provision for welfare schemes for students? If yes, give details?**

Welfare schemes for students in the college include mid-day meals and scholarships which have been extended to 70 students and 25 attenders in the current year 2011-12. The scholarships for the welfare of the students in 2010 – 2011 are categorized as below:

1. Sainik welfare: 2 – Rs.1,220/-
2. Minority scholarship: 24 – Rs. 46,567/-
3. SC/ST: 3 – Rs. 16,186/-
4. Labour Welfare Scholarship: 1 – Rs.1,700/-

**5.2.15 Is there a cell to prevent Sexual Harassment? How effective is the cell?**

The Women's Forum is headed by a staff member, a council member and women representatives from all classes. It deals with any sexual harassment related issues. Decisions on such matter are taken in consultation with the higher authorities. So far the college has not had any case of sexual harassment.

**5.2.16 What are the efforts to provide legal literacy to women?**

Talks on various issues such as legal rights of women, abortion, medical and health needs, etc have been organized by the Women's Forum. A workshop on "Violence against Women" was organized jointly by the Women's Forum and Centre for Social Concern.

**5.2.17 What are the support services made available for differently Abled students?**

The following support is extended to differently abled students: Use of elevator in the college, extra time during examinations, scribes provided for visually and physically challenged students, emotional, physical and social support through class mentors, counsellors and classmates.

**5.2.18 What specific measures has the institution taken to enhance the quality of education with reference to student support and progression?**

The College supports the weak and below average students by providing remedial coaching. Bridge courses are conducted before the academic year begins to teach basics to students who have not studied subjects like Maths and Accounts. Coaching is provided for students aspiring to do CA. A special morning batch was started in the year 2007 to cater to students who wish to take up professional exams or part time jobs.

A number of extracurricular activities are conducted throughout the year to support expression of student talent. Outreach programmes are organized to develop character and social outreach values among students. International industrial visits are organized for wider exposure. Student exchange programmes with foreign universities is a value added support measure. Flexibility in examinations and attendance is the support is extended to students to attend summer programmes at various international institutions like the London School of Economics.

**5.2.19 What are the health services available to students such as resident doctor, group health insurance scheme etc.**

Though we do not have a resident doctor, there are a number of top class medical hospitals within 2 km radius of the College in case any serious emergency arises. There is provision of a first aid box in the sports department. From 2008 onwards a health insurance scheme for the teaching, administrative and support staff of the college is in place. 50%, 70% and 80% of the premium is borne by the Management for each of the respective categories.

**5.2.20 Describe the safety measures provided by the institutions like security and adequate lighting etc.**

Security measures include hired security guards, CCTV cameras, two flood lights and solar lights which are lit during the night and firewall installed in the computer lab to protect the students both from physical and psychological harm.

### **5.3 Student Activities**

#### **5.3.1 What are the various students cultural activities organized?**

- ‘Kalotsav’ an inter-class cultural fest and Cipher an inter-class business competition is organised by the council every year.
- Chanakya an inter-collegiate business fest and Dhvani a cultural festival is held every year. The major commerce and management colleges throughout the country participate in these mega events.
- The cultural activities organized by various student associations include “EVE” by the Women’s Forum, inter-class fests Indradhanush and an inter-college fest Nakshatra by the Hindi Parishad, Antharanga, and state level seminars, street plays and social integral programmes by the AICUF.
- ALMA (Association for Literature, Art and Music) brings professional classical dancers to explain the classical arts and provides a platform for those interested in various arts. Hashmi Theatre Club performs street plays and plays at various forums.
- Virtuoso an inter-collegiate business competition hosted by the BBM Department provides a platform to showcase the corporate skills for the managers of tomorrow. It has events which include Best Manager, HR, Marketing, Finance, Business Quiz, Mock Stock, etc.

#### **5.3.2 Furnish information regarding the participation of students in extracurricular activities and co-curricular activities?**

Students actively participate in inter collegiate fests, choir, dance programmes, acoustic etc. The college teams represent the participation in all the events in colleges within and outside the city. Physical education and sports being an integral part of the education system in any institution has a high participation rate in St. Joseph’s College of Commerce.

**5.3.3 What are the incentives given to students who are proficient in sports?**

1. Colors: Jerseys, shorts and track suits bearing the insignia of the college is provided to all selected sports persons.
2. Allowances: for refreshments and travel is provided to teams which participate in local and outstation tournaments.
3. Concessions: Reduction in college fee is provided to those who are economically backward.
4. During admissions enrollment of students with sports merit are given academic percentage concessions if they have represented University/State/Nation.
5. Attendance is given to students who miss classes in view of sports participation.
6. Midday meals to the needy and economically weaker section of the sports fraternity.
7. Internal assessment to the extent of 10 marks is given for sports students. The parameters include performance in the game, representation level, discipline on and off the play field and regularity for practices and matches.
8. Display of trophies and publishing the achievements of the sports teams.

**5.3.4 Give details of the participation of students in sports and the outcome, at the state, regional, national and international levels during the last five years?**

A few students have donned the State, National colors repeatedly in their student career. Many students have represented the University in different games. Nearly 60 to 65 students in each academic year represent at higher levels like University, State and Nation in various disciplines. (Please refer Annexure No 34)

### **5.3.5 Does the institution collect feedback from students? Describe the mechanisms for using it for improvement?**

- Student's representation is accepted through the Student Council, Counselors, Class Mentors and HOD with respect to academics, sports, infrastructure and other matters.
- The sports representatives of each class are called for meetings by the department of sports to get a feedback and also to circulate the information regarding the activities planned for the future.
- Feedback from students is obtained in a prescribed proforma on the curriculum, teaching learning evaluation, teachers, facilities and support services and overall learner centric issues (Please refer Annexure no 6).

The Board of Studies, Senior professors of the college, teachers and the Management use the outcome of feedback as a basis for curriculum design and development (revision of syllabus, introduction of new papers, subjects, specialization, practical, and methods of teaching learning evaluation)

- Exit interview is conducted for the final year outgoing students. The various aspects of evaluation were usefulness of the course, internship, teachers, testing methods, services rendered by non teaching staff, extension and outreach programme, infrastructure, extracurricular activities, co curricular activities and overall experience at SJCC. (Please refer Annexure No 13)

### **5.3.6 Describe the steps taken for encouraging student participation in institutional activities?**

**Steps taken for encouraging students' participation:** Permission to use the college premises during non class hours for sports and music practice. Special rooms are allocated for student associations like the council, NSS, Extension



and theatre club. On the college notice boards and digital display boards, achievements of students are highlighted. Trophies, certificates and awards at a prominent place in the college.

#### **5.4 Best Practices**

##### **5.4.1 Describe the Best Practices of the college, in terms of student support/student progression related activities.**

The following are a few among our many efforts to help our students:

1. During admissions the “*Grievance Cell*” provides a channel for redressal. Separate selections for sports students is conducted and supervised by external coaches to maintain transparency.
2. Bridge courses are organized at the beginning of the year to help students from a non-commerce background. Remedial classes are conducted at the end of the semester.
3. Support is given to differently abled students by provision of lift, ramp and extra facilities at the time of examinations.
4. Provision of fee concessions, loan facilities, and mid day meals to those who are in financial need.
5. Support to students who wish to pursue CA, by making deadlines more flexible and conducting classes for CPT. A morning batch section from 7.00 a.m. to 12.30 p.m. to support those who wish to pursue professional courses or take up part time jobs.
6. Qualified counsellors who are available and accessible to students.
7. Existence of “Women’s Forum” which addresses the welfare of the Lady students.
8. Extra coaching classes to sports students to help them to cope with their academics.
9. Cafeteria facilities exists so that tasty, nutritional and reasonable priced food is available for students.

10. A well-stocked library has books both for study and pleasurable reading. Journals and e-resources also support the academic endeavours of the students.
11. A “Research Centre” fully equipped with the necessary computers and software support student research activities.
12. “Placement cell” enable final year students to get recruited.
13. Certificate courses are organised to develop co-curricular skills among students.
14. Foreign academic collaborations with Swansea University in Wales, and IESEG University, France are available for those who wish to acquire a foreign degree.
15. Support to students going for short summer courses at the London School of Economics is extended by organizing separate midterm test for them and regularising their absence.

St. Joseph’s helps its students even before they are admitted to the college and continues to do so during their stay in the institution.

**For Re-accreditation:**

**A) What were the evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted upon?**

**Observations made by the PEER Team**

The following were the evaluative observations made in the Peer team report at the time of Re accreditation in the year 2007. Appreciation for:

- Academic performance of students and low dropout rate
- Students opting for professional and post graduate courses
- High placement record through campus recruitment
- Adequate publicity and information regarding admission policy through the prospectus and website
- Financial support and scholarships to meritorious students and also those from economically disadvantaged society.
- Fee concessions, free meals and financial assistance to deserving students from the management.
- An active and vibrant alumni association which contributes actively to the welfare of the students in the form of scholarships, career counselling and placement of final year students.
- Plethora of extracurricular activities conducted by academic, cultural, sports council and various students' associations.

**Suggestions**

- The team suggested that the use of play grounds for sports activities at sister institutions may be formalized and the students are informed of the arrangements.
- The Placement Cell may be manned by a professional having close touch with industries and business.

**B) What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Teaching-Learning and Evaluation?**

**Quality Sustenance And Enhancement Measures**

- Organization of Bridge course and remedial classes
- Support to differently abled students.
- Infrastructure and academic support.
- Initiative taken by management to start a separate morning batch from 7.00 am to 12.30 pm to facilitate students to take up professional courses and part time work.
- Free mid day meal provided to sports students who have to put in long hours of practice.
- Monitoring of hygiene conditions, prices charged and food served in the canteen
- Conduct of certificate courses every semester to develop co curricular skills among students.
- Collaboration with two foreign universities for students who wish to acquire a foreign degree.
- Support to students who wish to go to short summer courses to foreign universities.

**Measures taken up by the College based on suggestions**

- The college is self-sufficient with the facilities available within the college for conducting inter-class tournaments and practice matches. The college has received sanction from UGC and is awaiting disbursement of funds to construct outdoor stadium and flood lighting of basket ball court. In case of inter-collegiate sports festival, spiel various grounds are hired as per

requirement.

- A placement officer having previous industry experience of 7 years was appointed in the year 2008 to attend to campus recruitment and internships of the students. She is a professionally qualified MBA and her previous experience in the industry is an asset in liasoning with companies for recruitment purpose.

## **CRITERION VI: GOVERNANCE AND LEADERSHIP**

### **6.1 Institutional Vision and Leadership**

#### **6.1.1 Does the institution have a mission statement and goals in tune with the objectives of higher education?**

##### **Mission of the College**

St. Joseph's College of Commerce seeks to be the place where search for knowledge complements a sense of responsibility to the life of the community, where understanding is coupled with commitment, and where academic excellence goes with the cultivation of virtue. The college seeks to be a place where a community is formed which sustains men and women in their education and their conviction that life is only lived well when it is lived generously in the service of others. St. Joseph's College of Commerce offers quality education and constantly strives for academic excellence in learning, creative and practical thinking and co-operative leadership. The college has been able to attract students who are highly talented, as it has carved a niche for itself, as one of top 14 colleges in the country and is among us the best Commerce College in Karnataka. The outstanding achievements of the students and the alumni bear testimony to the academic excellence pursued by the College. The campus ambience reflects the quest for knowledge.

The pursuit of Academic excellence, Social Concern and Character formation are three inter-linked goals that guide the institution's objectives, methods and practices. The College aims at the total development of the students at all levels such as intellectual, physical, spiritual, social and emotional. The College motto is "Faith and Toil", and its Vision is "forming men and women for others". At the time of graduation, the college expects a Josephite to be a mature person with sharp intellectual acumen, commitment to social justice and a secular, democratic and practical outlook.

**6.1.2 What are the leadership functions of the Head of the Institution?****How is the leadership system established in the college?**

The Rector, Vice President of Bangalore Jesuit Educational Society (BJES) is the head of the institution and the Appellate Authority. He is the guardian and guarantor in the institution. He is in overall charge of all the aspects of life and work in the institution under the direction of and with accountability to the Provincial, President of Bangalore Jesuit Educational Society (BJES). As Vice President he is also the Chairman of the Governing Body. The leadership functions are vested with the Director and the Principal.

**Leadership functions of the Director**

- The Director is the Chief Executive Officer of the Institution. He represents the Management. As such he plays the role of a liaison officer between management and employees.
- As the representative of the management he, in collaboration with the Principal, is responsible for all recruitment, selection, confirmation, promotion and discharge of the staff and also the admission of students.
- He is responsible for all legal matters pertaining to the general functioning of the institution.

**Leadership functions of the Principal**

- The Principal is the Academic Director of Work of the institution, and as its executive authority under the Director, has legitimate autonomy in academic matters of the institution.
- The Principal is responsible to provide a conducive ambience for the intellectual pursuit of staff and students.

**6.1.3 What measures are taken by the institution to translate quality to the functioning of its various administrative and academic units?**

- The IQAC plays an important role in ensuring quality to the functioning of administrative and academic units.
- It continuously reviews the functioning of the various departments and units and tries to bring in necessary changes as and when required.
- Due to the initiatives of the IQAC there has been rapid application of IT-enabled tools and systems to academic and administrative units.
- The IQAC plays a vital role in receiving feedback from all the stakeholders and providing the input to the management
- It provides constructive support in the organization of seminars, conferences and staff input sessions for teaching and non-teaching staff.

**6.1.4 How are the faculty involved in decision-making?**

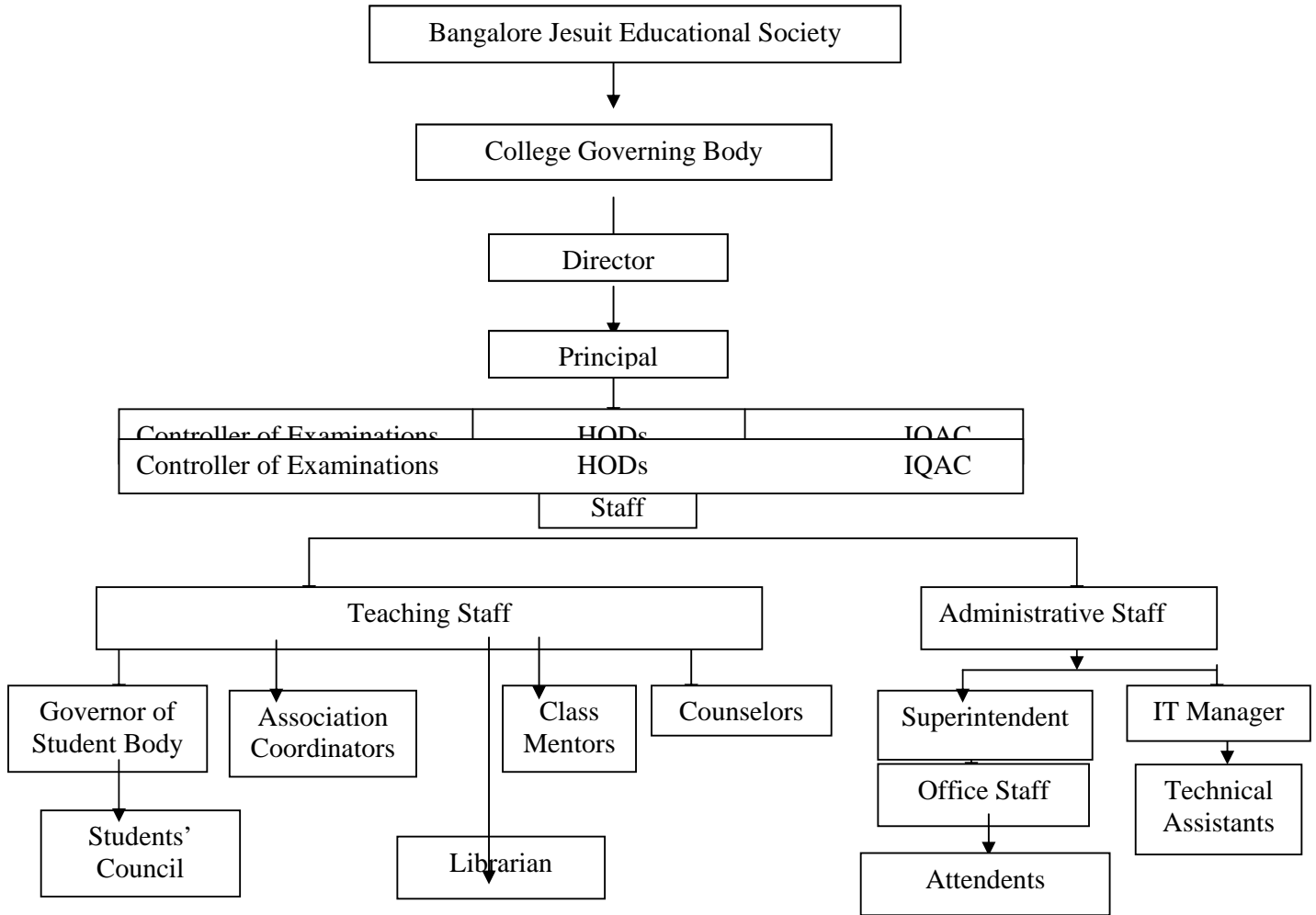
- Faculty members contribute to the decision-making process at two levels. The Director, Principal, Controller of Examinations, Heads of Department, IQAC Coordinator and Student Governor constitute the Staff Advisory Council, and work closely with the management in the decision making process regarding academics, allocation and utilisation of funds, student-related issues, administration, enhancing quality circles, implementing best practices in the institution etc. All important decisions are later forwarded to the general staff meeting.



- At the second level, all faculty members play a significant role in impacting the decision-making process during the staff meetings held once in a month.
- The faculty members act as a bridge between the Management and the Students and are very resourceful in sharing ideas and corrective feedback to manage and run the institution in an effective manner. They provide quality input in the areas of changes and updation of syllabus, and in the extracurricular activities of students.

**6.1.5 Give a flow chart of academic and administrative decision making process?**

**ORGANIZATION CHART**



**6.1.6 Describe the reforms in the management techniques employed and efforts made to value employees' contribution.**

- The management techniques employed to value contribution comprises incentives to staff, both monetary and non-monetary.
- Staff members who have passed NET and other related qualifying exams are placed on a higher pay scale.
- Achievements are acknowledged in the form of appreciation and recognition.
- Staff members who are actively involved in the research centre of the college are given a concession in teaching workload.
- Based on the need they are sent to attend special training programmes.

**6.2 Organizational Arrangements****6.2.1 Give the organizational structure and details of the units of the statutory bodies**

The Bangalore Jesuit Educational Society elects its Governing Body every year. The Director of St. Joseph's College of Commerce is a member of the Governing Body.

The College organization structure is as follows:

- The President of Bangalore Jesuit Educational Society
- The Vice - President of Bangalore Jesuit Educational Society
- The College Governing Body
- The Director, who also is the Correspondent, is delegated powers by the Governing body.
- The Principal is the Academic Director of the institution
- Academic Council
- Board of Studies

- Staff Advisory Council – Director, Principal, Controller of Examinations, Heads of Department, IQAC Coordinator and Student Governor are the members of the Staff Advisory council.
- College Office – is managed by the Superintendent, who under the direction of the Principal, carries out the routine administrative work and liaisons with the Government, University, UGC, etc
- Teaching and Non teaching staff members.

The different statutory bodies are

- Governing Body (Please refer Annexure No 27)
- Academic Council (Please refer Annexure No 28)
- Board of Studies (Please refer Annexure No 29)
- Finance Committee (Please refer Annexure No. 30 )

**6.2.2 Give details of the meetings held and decisions made, regarding finance, infrastructure, faculty, academic research, extension, linkages and examinations held during the last year.**

**1. Finance committee**

Finance Committee Meeting held on 5<sup>th</sup> of May 2010.

Agenda: Planning of Expenditure from CPE funds.

Finance Committee Meeting held on 5<sup>th</sup> of December 2010,

Agenda: Planning of Expenditure on Non- Recurring capital Assets purchased from CPE funds, Planning Recurring items under Teaching Research and Extension Activities.

Finance committee meeting held on 20<sup>th</sup> of January 2011

Agenda: Review and planning of CPE funds, planning for Sports Grants, UGC Grants for minor research projects.

Finance Committee meeting held on 15<sup>th</sup> June 2011.

Agenda: Purchase of equipment under CPE and various UGC grants, Grants under 16 Merged Schemes, Infrastructure requirements.

Decisions regarding usage of Additional Grants as per the budget submitted to UGC. It was decided to purchase the following equipment utilizing funds available under Additional Grants.

1. Two video cameras and two still cameras.
2. Six mini laptops.
3. OMR Machine.
4. Public address system.

## **2. Faculty**

Staff Meeting held on 1<sup>st</sup> June 2010 at 2.30 p.m. in the College Board Room  
Proceedings: The meeting started with a silent prayer led by Principal Rev. Dr. Daniel Fernandes, SJ who thanked all the staff members for their support during the admission. The staff were informed that the Calendar of Events for the Odd Semester was presented at the Governing Council and passed unanimously. The Principal said the CIA schedule was planned accordingly and a copy was given to each staff member. The Principal said that the Student's Handbook and the syllabus books would be available on 2<sup>nd</sup> June. Orientation programmes for the II & III B.Com/BBM students were arranged. The Principal urged all the staff members to take up major and minor research projects funded by the UGC.

The Principal said the attendance sheets should be submitted on time on 30<sup>th</sup> or 31<sup>st</sup> of every month. The Principal requested all the first year Class Mentors to check the attendance of their respective class and to make a note of those students who do not report on the reopening day. Credit of attendance for various activities should be monitored by Class Mentors and a specific format would be given to the teachers for the same. Fr. Sebastian thanked all the staff for evaluating the ESE papers on time.

Staff Meeting held on 1<sup>st</sup> July 2010 at 2.30 p.m. in the College Board Room

Proceedings: The meeting started with a silent prayer led by Rev. Dr. Daniel Fernandes, SJ, The Principal requested the Staff members to be present in the class before the first bell. Rev. Dr. Daniel Fernandes, SJ would go on rounds at 9.30 a.m. and Dr. Lily David, the Dean would go at 1.30 p.m. in the afternoon. ID cards would be confiscated of those students who come late to class. The Principal requested the Class Mentors to check the dress code of Students, as the Student Counselor alone could not monitor the same.

It was brought to the notice of the staff that academic discipline should be maintained. Students' articles for Research Journals' to be submitted on time. Catholic students to attend St. Ignatius Loyola's Feast on 31<sup>st</sup> July 2010. Class mentors were requested by the Principal to give names of students who were absent for more than 3 days.

Staff Meeting held on 15<sup>th</sup> September 2010 at 2.30 p.m. in the College Board Room

Proceedings: The meeting started with a silent prayer led by Rev. Dr. Daniel Fernandes, SJ. The Principal Rev. Dr. Daniel Fernandes, SJ congratulated the Dean, Dr. Lily David and the other Staff members involved in organizing various activities of the college like Virtuoso, Swansea visit, Independence Day celebration, Hindi Fest, CSA Programme, National Seminar, PTA meeting. The Principal informed that the Canteen facilities are to be utilized during any college fest. It was also brought to the notice of the staff that the Conference room and the lift should be utilized only by the staff and not by the students. The Principal requested the Staff, especially the Class Mentors, to bring to the notice of the students about Campus culture in the college premises and outside as well. Industrial visits which would include overnight stay could be arranged during October/November 2011 holidays so that the semester classes would not be disturbed. The Principal said that the remedial

classes for the students were already in progress and the students making the best use of it.

Staff Meeting held on 10<sup>th</sup> March 2011 at 2.30 p.m. in the College Board Room

Proceedings: The meeting started with a silent prayer led by Rev. Dr. Daniel Fernandes, SJ Principal. It was decided by the house to conduct the College Day, College Council Valedictory and Graduation Day by the end of March 2011. The Principal informed all the Class Mentors that students who are repeating the semester, their names should not be added without the permission of the Principal. The Principal requested the Class Mentors to work on the Student Research articles and submit the same to the Research Department. It was also brought to the notice of the staff that Mr. Nanjundappa, would be visiting the Bangalore University, Jnana Bharathi for official purpose, he would also take NET applications. The Principal said that there should be a fixed date and time to send all the applications together. A copy of the CIA Schedule to be followed was given to each staff member. The Principal also added that the syllabus for the even semester to be spread evenly so that ample time could be given to each Module. Br. Mani briefed the staff about the Staff input programme where Dr. Vivek Benegal would be the speaker. The Principal brought to the notice of the staff that a common folder viz., 2011 – 2012 is prepared where all the activities of the college should be uploaded by the respective staff representatives, so that it becomes easier to prepare the annual report.

### **3. Academic research**

In the month of Nov 2010 a research committee was formed to give research a more focused look for the following academic year. The research committee discussed various issues on publications and obtaining ISSN code.

The next meeting was held on 10<sup>th</sup> December 2010, to discuss and finalize on objectives, vision and mission of research committee, follow up of ISBN number, drafting themes for Research Journal.

The meeting of the research centre was held on 4<sup>th</sup> May 2011. Various issues were discussed during the meeting concerning SJCC Journal of Applied business research, first level selection for papers to be published, technical editing of the selected papers, and obtaining ISSN code for the SJCC Management Research Review.

#### **4. Extension**

Meeting held on June 15, 2010

Agenda: Introduction of CSA – Objectives, Activities, role of members etc. The meeting started with Ms Vinitha Phillip the coordinator introducing the association to the members. New members introduced themselves. The objectives of the forum, the various activities and the role of each member were explained. Then there were elections for office bearers. The President, Secretary, Joint Secretary and various other Office Bearers were elected. The meeting ended with a prayer.

Meeting held on July 13, 2010

Agenda: CSA Seminar on Child Rights. The meeting started with a prayer by Mr. Deva the Vice President. Ms Vinitha spoke about the annual seminar to be conducted by CSA. The topic, dates and NGO collaboration were discussed.

August 9<sup>th</sup> Tuesday 2011

Agenda: Independence Day. The meeting started with a prayer. The programme for Independence Day was discussed. Sports day for the government Urdu school was discussed. The date, the list of games and the budget for the same were discussed. The meeting ended with a prayer



## **5. Examination**

A meeting was held on 4<sup>th</sup> May 2010 and the following issues were discussed.

- I. Appraisal of subject wise results
- II. Authorization of moderation of results
- III. Finalization of results
- IV. Cases of malpractice

Another meeting was held on 1<sup>st</sup> June 2011. During this meeting, the examination committee was reconstituted. Dr. Oliver Anthony was appointed to be in charge of evaluation and to assist the controller of examination for the upcoming end semester examinations of October 2011. Discussion was had regarding rules governing the award of grace marks.

### **6.2.3 How frequently are the meetings of the different statutory bodies held? Describe coordination among bodies like BOS, AC, etc.**

The BOS meetings of all the subject areas for UG and PG are compulsorily held once a year. BOS meetings are also held in between the semesters whenever there is a need to make necessary modification to the subjects.

First the changes are proposed in the BOS meeting; then the same is taken forward to the Academic Council and Governing Council. At the Governing Council meeting all decisions are finalized and ordinances are passed.

### **6.2.4 What percentage of the management council's resolutions was implemented during the last year?**

All the resolutions of the management council were implemented during the last year.

### **6.2.5 How is the administration decentralized?**

The Staff Advisory council meets at least once in a month where important deliberations relating to finance, infrastructure, faculty, academic research,

extension, linkages and examinations take place and decisions are eventually made. During the Staff Meetings the Staff are also encouraged to offer constructive criticism and suggest corrective action if necessary. The administration is decentralized through effective delegation of duties and responsibilities. Various committees are constituted depending on the task to be accomplished. These committees report to the principal about the activities undertaken and tasks accomplished.

**6.2.6 Does the institution have an effective internal coordination and monitoring mechanism? Specify.**

The Institution has an effective internal coordination and monitoring mechanism. All Heads of Department and Association Heads report directly to the Principal regarding the upcoming events of the associations. These heads are responsible for the internal coordination and monitoring of the programmes.

**6.2.7 How many times do the management and staff meet in an academic year?**

On an average the management and staff meet once a month during the staff meeting. The staff can meet the Director and the Principal to discuss any issues as and when required.

**6.2.8 What are the informal/decentralised organizational arrangements made by the institution for effective governance?**

The powers and functions of each authority and body are well defined to ensure administrative decentralisation. Those initiatives taken at the grass root level by the staff are discussed with the Director and the Principal. These issues are put forward at the meeting of the statutory body.

### **6.3 Strategy Development and Deployment**

#### **6.3.1 Does the institution have a perspective plan for institutional development? How is it made?**

The Staff Advisory Council meet regularly to discuss and deliberate on the short term and long term plans for the institution. The College adheres to its Academic Calendar for conducting various academic activities.

The Planning of Academic work schedule is done collectively, involving the Principal, HOD's and all the faculty members through staff meetings, before the commencement of each Academic Year. This process facilitates estimation of work hours, subject allotment and preparation of the work plan. The detailed work schedule is provided to all staff members at the beginning of each semester.

#### **6.3.2 Describe the strategic plan and schedule for future development.**

The institution's plans for future development are in the following areas:

1. The Bangalore Jesuit Educational Society has purchased land near Hoskote in view of a second campus.
2. Lay collaboration for administration- more laypersons will be encouraged to hold administrative offices.
3. Strengthen research: Besides exploring possibilities in the UGC sponsored projects, initiative will be taken to scout possibilities with the government. The Bangalore Jesuit Educational Society also awards funding towards research projects.

#### **6.3.3 Does the institution follow an academic calendar? How is it prepared?**

The annual Academic Calendar for each year is formulated at the end of the previous academic year during the Staff Council Meeting held for evaluation of the annual activities of the institution. (Please refer Annexure No 31). It

includes the total number of working days, the academic, extracurricular, co-curricular activities & examination schedules. Some of the outstanding plan proposals which were implemented were the twinning program with Swansea University, U.K, commencement of MIB course, foreign language, certificate courses etc. The proposals for the Academic Calendar are ratified at the Governing council meeting.

**6.3.4 During the last five years, specify how many plan proposals were initiated/implemented.**

The following plan proposals were initiated and implemented during the last five years:

Year	Plan proposals initiated and implemented
2007	<ul style="list-style-type: none"> <li>• Started PG Diploma (evening programme) courses in BA, HR, Capital and Commodity Market, Enterprise Resource Planning, International Business, Tourism Administration, E Commerce, and Financial Management.</li> <li>• Introduction of PG Course - Master in International Business</li> <li>• New sports Policy was introduced as follows               <ol style="list-style-type: none"> <li>i. 5% admission reservation for sportswomen and sportsmen</li> <li>ii. TA to be paid for sportspersons travelling outstation</li> <li>iii. Fee concession up to 25% granted by the college</li> </ol> </li> </ul>
2008	<ul style="list-style-type: none"> <li>• Deliberation on the proposed syllabus for B.Com/BBM</li> <li>• Introduction of the subject Course Integration for VI<sup>th</sup> Semester for B.Com Students.</li> </ul>

	<ul style="list-style-type: none"> <li>• Internship projects for UG students</li> <li>• Regulations for Promotion of students to the following academic year <ul style="list-style-type: none"> <li>i. Student having a min of 12 academic credits in a semester and at least 75% attendance in each semester of that year would be considered for promotion</li> </ul> </li> <li>• Time Ceiling for Completion of Degree (UG/PG) <ul style="list-style-type: none"> <li>i. UG – within six years</li> <li>ii. PG – within four years</li> </ul> </li> <li>• Eligibility for Supplementary Examination <ul style="list-style-type: none"> <li>i. Special supplementary examination was to be conducted in June every year only for the outgoing students of UG and PG programmes.</li> </ul> </li> <li>• Grade Point Evaluation System was introduced for B.Com Course.</li> <li>• Deliberations on the proposed M.Com, MIB and PG Diploma Evening programmes</li> </ul>
2009	<ul style="list-style-type: none"> <li>• Introduction of Value added programmes for PG students in ERP, Business Negotiations, Organizational Behaviour, Strategic Management, Corporate Policies and Procedure, Supply Chain Management, Project Management, Total Quality Management etc.</li> </ul>
2010	<ul style="list-style-type: none"> <li>• Tie up with Swansea University, Wales</li> <li>• Entry level test for students opting for finance elective in UG Course</li> <li>• Formation of Scholarship committee</li> <li>• Increase of intake in BBM</li> </ul>

	<ul style="list-style-type: none"> <li>• Evaluation of the institution by Parents and outgoing students</li> </ul>
2011	<ul style="list-style-type: none"> <li>• Changes in existing BBM syllabus</li> <li>• Re-allocation of credits for subjects</li> <li>• Japanese student Exchange programme</li> <li>• Establishment of Research Centre</li> <li>• Tip up with IESEG University, France</li> <li>• Setting up of LCD projector, audio system and pull down screen in all the class rooms.</li> <li>• Implementation of Enterprise Resource Planning software</li> </ul>

**6.3.5 What are the initiatives taken by the institution to make optimum use of the autonomous status?**

- Innovative teaching methodologies and inviting Guest lectures by industry experts.
- Use of IT and Internet in academic pursuits being given a lot of importance.
- Palpable quality improvement and effected multifaceted growth in many pedagogic dimensions.
- Plan its own examination schedule and calendar of events, thus improving on the functioning of the institution.
- Incorporating changes in the syllabus as a result of Industry Academia interface

**6.3.6 Has the college conducted an academic audit? Give details**

The College has an informal academic audit system in place. The evaluation of the performance of the institution is deliberated upon by the staff advisory council and at the staff meetings. The views of experts from the industry and

other academic institutions are sought for the improvement of the syllabus. The IQAC also conducts an evaluation of the academic systems and practices in place.

### **6.3.7 Describe the institutional approach for decision-making and deployment**

The institutional approach for decision-making and deployment in the Governance of the College consists of – providing for wide representation to cross sections of people like Parents, Faculty, Alumni, NGO Activists, Finance/Accounting professionals, corporate leaders in the important policy making bodies of the institution like the College Governing Council, Academic Council and the IQAC. The College has constituted various committees as an effort to decentralize and delegate responsibilities based on various functions and tasks. The Faculty members are encouraged to offer suggestions and constructive criticism about the policies and practices of the Institution.

## **6.4 Human Resource Management**

### **6.4.1 How is the staff recruited? Illustrate the process of manpower planning.**

- The recruitment process is done by advertising vacancies and receiving applications directly from the candidates.
- The shortlisted candidates are called for personal interview and demonstration classes, resulting in selection based on performance. Since the college is an aided institution, the relevant government directives are strictly followed.
- The Management constitutes an interview panel comprising management representative, subject experts and a few senior lecturers.

- The appointment of staff is based on qualification and merit based on UGC guidelines. The passing of UGC-NET exams is mandatory for staff to receive salaries aligned with UGC pay scales.

#### **6.4.2 How do you assess the need for staff recruitment?**

The need for staff recruitment is assessed based on the workload of each faculty member at the end of semester for the following semester. Vacancies in the recent past have arisen due to resignation, retirement and mostly due to increase in the intake of students.

#### **6.4.3 What percentage of faculty are recruited from other institutions?**

80% of the faculty are recruited from other institutions. They apply to the college on their own volition, to improve their career prospects. The college gives weight age to previous teaching experience.

#### **6.4.4 What is the ratio of teaching to non-teaching staff?**

The ratio of teaching to non-teaching staff is 11:8

#### **6.4.5 Describe the strategy to attract and retain talented faculty in aided/self financing courses?**

The management is keen on having talented staff for all its courses. The faculty members who are professionally qualified and highly talented are given higher salary as per their experience. They are allowed to take up guest lectures in other colleges. They are also encouraged to visit B- Schools as guest faculty in their specialisation. The institution provides incentives and concessions to staff for their higher studies.



**6.4.6 Are the Government of India/State Government policies on recruitment followed in terms of reservation and qualification norms?**

Since the college is an aided institution, government policies are strictly followed with regard to recruitment and qualification. UGC (NET/SLET) is made compulsory for faculty members to get the UGC aligned scales.

**6.4.7 Does the institution appraise the performance of the non-teaching staff? Specify.**

The appraisal of performance of non-teaching staff is done at the management level. The superintendent in charge gives feedback to the Principal and the Director regarding the performance of non-teaching staff. The feedback is analysed by the Management and necessary action is taken.

**6.4.8 Does the institution have a 'self-appraisal method' to evaluate the performance of the faculty in teaching, research and extension programmes?**

- Appraisal of Teacher performance is done by administering a comprehensive staff evaluation questionnaire, to be filled in and submitted by students.
- The findings of the questionnaire are later tabulated and analysed and then handed over to each teacher individually to facilitate professional growth.
- The appraisal of teacher performance is done twice a year, at the end of each semester. Corrective feedback is provided by the Principal. Performance-based incentives are also offered in this context.
- The college follows and implements the practice of self-appraisal of teachers. Teachers complete a questionnaire (self-appraisal form), and this helps them to be self-reflexive about their teaching practices,

implement new approaches and teaching strategies based on the insights they have gained from their self-assessment.

**6.4.9 Are there any complaints, inquiries or legal suits pending against the functioning of the institution? Please give details.**

NIL

**6.4.10 Has there been any study conducted during the last five years by the college/government or by any other external agencies on the functioning of any aspect of academic and administrative unit?**

In a bid to evaluate the top educational institutions in the country, India Today a renowned weekly which has a national subscription visits the college every year to collect information on various curricular, extracurricular activities of the college. These together with other parameters such as admission criteria, infrastructure, management policy, academic environment etc are used to evaluate the institution. The college has always been placed among the top fifteen leading institutions imparting commerce education in the country.

**6.4.11 Has the institution conducted any programme for skill upgradation and training of the non-teaching staff based on the performance appraisal?**

Non teaching staff working in the accounts section were sent to a special programme to upgrade their computer skills in order to work on latest version on Tally. In February 2011, the college has started implementing the ERP package for admissions, examinations, attendance etc and all reports and documentation related to these. Concerned administrative staff have received training with regard to this. The programmes of non-teaching staff are usually in the nature of training & development programmes of self-development, motivation and facilitating teamwork.

**6.4.12 Does the institution conduct staff development programme for the teaching staff? Illustrate.**

On a regular basis, the teaching staff participate in UGC sponsored refresher/ orientation programmes, national/ international seminars. They are motivated to take up the responsibility of conducting seminars and workshops on development. The college arranges for regular staff training programmes on various themes and topics for the staff to upgrade their skills and knowledge. During the Semester staff training programme & inputs are regularly organized. (Please refer Annexure No. 9)

**6.4.13 Has the faculty been introduced to the use of computers, Internet, audio-visual aids, computer aided packages etc?**

All the staff are trained in the use of computers, by organizing computer training programmes on campus to ensure hundred percent computer literacy among the staff.

**6.5 Financial Management and Resource Mobilization**

**6.5.1 Provide details of the budget for the last financial year.**

The budget for the financial year is prepared by the Director and the Principal of the College in consultation with the Finance Committee, which is to be approved by the Governing Body (Please refer Annexure No. 21)

**6.5.2 Is the operating budget of the institution adequate to cover the day to day expenses?**

Yes, the operation budget of the institution is adequate to cover the day to day expenses.

**6.5.3 Is the maintenance budget of the institution adequate with reference to its assets?**

Yes, the maintenance budget of the institution is adequate with reference to its assets.

**6.5.4 How is the budget optimally utilized?**

The budget is drafted annually in the month of February for the following year. This is drafted keeping in mind the increasing need of fund allocation in various areas of the institution. A monthly budget is also prepared to have a track of the annual budget prepared and a comparative study is made to see the variance in the budgeted amount and the amount actually spent.

**6.5.5 Does the institution have a mechanism for internal and external audit? How regularly it is done?**

The Auditing System for the College comprises Internal and External Audit. The Governing Body selects an approved Chartered Accountant to conduct the Statutory Audit (Please refer Annexure No 32)

The audit is conducted by well-trained professionals once in six months during the financial year. The Statutory auditor also acts as an internal auditor. Trained professionals staff the Accounts department. The monthly statement of Accounts is ratified by the Rector Vice-President of BJES, after scrutiny by the Internal Auditor of BJES. All transactions are done through cheques only.

**6.5.6 What are the current tuition and other fees?**

Please refer Annexure No 33 for fee structure for the year 2011 – 2012.

**6.5.7 How often is the fee revised?**

The fees are reviewed every year & revision is made if necessary.

**6.5.8 What is the quantum of resources mobilized through donations?  
(Other than block grants)**

Donations: The College does not accept any donations. All the seats are allotted on the basis of merit cum need only. Fee concession is given to the poor and needy. In addition free mid-day meals are provided.

**6.5.9 Narrate the efforts taken by the college for resource mobilization by various means.**

**Mobilisation of Resources:** Besides the tuition fees, the college has made efforts to generate other streams of Revenue. Some of them include conducting certificate courses and diploma programmes, training for Professional exams CPT, offering the premises after class hours for conducting competitive exams and classes by professional bodies, car parking facility for Malls, hire of grounds to other educational institutions, renting out the Audio Visual rooms and auditorium for special programs. The convenient location of the college has been helpful in generating revenue from the above mentioned activities.

**6.6 Best Practices**

**6.6.1 Describe best practices in Governance and Leadership adopted by the college in terms of institutional vision and leadership/organizational arrangements/strategies development/deployment human resource management/financial management and resource mobilisation**

- Faculty development has always been a priority for the college
- Faculty members play a significant role in academic decision making process
- Emphasis is placed on staff evaluation

- Administration is decentralised through effective delegation of duties and responsibilities
- The planning of academic work schedule is done collectively involving the Principal, Head of Department, and senior faculty members.

**For Re-accreditation:**

**A) What were the evaluative observations made under Organization and Management in the previous assessment report and how have they been acted upon?**

**Observations made by the PEER Team**

The following were the evaluative observations made by the Peer team report at the time of Re accreditation in the year 2007

Appreciation for

- Good administration by the Bangalore Jesuit Education Society which runs the college
- Execution of decisions and day to day administration of the college by the Principal.
- Management of the college office by the superintendent under the direction of the Principal
- Regular meetings of the governing body of the college for formulation of policies and its implementation.
- Initiatives taken by the IQAC for continuous review and upgrading of academic standards.
- Perspective planning undertaken and short and long term plans formulated for the institution.
- Adherence to academic calendar of events.
- Sufficient budget recommended by the finance committee and approved by the Governing body for day to day running of the college

- Statutory audit both internal and external conducted by approved chartered accountants.

The Peer team did not make any specific suggestion under this criterion.

**D) What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Teaching-Learning and Evaluation?**

**Quality Sustenance and Enhancement Measures**

- The management has continued to function in the same way upholding its high standards of administration and providing sufficient financial support.
- A revolutionary change in the governance and leadership policy of the BJES was the appointment of a layperson as Principal. Dr. Lily David took over the duties of Principal from 25/4/2011. This is evidence of the outstanding confidence and trust that the Management has in its lay collaborators.

## **CRITERION VII: INNOVATIVE PRACTICES**

### **7.1 Internal Quality Assurance System**

#### **7.1.1 Has the institution adopted any mechanism /process for internal quality checks?**

The following mechanism/process has been adopted for internal quality checks. Presence of subject and industry experts on the Board of Studies who contribute their valuable insights, comparison of curricular and examination system of other autonomous colleges to have an evaluative feedback and teachers' feedback is collected for library enhancement. Students evaluation of teacher's performance and exit interviews from outgoing students help to execute internal quality checks.

#### **7.1.2 How does the institution ensure the quality of its academic programmes?**

The following steps are undertaken to improve quality of academic programmes. Guest lectures by industry and subject experts, internship programmes for undergraduate and postgraduate students, and industrial visits to enable students to get a practical exposure.

Credit courses like Tally, Soft Skills and SPSS are offered to students and city level and national seminars are conducted to widen the horizon of learning. Adequate computer, scanning and printing facilities, along with internet is available for both staff and students.

#### **7.1.3 How does the institution ensure the quality of the administration?**

Administrative staff are sent for seminars and training sessions to improve their technical and administrative skills. Adequate provision is made for computer, scanning and printing facilities to carry out routine administrative



work. ERP package is in place which has helped improve the quality of administration.

**7.1.4 What are the innovative courses introduced during the last 5 yrs?  
How do you promote innovation in curriculum?**

Corporate Knowledge Integration: This subject was introduced for B.Com students in the VI Semester. It gives a holistic view of all the subjects learnt from Semester I to Semester V. The approach adopted to integrate the subject is case study method. This gives an orientation to the students about the practical aspects of the corporate world.

The Department of Business Management, St. Joseph's College of Commerce (Autonomous), undertook the activity of introspection and review of the BBM syllabus.

As an outcome of the deliberations, the syllabus of the BBM course was agreed to be structured and grouped on the following functional disciplines and skills. Work medium – being the medium used for instruction, Business – Holistic – being the core and support management subjects which help in giving a holistic view of business to the students, Behavioral studies and Marketing, Finance and Accounts, Operations and Quantitative techniques, Specializations – meant to be taken in the final year. The subjects grouped under the above disciplines have been spread across the three undergraduate years.

**7.1.5 Describe the strategies evolved in promoting innovations in Teaching, learning and evaluation?**

After autonomy was conferred on the college, it was possible to create an environment for good learning, application and a just system of assessment. The assessment is based on knowledge, intelligence, application,

understanding of concepts and creativity of students. Both the End Semester Exam and Continuous Internal Assessment are given equal weightage so that performance of the students is reflection of their progress throughout the semester.

The teaching staff constantly keep updating their knowledge and use innovative and varied teaching techniques. The management has provided suitable physical facilities, technology tools and teaching aids for the teachers to improve the class room teaching.

The library is well equipped with journals, books, CD's and e- resources to pursue academics. Student evaluation of teachers with regard to Planning and preparation, Class room environment and Methodology of teaching is an important source of feedback for both the management and the teacher.

**7.1.6 Elucidate some of the innovations in Research and Extension. What initiatives have been taken by the institution to give significant thrust to research and development in the programmes?**

**Achievements:**

Since 2009 -2010 a bi annual student research publication viz., SJCC Journal of Financial Excellence and SJCC Journal of Marketing and Extension Research is published every year.

**Research Project Guidance:**

- Guidance is given to more than fifty under-graduate students for their Internship report preparation.
- Research Guidance to sixty post-graduate students in support of their final semester Research projects.
- Establishment of the Research centre in January 2011 and recognition by the Bangalore University to provide guidance to PhD scholars.

- Peer reviewed Research Journal: The research cell publishes a biannual peer reviewed journal ISSN – 2249 – 4359 “SJCC Management Research Review”.

#### **7.1.7 What innovative strategies have been adopted in governance?**

An innovative policy change in governance was the appointment of Dr.Lily David, a lay person as Principal from 25<sup>th</sup> April 2011 by the Bangalore Jesuit Educational Society.

Various faculty members are given responsibilities for the effective governance of the activities of the college. Separate coordinators are appointed for placement, Library facilitator, NSS, PTA, Sports and Games, Women’s Forum, Industrial visits, Guest lectures etc.

#### **7.1.8 What mechanisms have been developed by the institution for Quality assurance within the existing academic and administration systems?**

The college has developed several quality assurance mechanisms within the existing academic and administrative system. They are:

- Regulating the activities of the college through the Governing Body,
- Implementing bodies – Board of Studies, Research Committee, Grievance Committee, Examination Committee etc
- Self appraisal by faculty, evaluation of academic and administration systems of the college by various stake holders
- Establishment of IQAC.
- Students have the opportunity to seek clarification with regard to Continuous Internal Assessment procedures. This has added to reliability and transparency in the evaluation system.

- Continuous Assessment being an integral component of semester system, it encourages the students to work systematically throughout the course.

#### **7.1.9 What are the functions carried out by the above mechanism in the Quality enhancement of the institution?**

The IQAC in coordination with the committees carries out the following functions

- IQAC meetings are convened to review the suggestions given by NAAC during the previous accreditation.
- Faculty members were given specific areas to initiate activities in both academic and administrative fields.
- The institution conducts staff enrichment programmes, National seminars, conferences, workshops for faculty development on a regular basis.
- It conducts evaluation from various stakeholders and carries out its analysis
- Teaching Learning Process: Measures to promote excellence in teaching by the use of electronic teachings aids, training of staff members to use innovative methods of teaching, upgrading the library with books and journals, curriculum development and skill-oriented courses, inviting industry experts to address students on current economic, business and social issues, communication and leadership programmes for weak students etc.
- Promoting research culture among the staff and the students. Establishment of a full-fledged Research Centre, which is focussed at helping staff to obtain sanction for research projects for funding agencies, Publication of quality journals in the area of Finance, Marketing and HR, Promoting a research culture by organizing

workshops and seminars and offering consultancy/training services to corporate or educational establishments.

- Extension activities Outreach programmes to create awareness and increase the sensitivity among our students about the less privileged sections of society, health education programmes for the urban poor, remedial teaching for slow learners in Government Schools, etc., are some of the activities undertaken.
- IQAC Initiative for Students – Seminars and Workshops which are organized to create awareness and enthuse students about current topics.

#### **7.1.10 What role is played by the students in assuring quality of education imparted by the institution?**

To support academic coordination between students and the institution suggestions from students are welcomed through representatives, mentors, co-ordinator, counsellors and the grievance cell. Students' feedback regarding curriculum and teaching activity obtained. The college has an excellent system of electing class representatives who mediate between the college and the class.

#### **7.1.11 What initiatives have been taken by the institution to promote best practices in the institution? How does the institution assure that the best practices have been internalized?**

Autonomy has given greater freedom to the institution to make proactive changes to the curriculum design, teaching, learning and evaluation processes and students progression. The IQAC has been instrumental in promoting a rigorous academic culture on campus. Individual staff members are assigned responsibilities to take up research projects and to ensure that they also make efforts to publish their findings in national and international journals.

To ensure quality in academic and administrative functions of the College, informal internal quality check systems are in place. Conducting staff evaluation by students is one such method. The Parent-Teacher Interface and obtaining feedback from Alumni also help in initiating corrective measures. The Principal goes through the content of the Work Diary to observe whether the syllabus is covered adequately and according to a pre-determined plan.

Enhancement in the Quality of administrative functions is carried out by judicious methods of work allotment, ensuring proper reporting, training and assigning responsibilities to the administrative staff. Priority is given to the digitization of the administrative functions of the College.

**Some of the Best Practices which are internalized over the past five years are**

Participatory learning, Student Research Journal, Mentoring, ICT – Teaching learning process, Students Orientation Activities, Training programmes for newly recruited staff, Guest lectures, Industrial Visits, Workshops, Personality development program etc., Placement services for final year students. Internship for second year students, Non-teaching staff Training Programmes, Formation of Committees like Staff Advisory Council, Admission Committee, Library Committee, etc., to regulate activities.

**7.1.12 In which way has the institution added value to students' quality enhancement?**

The institution has added value to students' quality enhancement in the form of transparent admission process, encouraging students from socially and academically challenged groups, enhancing student support facilities in the campus like mid day meals, scholarships and placement, greater emphasis on practical exposure and placement in the course structure, student exchange

programme with various foreign universities, Introduction of certificate courses and PG diploma courses and organizing national and international industrial visits.

## **7.2 Inclusive Practices**

### **7.2.1 What are the inclusive practices of the Institution to impart holistic education?**

In spite of being a college which has been awarded with minority status thereby enabling it to admit up to 50% students from the Christian community, the college has imparted holistic education and adopted inclusive practices across the board with due consideration to all sections of the society.

Some of the inclusive practices offered to all students include:

Bridge course and remedial classes are conducted for all students who require extra coaching, any student of the college can apply for Merit Cum Means scholarship of Rs. 5000 each extended by the management and any student who is actively associated with cultural or sports activities can apply for scholarship of Rs. 5000 each for co-curricular and extracurricular activities extended by the management.

The scholarship extended by KPMG can be availed of by any student who fits the criteria. Provision for mid-day meals is extended to sports students and those who come from economically disadvantaged backgrounds, Imbibing social and ethical values by conducting Human resource development classes to all first year students.

### **7.2.2 What are the specific initiatives adopted to establish social justice among students, faculty, faculty and community?**

The college offers the following initiatives to ensure social justice towards students. The students are given equal opportunities to participate in all the activities of the college irrespective of their social background. Placement offerings are made known to all the students. Scholarships for economically

backward students, Fee concessions and mid day meals are given to the needy. Awareness among students about social justice through seminars, workshops and lectures.

### **7.2.3 How does the institution promote social responsibilities and citizenship roles among the students?**

Voting for the election to Student Council is made compulsory to emphasize the importance to students to exercise their franchise in a democratic set up. The Institution in association with Jago-re, an NGO aimed at Voter's ID card drive among the students. Encouragement is given to students to develop the saving habit and permission is granted to banks to approach students to start Savings Bank account.

Blood donation camps are organized to inculcate social concern in the minds of the youth. Involvement of students in extension activities to get them practically involved in matters of social justice. Awareness among students about social justice through seminars, workshops and lectures, the syllabus of our institution covers the various ethical concepts, practices, and issues to benefit the students inculcating the same habit in them. The college organizes various inter collegiate competitions and activities that are tied to a social cause.

### **7.2.4 What are the institutional efforts to bring in 'Community orientation' in its activities?**

The college organizes various guest lectures to bring community orientation. Some of the guest lectures organized have been: Talk On Violence against Women - 12<sup>th</sup> August, 2010, Independence Day celebrations - 15<sup>th</sup> August, 2010 where four war veterans of Bangalore Friends in Need Society were honoured.



World Literacy Day - 20<sup>th</sup> November, 2010 where students of the Government Urdu Primary School on Markham Road provided with 250 text books, English Conversational classes conducted by students for Government Urdu Primary School, Christmas Programme – 18<sup>th</sup> December, 2010 where CSA/AICUF members celebrated Christmas with the government school children

Inter-Collegiate Convention on “Women against Violence - a way forward” and Candle Light Procession - 7<sup>th</sup> and 8<sup>th</sup> February, 201. Level Up! 2011 – No Guts, No Glory - 17<sup>th</sup> and 18<sup>th</sup> of February, 2011. The proceeds of the games were donated to the Infant Jesus Aids Home. Street Play - Every year the NSS and Theatre group organize to create awareness students about their social responsibility towards the marginalized sections of our society. Community orientation for PG students: There are three days of interaction with the children in the streets of Bangalore in collaboration with BOSCO, an NGO.

**7.2.5 Does the institution have any exclusive program under extra-mural/enrichment wing, to promote social responsibilities and citizenship roles?**

**CSA:** Centre for Social Action welcomes all students who wish to extend themselves and to serve others. Some of the activities of the CSA include, an awareness programme on the ‘International day in support of torture victims’, the student made posters and presented pictures and spread facts about the horrors of torture, every year and in collegiate seminar on any social issues, like secularism, discrimination, women empowerment, child rights etc., students are also encouraged to conduct small survey to understand the society better, they organise programmes on specific days to underline the importance of such day like, Human Rights Day, AIDS day, World Peace day, International Women’s Day etc.

Every class organizes a social visit to orphanages, homes of the aged, HIV AIDS rehabilitation centres, hospitals, etc.

**NSS:** The NSS wing of the college spread awareness with regard to education, health issues through rural exposure camp every year. They conduct aids awareness program for all the students, blood donation camp every year.

**Rotaract:** Our students attend a Leadership camp called “RYLA” where awareness of social needs of the society is addressed. They also conduct various social outreach programmes.

**7.2.6 Has the institution done a gender audit and or any gender related sensitizing courses for the staff/students? Give details.**

The admission policy of the college permits an intake of only 30% girls. There is no discrimination shown towards girls and in fact they are given special privileges. Ever since the college started admitting girl students also, the management has been sensitive towards gender-related issues. The women’s forum caters to the specific needs of girls students.

Seminars are organized for all the first year students on topics such as abortion, alcohol addiction, peer pressure and so on. Dress code that is implemented is carefully designed for both girl and boy students and a lot of effort is being put in to ensure its compliance. A half day staff input programme was organized in December 2011 on Gender Awareness. Dr. Kochu Rani a noted resource person.

**7.2.7 What practices have been taken up by the institution to provide access to students from the following sections of the society?**

- a) **Socially-backward**
- b) **Economically – weaker and**
- c) **Differently-Abled**

**Socially-backward & Economically-weaker Sections:** Preference is given during the admission as per the quota set by the government/management. Deserving students are given scholarships and they are also in the midday meal scheme. There is an exclusive cupboard of books in the library for use by these students. Bridge course is being conducted to help them cope up with the syllabus during their first semester. The college also organizes extra coaching or classes for them with the cooperation of some generous minded senior students.

**Differently-Abled:** The College admits a several differently abled students every year. There is a ramp for the physically challenged and they are also permitted to use the staff elevator. The slow learners and the visually challenged are allowed to use scribes during examination and they are also given extra time for the completion of the same.

**7.2.8 What efforts have been made by the institution to recruit staff from the disadvantaged communities? Specify.**

Whenever staffs from such communities apply they are given preference if their performance is in par with the other candidates during the interview. At present almost 2% of the staff belong to this category.

**7.2.9 What special efforts are made to achieve gender balance amongst students and staff?**

**Students:** St. Joseph's College of Commerce (Autonomous) is primarily a Boy's College and in accordance with the management policy, about 70% of the student community is boys and remaining 30% are girls. Bangalore city has more than 3 colleges meant only for girls, and therefore intake of boys is given prominence in this college to strike a balance of providing higher education to the boys from this minority community.

**Staff:** There is no discrimination shown between the male and female candidates who apply for various posts in the college. 50% of the teaching faculty are ladies.

**7.2.10 Has the institution done a gender audit and or any gender-related sensitizing courses for the staff/students? Give details.**

St. Joseph's College of Commerce being a small college having only one discipline, gender audit goes hand in hand during admission process.

**7.2.11 What intervention strategies have been adopted by the institution to promote overall development of the students from rural/tribal background?**

They are offered the bridge course at the beginning of the first year and are also given extra coaching in case they need in the course of the year. They are encouraged to participate in the fests and give presentations in the class and this develops their soft skills and contribute to the overall development.

**7.2.12 Does the institution have a mechanism to record the incremental academic growth of the students admitted from the disadvantaged sections?**

St. Joseph's being an autonomous institution; students' growth in academics is constantly monitored and evaluated during continuous internal assessment by

the concerned faculty and the class mentor during the midterm tests. The Office of the Controller of Examination maintains a record of performance of SC/ST and OBC candidates.

### **7.3 Stakeholder relationship**

#### **7.3.1 How does the institution involve all its stakeholders in planning, implementing and evaluating the academic programmes?**

The college ensures involvement of all stakeholders in academic programmes. Faculty members are part of the Board of Studies, Academic Council and Governing Body of the college. Students are involved in giving feedback regarding about the faculty, curriculum and the institution.

Industry experts are invited for guest lectures and give their valuable input during the meetings of the Board of studies. Alumni are actively involved in conducting activities for outgoing students. Scholarships and awards are given by alumni, they also play an active role in placements of the college, and parents give their feedback on the curriculum during the PTA meetings.

#### **7.3.2. How does the institution develop new programmes to create an overall climate conducive to learning?**

The BJES including the Director and the Principal undertake assessment for the necessity of introduction of new courses, subjects based on feedback of students, faculty and the alumni. The feasibility of introducing the course or subject is worked on keeping in mind the strengths and limitations of the college. Emphasis is laid on use of ICT, practical exposure, and placement while drafting the course structure

**7.3.3 What are the key factors that attract students and stakeholders resulting in stakeholder satisfaction?**

Goodwill and reputation of the college, Faculty and management who are the pillars of the college, Infrastructure and learning resources, Adequate library facilities, ICT enabled teaching learning process, Research opportunities leading to publication and extension activities, Transparent admission policy, Student support offered in the form of scholarships, mid day meals etc. Thrust on inculcating social values and character formation. Academic excellence in terms of syllabus content and performance, Creating a conducive environment for effective learning, Encouragement given to support activities other than academics such as rural exposure programme, sports activities, extension activities etc.

**7.3.4 How does the institution elicit the cooperation from all stakeholders to ensure overall development of the students considering the curricular and co curricular activities, research, community orientation the personal/spiritual development of the students?**

Involvement of the stakeholders in the academic activities of the college elicits co operation of all the stakeholders as mention in 7.3.1.

**7.3.5 How do you anticipate public concerns in your institutions with current and future programme offerings and operations?**

Constant updating and restructuring, introduction of special papers, social activities of the college are based on the feedback obtained from stakeholders and quest for excellence.

**7.3.6 How does the institution promote social responsibilities and citizenship roles among the students? Does it have any exclusive program for the same?**

The college promotes social responsibilities and citizenship roles among the students through the activities of NSS, AICUF and CSA. It arranges representation from various NGO's to address issues on subjects beyond the curriculum, HRD classes are held once a week for UG students. Final year students are encouraged to apply for PAN card and this initiative seeks to promote citizenship roles among the students. Rural exposure programmes also give an insight for being socially responsible citizens. Guest lectures and seminars organized by the college inculcate citizenship roles. Celebration of National festivals like Independence Day, and organizing blood donation camps are activities which promote these responsibilities.

**7.3.7 What are the institutional efforts to bring in community orientation in its activities?**

**7.3.8 How does the institution actively support and strengthen the neighbourhood communities? How do you identify community needs and determine areas of emphasis for organizational involvement and support?**

With the help of students the institution understands the needs of the neighbourhood community. With this data, programmes are organized. Some programmes like Basic English course for the government school, awareness rally and workshops for college students help them understand and respond to realities.

**7.3.9 How do the faculty and students contribute in these activities.**

The staff coordinators of various associations work closely with students and play a facilitators role in organising various community programmes.

**7.3.10 Describe how your institution determines student satisfaction, relative to academic benchmarks? Do you update the approach in view of the current and future educational needs and challenges?**

To determine the student satisfaction Student Evaluation is conducted. The main focus of these questions is the satisfaction level of the students. The questions are often revised in order to accommodate the current needs. Apart from this, our college also has a grievance cell to which the students can put forward their problems of dissatisfaction, which will be attended to by the committee. We also conduct an exit interview of outgoing students to get their feedback. The college constantly updates its curriculum based on the feedback given by various subject and industry experts.

**7.3.11 How do you build relationships**

- **To attract and retain students**
- **To enhance students' performance and**
- **To meet their expectations of learning**

Year after year, the admission process is refined taking into account the previous year's experience and feedback. The prospectus is reworked every year in order to make it more attractive. The college constantly strives to enhance students' performance and to retain them. The mentorship program, which the college values highly, helps to build relationships and also enhances the performance of students.

**7.3.12 What is your complaint management process? How do you ensure that these complaints are resolved promptly and effectively? How are complaints aggregated and analyzed for use in the improvement of the organization, and for better stakeholder-relationship and satisfaction?**

The grievance committee of our college takes care of the complaint management process. Any problem arising in the above mentioned cases are



first dealt with by the concerned class mentor. If matters are not resolved at this level the problem is brought to the notice of the Grievance Committee in writing. The Grievance Committee meets and discusses the matter and then the decision is communicated to the Principal and the concerned parties through the coordinator of the Grievance Committee.

**7.3.13 How are the core values of NAAC reflected in the various functions of the institution?**

- i. **Contributing to National Development:** The curriculum drafted for all the courses of UG and PG is sensitive to the National needs of the country, Ensuring access and equity and social justice to economically weaker section, SC/ST, OBC category of students, Intellectual capital development through research publications, and books.
- ii. **Fostering Global Competencies among Students:** Relevant areas of National and International needs are covered in the curriculum, Practical exposure to students through Internships, international industrial visits and research projects. Adoption of ICT enabled teaching learning process in the form of computer, internet, databases and various software packages, Conducting National seminars to integrate the needs of the corporate world at National and International level into the curriculum. Student exchange programme with Swansea University, Wales and Kobe College at Japan.
- iii. **Inculcating a value system among students:** HRD classes are conducted with the objective of empowering students to develop self confidence and have inter personal skills. Value based topics are discussed as well as issues faced by youth in modern day urbanized society. Most of the student's activities are linked to a social cause thereby sensitizing students. Class mentors undertake the responsibility to organize visits to NGO's, orphanages, old age homes etc. Guest

lectures on social issues like alcoholism, abortion etc are organized by the college.

- iv. Promoting the use of Technology: Use of ICT in all functionalities of the college (administration, faculty, students, departments, library etc) Usage of computer, Internet, databases and software packages in Teaching learning process. Enhancing the administration of admission and examination process through implementation of ERP package.
- v. Quest for Excellence: Internalization of quality assurance system through regular feedback mechanism from all stakeholders of the institution. Identification of bench marks by visiting other leading autonomous colleges, attending seminars and conferences on quality measures and implementing best practices under various aspects.

#### **For Re-accreditation:**

**A) What were the evaluative observations made under Teaching-Learning and Evaluation in the previous assessment report and how have they been acted upon?**

#### **Observations made by the PEER Team**

The following were the evaluative observations made in the Peer team report at the time of Re accreditation in the year 2007

Appreciation for

- Mandatory Value Education for all the Classes.
- The maintenance of Work Diary by Lecturers
- The Teachers Manual which offers guidelines about classroom effectiveness.
- Quality enhancement measures taken by the IQAC
- Staff welfare programmes

- Feedback from stakeholders.
- Parent teacher interface facilities
- Interaction with alumni

**B) What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Teaching-Learning and Evaluation?**

**Quality Sustenance and Enhancement Measures**

- The above practices continue to take place with reinforced enthusiasm and zeal
- In addition to regular industrial visits organized by each class, international industrial visits to give global exposure to students has been organized from 2009 onwards for the BBM and PG department.
- Pedagogy of teaching learning has forged ahead with greater amount spent on technology and e- learning resources.
- Publication of student research journal
- City level student seminars and workshops
- Increase in staff input quality enhancement programmes.

## **Evaluative report of Department of Commerce**

### **1. Faculty profile, adequacy and competency of faculty**

The faculty is not categorized department wise since it is a single discipline college. For faculty profile and adequacy please refer Annexure No.20

### **2. Student profile according to programmes of study, gender, region etc**

For the academic year 2011-2012

<b>Course</b>	<b>Men</b>	<b>Women</b>	<b>Total</b>
B.Com	598	348	946

### **3. Changes made in the courses or programmes during the past five years and the contribution of the faculty to those changes**

\* Major change in the syllabus was made post autonomy and in the year 2008. All the faculty members including visiting faculty were involved in framing the syllabus and its updation.

\* Approval of new course offering on travel and tourism for additional intake. (Resolution passed in Academic Council meeting held on 15<sup>th</sup> November 2011 and resolution passed were submitted to the Governing Council on 28<sup>th</sup> November 2011)

### **4. Trend in the success rate and dropout rate of students during the last five years**

Success rate of the students during the last seven years, on an average, was about 98% and dropout rate is negligible.

**5. Learning resources of the department like library, computers, laboratories and other such resources**

Learning resources like the library and the computer lab is common for the entire college and is well equipped for both staff and students of the B.Com department.

**6. Enhancement of the learning resources during the past five years**

The department was enhanced with three AV rooms' which is common for UG courses. Six class rooms were equipped with LCD Projectors. The other learning resources like Wi-Fi, Internet, and Capitaline data base are shared by all the departments which are centralized.

**7. Modern Teaching methods in practice other than the lecture method**

Apart from lecture method Case study approach, group discussions, role plays and presentations are used as teaching methods

**8. Participation of teachers in academic and personal counseling of students**

A class mentor of every B.Com class is primarily a counselor to monitor the academic progression of the student. Students may also share their personal problems but if the situation is too grave it is referred to trained students' counselor.

**9. Details of faculty development programmes and teachers who benefited during the past five years.**

Faculty development programmes are conducted by the department at least 3-4 times each semester. Resource persons from other institutions may be invited or in house faculty share in their areas of expertise. Thus all teachers of the department benefit from this input.

**10. Participation of teachers in academic activities other than teaching and research**

All the teachers are regularly attending conferences and seminars and present papers. They have also contributed to revising the syllabus and changes brought in the course structure.

**11. Collaborations with other departments and institutions at the national and international level and their outcome during the past five years**

The department has informal collaborations with other commerce colleges run by the Jesuits in different parts of the country. Staff is encouraged to visit, observe and learn and bring back best practices to the institution. At the international level the department has a formal Memorandum of understanding signed with Swansea University, UK and a 1+2 twinning programme in place. The department has an international student exchange program with Kobe College, Japan.

**12. If research is a significant activity, what are the thrust areas of the department?**

Research is given significant importance since students are encouraged to contribute to biannual student research journal every semester. At least two or three research articles are submitted from each class for selection. In the past three academic years, staff members have applied and been sanctioned minor research projects by the UGC. (Please refer Annexure 16)

**13. Details of the ongoing projects and projects completed during the last five years**

Two minor research projects sanctioned by UGC for Rs. 2,92,000 have been completed. Five minor research projects sanctioned by UGC worth Rs.3, 23,000 are ongoing (Refer Annexure no 16)

**14. Publications of the faculty, for the past five years. Details regarding citation index and impact factor.**

Please refer Annexure No. 17

**15. Participation of the department in the extension activities of the college.**

The students of the B.Com department are actively engaged in various student associations like NSS, AICUF, and CSA etc which organize extension programmes. Besides, each class through their mentor visits orphanages and old age homes as a part of social outreach.

**16. Method of continuous student assessment**

This is given 50% weight age in the evaluation of the student and takes place through assignments, group discussions, research projects and unit tests are various methods of assessing student's performance.

**17. Placement record of the past students and the contribution of the department to the student placements**

A placement officer has been appointed who is in charge of liasoning with the industry and facilitating them to visit the campus for recruitment purpose. By the end of academic year other than those who want to go in for higher studies or start their own, or join family business ventures most of the students are placed through the college. (Refer Annexure no 20)

**18. Significant achievements of the department or faculty or students during the past five years**

Six faculty members have successfully completed NET exams conducted by UGC. Two faculty members completed professional qualification conducted by ICWAI and secured 38<sup>th</sup> rank and 46<sup>th</sup> rank in the final examinations.

One faculty has had two publications to his credit on Corporate Knowledge Integration and Mergers and acquisitions.

One faculty member has completed minor research projects sanctioned by UGC and Planning Commission.

Every year about 30% of the students clear the CPT exams. On an average in every academic year 5-6 students attempt the first level of professional courses like CS and ICWA.

**19. Involvement of students in academic/co-curricular and other activities of the department.**

Students of B.Com course who constitute majority of the student community of the college are actively involved in carrying out all academic/co curricular activities organized through various student associations.

**20. Innovations and best practices initiated/adopted by the departments during the last five years.**

Compulsory internships for B.Com students to facilitate practical exposure. Introduction of paper Corporate Knowledge Integration at the 6<sup>th</sup> semester. Organizing commerce faculty meetings for knowledge sharing.

**21. Development and expansion plans of the department for the next 5 years**

- Introduction of choice based credit system
- New course offering of B.Com with specialization in travel and tourism management.
- Revamping the B.Com syllabus and focus on developing decision making skills.



## **Evaluative Report of Department of Management**

### **1. Faculty profile, adequacy and competency of faculty**

The faculty is not categorized department wise since it is a single discipline college. For faculty profile and adequacy please refer Annexure No.20

### **2. Student profile according to programmes of study, gender, region etc**

For the academic year 2011-2012

<b>Course</b>	<b>Men</b>	<b>Women</b>	<b>Total</b>
BBM	222	151	373

### **3. Changes made in the courses or programmes during the past five years and the contribution of the faculty to those changes**

Complete overhauling of the syllabus and restructuring based on certain functional disciplines and skills was done in 2010. This activity was undertaken by the department with the active contribution of the staff and subject experts from the industry. The faculty organized themselves into groups based on their subject specializations and contributed towards the course content.

### **4. Trend in the success rate and dropout rate of students during the last five years**

Success rate of the students during the last seven years, on an average, has been 98% and dropout rate is negligible.

**5. Learning resources of the department like library, computers, laboratories and other such resources**

As the college is Wi-Fi enabled, many management students use their personal laptops and all the classes in the department are equipped with LCD projectors.

**6. Enhancement of the learning resources during the past five years**

The learning resources are shared by all the departments and it is centralized.

**7. Modern Teaching methods in practice other than the lecture method**

Although the lecture method continues to be the most used method, the department of business management constantly strives to use innovative pedagogy.

Case study approach

Students are divided into syndicates and a case is presented and introduced to them. The instructor leads them through the case, which is later on analyzed and presented by the students.

Presentations are a participative teaching method followed by the department, where students individually or in groups, present to the class not only topics related to the subject but also of varied business interests.

Group discussions are usually resorted to, to brainstorm ideas of students on current and relevant management issues.

Role play

Here students assume roles in the given case and interpret the case.

**8. Participation of teachers in academic and personal counseling of students**

Each class mentor as part of mentoring primarily undertakes the academic and personal counseling of students. During the course of the academic year, the mentor meets each of the students in her/his class for a personal session. There is an exclusive counselor for the department alone, who also meets all the students for a personal session and takes up cases referred by the mentors. Adequate follow up action is also taken.

Academic counseling is also done jointly by the class mentors, H.O.D. and department counselor, usually after the end semester results as a means of motivating students to perform better in the semesters ahead.

**9. Details of faculty development programmes and teachers who benefited during the past five years.**

The faculty has attended various seminars and conferences of other institutions. (Please see Annexure No. 2)

**10. Participation of teachers in academic activities other than teaching and research**

All the teachers are regularly attending conferences and seminars and presented papers. They have also contributed to revising the syllabus and changes brought in the course structure.

**11. Collaborations with other departments and institutions at the national and international level and their outcome during the past five years**

NIL

**12. If research is a significant activity, what are the thrust areas of the department**

Research is a significant activity of the department because every student of the 6<sup>th</sup> semester must take up a research project in order to fulfill the requirements of obtaining their degrees. Students mainly concentrate on areas such as marketing, FDI, Finance related issues, recruitment, selection process etc. In addition to this, interested students are guided to present research papers and also to contribute towards research articles for the research magazine of the college.

**13. Details of the ongoing projects and projects completed during the last five years**

NIL

**14. Publications of the faculty, for the past five years. Details regarding citation index and impact factor.**

NIL

**15. Participation of the department in the extension activities of the college.**

Students across the commerce and management streams actively participate in the extension activities of the college. In addition to that, once a year, all the classes organize social visits to orphanages and old age homes. Social internship has been made compulsory for 1st year students. The department also motivates students who are interested to take up social causes and issues.

**16. Method of continuous student assessment**

Assignments, Group discussions, research projects and unit tests are various methods of assessing student's performance.

**17. Placement record of the past students and the contribution of the department to the student placements**Contribution of the department

The department has made social internship compulsory at the 1<sup>st</sup> year level and corporate internship compulsory at the 2<sup>nd</sup> year level, which gives the students a live exposure to the job world.

In addition, the soft skills courses and various other activities organized by the department like essay writing, GDs, business quizzes, art of speaking classes, management article contests etc help students in honing their skills for interviews and in turn, helps the students in placements.

**18. Significant achievements of the department or faculty or students during the past five years**

- Our students actively participated in Model United Nations (MUN) organized at various times, give below is an attachment of their involvement with MUN:
- Certificate Course in London School of Economics. Our students actively seek to improve their knowledge on a consistent basis. This year nine of the second and third year students did a 23 day course in the esteemed London School of Economics and received the Certificate in Global Entrepreneurship and Leadership.
- Students in Free Enterprise: The SIFE team of SJCC, was incepted in 2008 and since then has established itself as a hard

working and innovative team. They have won the KPMG seed grant competition in 2009, by way of which they have received 2 lakhs to undertake their social projects. These projects have had a striking impact on the targeted community of potters in Benson town, raising not only their income but their confidence as well. This project was presented in the SIFE Competition, and the team advanced all the way to the national round.

**19. Involvement of students in academic/co-curricular and other activities of the department.**

They are actively involved in carrying out all academic/co curricular activities of the department such as Virtuoso, Cipher (Business Fest). Josephite Business Cub, a management club for the students was inaugurated in September 2011. A mark of the department's constant endeavor in chiseling the talents and business acumen of our students, the club aims to give our students leverage over others in the increasingly competitive world by giving them a platform to continuously sharpen their business and management skills. The Josephite Business Club is a student initiative aimed at inculcating in students the soft skills necessary to make them more employable and give them that edge over the thousands of graduates in India. In addition to developing soft skills, the club aims at bringing together like-minded students with an ambition to succeed. Each student in the club helps the other in a spirit of mutual symbiosis.

**20. Innovations and best practices initiated/adopted by the departments during the last five years.**

Social Internship for 1<sup>st</sup> year students.

Corporate internship for 2<sup>nd</sup> year students

Research projects for 3<sup>rd</sup> year students

As part of business club activities offline and online activities are carried out every fortnight.

International internships

National and international industrial visits

### **21. Development and expansion plans of the department for the next 5 years**

To introduce choice based credit system and dual major specializations for students

To infuse research culture among students at various levels of the department.

To create strong base of alumni who would contribute positively towards the society at large

To create an incubation centre for budding entrepreneurs to lead and guide them into becoming effective entrepreneurs

To create collaborations with premier Indian/Foreign institutions, this would greatly help in influencing our approach towards management education.

## **Evaluative Report of Department of Post Graduate Studies**

### **1. Faculty profile, adequacy and competency of faculty**

PG Department has competent in-house faculty and visiting faculty who have corporate experience of more than two decades (national & international). The faculty is not categorized department wise since it is a single discipline college. For faculty profile and adequacy please refer Annexure No.20

### **2. Student profile according to programmes of study, gender, region etc**

For the academic year 2011-2012

<b>Course</b>	<b>Men</b>	<b>Women</b>	<b>Total</b>
M.Com	15	53	68
MIB	44	41	85
PGD	48	18	66

### **3. Changes made in the courses or programmes during the past five years and the contribution of the faculty to those changes**

Introduction of a new PG course – MIB in the year 2007 and PG Diploma in Business Administration, Marketing, and Financial Management and HRM with Karnataka Government recognition week-end program was introduced in 2009.

### **4. Trend in the success rate and dropout rate of students during the last five years**

Success rate of the M. Com students is 100% and dropout rate is nil. Success rate of the MIB students is 96% and dropout rate is 4%.



**5. Learning resources of the department like library, computers, laboratories and other such resources**

The department has well equipped library with sufficient number of books, journals, magazines, project reports and computer laboratory which is centralized.

**6. Enhancement of the learning resources during the past five years**

The department was enhanced with one AV room facility. All the class rooms are equipped with LCD projectors and pull down screen.

**7. Modern Teaching methods in practice other than the lecture method**

Apart from lecture method, case study approach, group discussions, role plays, presentations, management games, simulation etc. are used as teaching methods.

**8. Participation of teachers in academic and personal counseling of students**

A good amount of time by the faculty is utilized for the same. Class mentors spend additional time by having one to one meetings.

**9. Details of faculty development programmes and teachers who benefited during the past five years.**

All the teachers have attended various seminars and conferences across the country. (Please refer Annexure No. 2)

**10. Participation of teachers in academic activities other than teaching and research**

All the teachers are regularly attending conferences and seminars and presented papers. They have also contributed to revising the syllabus and changes brought in the course structure. Teachers also spend time in guiding

and counseling, as guest lecturers in other colleges, attending Board of Examinations, BOS of other colleges etc.

**11. Collaborations with other departments and institutions at the national and international level and their outcome during the past five years**

The department has Collaborative programs with IESEG School of Management, Lille – Paris, France. 11 students (around 5%) have benefited from the International Collaboration program.

**12. If research is a significant activity, what are the thrust areas of the Department**

The thrust areas for research are service marketing, FDI, Finance related issues, recruitment, selection process, HR, International business etc.

**13. Details of the ongoing projects and projects completed during the last five years**

Please refer Annexure No. 16

**14. Publications of the faculty, for the past five years. Details regarding citation index and impact factor.**

Please refer Annexure No.17.

**15. Participation of the department in the extension activities of the college.**

The staff and students are involved in the Extension activities through visits & contributions to orphanages, old age homes and NGO's. The students of the PG department get involved with BOSCO Mane (Home for street children) for one week every, as part of their curriculum. Contributions are made to help the needy fellow students.

**16. Method of continuous student assessment**

Assignments, Group Discussions, Research Projects and Unit tests, Surprise tests, Class Participation, Case Analysis, Presentations, Quizzes, and Articles etc. are various methods of assessing student's performance.

**17. Placement record of the past students and the contribution of the department to the student placements**

A placement committee is formed comprising coordinators of M.Com and MIB final year. They take initiative in guiding students to draft their Bio Data and present the same in the form of Brochures, presentations etc to various companies. They seek assistance from Alumni, Faculty, placement coordinator, HOD and Co-ordinator of other institutions.

**18. Significant achievements of the department or faculty or students during the past five years**

Students of second year M.Com participated in Christ College Research Seminar. Ms Pooja Ravindran won first place for presenting a research paper on Micro Finance.

Final year Students participated in the National Level Management Fest 'VERVE' held by St. Joseph's College of Business Administration. Mr. Krishan Yalvigi and Br. Sijio Sebastian secured first place in Finance event.

M.Com students have cleared UGC Exams. Students are selected for International Internships. Some are selected for in internship in company like KPMG.

**19. Involvement of students in academic/co-curricular and other activities of the department.**

They are actively involved in carrying out all academic/co curricular activities of the department through feedbacks, arranging for guest lectures and field trips.

**20. Innovations and best practices initiated/adopted by the departments during the last five years.**

Internships

Research projects for final year students

Current affairs and Business analysis programme conducted every week end for PG students to keep abreast with the current affairs and business happening worldwide.

QT and Logical reasoning is conducted to enhance mental ability and an analytical skill which helps in précised decision making.

STDA (Statistical tools for data analysis) classes are conducted for students to learn practically use of statistics for data analysis.

International visits for industrial exposure there.

Paper presentation by students at various seminars, conferences and colleges at national level and other value added programs.

**21. Development and expansion plans of the department for the next 5 years**

New tie-ups with more Foreign Universities.

Additional section of M.Com course

To deliberate with industry for permanent internship tie ups and placement.

## Evaluative Report of Department of English

### 1. Faculty profile, adequacy and competency of faculty

Sl. No	Names	Designation	Qualification
1	Dr. Rajaram	Associate Prof. And Head of the Dept	M.A., Ph.d
2	Dr. Lalima Chakraverty	Assistant Professor	M.A., M.Phil, Ph. D
3	Ms. Marina Joyce Roche	Lecturer	M.A., M.Phil

### 2. Student profile according to programmes of study, gender, region etc

For the academic year 2011-2012, Additional English

Course	Men	Women
B.Com	119	84
BBM	39	34
Total	158	118

### 3. Changes made in the courses or programmes during the past five years and the contribution of the faculty to those changes

The curriculum has been periodically revised according to the objectives of the syllabus and every faculty member has contributed to the support materials. The department of English reviews the syllabus periodically and systematically keeping in mind the constantly changing nature of the

discipline of English study. Every member of the faculty selects, evaluates and prepares support materials to effectively meet the pedagogic of the English department.

**4. Trend in the success rate and dropout rate of students during the last five years**

Success rate is 100% and dropout rate is nil.

**5. Learning resources of the department like library, computers, laboratories and other such resources**

Well equipped library and audio visual material used according to the evolving needs of the department. The chief resource is very well equipped library with books across different areas of English and cultural studies, various journals and well chosen E-Library supplements the resources of the department.

**6. Enhancement of the learning resources during the past five years**

The learning resources for the department are centralized with library and internet facilities constantly increasing E-Library segment and international seminar videos for developing soft skills among students is an important addition in the last five years.

**7. Modern Teaching methods in practice other than the lecture method**

PPT presentation, extensive use of OHP is used by the faculty members.

**8. Participation of teachers in academic and personal counseling of students**

The faculty members of the department undertake mentoring as and when required. Individual students learning difficulty are identified and necessary

counseling is offered and all possible follow up measures are taken within the time frame.

**9. Details of faculty development programmes and teachers who benefited during the past five years**

All the members of the department regularly attend National seminars.

**10. Participation of teachers in academic activities other than teaching and research**

Attending National and State level seminars and publications in journals.  
Faculty members regularly write and publish paper in refereed journals.

**11. Collaborations with other departments and institutions at the national and international level and their outcome during the past five years**

Not Applicable

**12. If research is a significant activity, what are the thrust areas of the department**

Not Applicable

**13. Details of the ongoing projects and projects completed during the last five years**

Nil

**14. Publications of the faculty, for the past five years. Details regarding citation index and impact factor.**

There have been 3 paper publications in refereed journals (Please refer Annexure No.17)

**15. Participation of the department in the extension activities of the college.**

The department actively support and nurtures Association of Literature Music and Art- ALMA which is a student association of the college.

**16. Method of continuous student assessment**

Assignments, Group discussions, research projects and unit tests are various methods of assessing student's performance. Books and film reviews, creative writing assignments are also used as a part of continuous internal assessment

**17. Placement record of the past students and the contribution of the department to the student placements**

Placement services are centralized for the UG students.

**18. Significant achievements of the department or faculty or students during the past five years**

Innovative teaching and constant updating of best practices.

**19. Involvement of students in academic/co-curricular and other activities of the department.**

Participation in the activities association of Literature, Music, and Art.

**20. Development and expansion plans of the department for the next 5 years**

Proposed language lab to come up in 2012-2013

A proposal to a practice community teaching especially in the area of remedial English grammar to be under taken in the year 2012 – 2013.



## Evaluative report of Department of Kannada

### 1. Faculty profile, adequacy and competency of faculty

Sl. No	Names	Designation	Qualification
1	Dr. Ramakrishne Gowda	Asst. Prof.	M.A., PhD
2	Fr. Dr. Stany desouza.SJ	Asst. Prof.	M.A.,Ph.d
3	T.H. Lavakumar	Lecturer	M.A., D.T.A.,MS in counseling and psychotherapy

### 2. Student profile according to programmes of study, gender, region etc

For the academic year 2011-2012

Course	Men	Women
B.Com	176	64
BBM	14	14
Total	190	78

### 3. Changes made in the courses or programmes during the past five years and the contribution of the faculty to those changes

The curriculum has been periodically revised according to the objectives of the syllabus and every faculty member has contributed to the support materials. Inter disciplinary method of teaching like theater enactments, music adaptation to poetry is practiced.

### 4. Trend in the success rate and dropout rate of students during the last five years

Success rate is 100% and dropout rate is nil.

**5. Learning resources of the department like library, computers, laboratories and other such resources**

Well equipped library and audio visual material used according to the evolving needs of the department.

**6. Enhancement of the learning resources during the past five years**

The learning resources for the department are centralized with library and internet facilities

**7. Modern Teaching methods in practice other than the lecture method**

PPT presentation, extensive use of OHP is used by the faculty members. Theater enactments are part of the teaching

**8. Participation of teachers in academic and personal counseling of students**

The faculty members of the department undertake mentoring as and when required.

**9. Details of faculty development programmes and teachers who benefited during the past five years**

All the members of the department regularly attend National seminars.

### 10. Participation of teachers in academic activities other than teaching and research

Attending National and State level seminars and publications in journals.

Name of the faculty: T.H.Lavakumar				
fellowships	Activities	publications	No.of.Seminars attended	Papers presented
Karnataka nataka Academi. Govt of karnataka	Directed 5 major plays and 6 Street plays	Male haniya jaadu hididu. A play for children and a research book on education and theatre,	4	2

### 11. Collaborations with other departments and institutions at the national and international level and their outcome during the past five years

Nil

### 12. Details of the ongoing projects and projects completed during the last five years

Nil

### 13. Publications of the faculty, for the past five years. Details regarding citation index and impact factor.

A book on 'Education and Children's theatre' is written by T.H.Lavakumar which will be published by government of Karnataka under its annual fellowship scheme.

**14. Participation of the department in the extension activities of the college.**

The department actively participates in the extension activities of the college by contributing to the activities of CSA, AICUF, Kannada Sangha and theatre club.

**15. Method of continuous student assessment**

Methods of continuous student assessment include assignments, research projects, quiz etc.

**16. Placement record of the past students and the contribution of the department to the student placements**

Placement services are centralized for the UG students.

**17. Significant achievements of the department or faculty or students during the past five years**

Innovative teaching and constant updating of best practices. Regular theatre productions.

**18. Involvement of students in academic/co-curricular and other activities of the department.**

Participation in the activities association of Literature, Music, and Art and theatre club.

**19. Innovative and best practices initiated /adopted by the department during the last five years.**

Performance oriented assignments for students. Literary exposures and conducting language fests.

## Evaluative report of Department of Hindi

### 1. Faculty profile, adequacy and competency of faculty

Sl. No	Names	Designation	Qualification
1	Dr. Sajida Ahmed	Asst. Prof and HOD	M.A., M.Phil., Ph.d
2	Dr. Antony Oliver	Asst. Prof.	M.A., PGD (translation), PGCCP (Journalism and Media), PhD

### 2. Student profile according to programmes of study, gender, region etc

For the academic year 2011-2012

Course	Men	Women
B.Com	121	71
BBM	36	13
Total	157	84

### 3. Changes made in the courses or programmes during the past five years and the contribution of the faculty to those changes

Since autonomy the department has been making regular changes in the syllabus, hence making it more relevant, creative and job oriented.

New topics like journalism and media has been included in the syllabus for III<sup>rd</sup> and IV<sup>th</sup> semester of B.Com

### 4. Trend in the success rate and dropout rate of students during the last five years

Success rate of the Hindi department is 100% and dropout rate is nil.

**5. Learning resources of the department like library, computers, laboratories and other such resources**

The students make use of library, internet and Drama academy to complete their assignments and projects.

**6. Enhancement of the learning resources during the past five years**

The learning resources for the department are centralized with library and internet facilities.

**7. Modern Teaching methods in practice other than the lecture method**

From time to time the department also arranges for guest lectures by eminent speakers which enrich both the faculty and the students equally. The department utilizes the audio – video facilities to enhance the lectures.

**8. Participation of teachers in academic and personal counseling of students**

Though the faculty is not professionally qualified for counseling, but because of the approachable personality adopted by the faculty both the students and parents approach the faculty for their views on personal and professional front.

**9. Details of faculty development programmes and teachers who benefited during the past five years.**

The faculty actively participates in all the seminars, talks that are conducted both at intra-college and intercollegiate levels.

**10. Participation of teachers in academic activities other than teaching and research**

All the teachers are regularly attending conferences and seminars and presented papers regularly. They have also contributed to revising the syllabus and changes brought in the course structure.

**11. Collaborations with other departments and institutions at the national and international level and their outcome during the past five years**

The department is tied up with Hindi department of other colleges like Mount Carmel College, CMR Institution of management, etc. The faculty regularly to appraise the syllabus according to new trends and contemporary requirements. Dr. Sajida Ahmed is a member of the BOS (Hindi) Mount Carmel.

Dr. Anthony Oliver is a member of the BOS (Hindi) CMR institute. Both are the paper setters and external evaluators at CMR and St. Joseph's evening college.

When St. Joseph's Commerce College conducts BOS (Hindi), the department regularly invite personalities from various significant fields like, Mr. Sekhar from the field of Journalism and Dr. Madhu Dhawan Rtd, faculty member Stella Marris College, Chennai. We have subject experts coming from Bangalore University to guide us in framing the syllabus also. We have senior faculties from premium colleges of Bangalore in the panel.

Many guest lecturers were conducted by the department to enrich the student knowledge and make the subject more open and innovative.

**12. If research is a significant activity, what are the thrust areas of the department**

Since most of the Hindi literature has already been translated in various languages the department has taken an innovative and conscious effort to study the problems of dyslexic students particularly in studying and understanding language especially (Hindi). This also is the thrust area of the project.

**13. Details of the ongoing projects and projects completed during the last five years**

The department is in the process of releasing a literacy journal compiling articles from eminent faculty members of various premium Institutions of Bangalore. The topic being “Relevance of Hindi in contemporary times”.

**14. Publications of the faculty, for the past five years. Details regarding citation index and impact factor.**

Sl. No	Names	Edited
1	Dr. Sajida Ahmed	Katha Sapthami Katha Spandan
2	Dr. Antony Oliver	Grammar Text and reference material for Degree students.

**15. Participation of the department in the extension activities of the college.**

The staff is involved in the extension activities through visit to orphanages and old age homes with the students. The department regularly take the students for a one day study tour usually center for regional languages at Manas Gangothri Mysore. Enabling the students to understand and have firsthand knowledge about the contemporary happenings in the language and its applicative purposes.

The department also conducts various Intra and Inter Collegiate cultural and literacy fests for students enabling them to showcase their talents. The department also conducts theatre fest both intra and inter collegiate level in Hindi to hone the acting skills of our students which is a popular event among the students.



**16. Method of continuous student assessment**

Assignments, Group discussions, research projects, documentary presentations, unit tests are various methods of assessing student's performance. Students are asked to make documentary on various social issues like cleanliness, women empowerment etc. They also make voice over in Hindi for various documentary presentations.

**17. Placement record of the past students and the contribution of the department to the student placements**

Placement services are centralized for the UG students.

**18. Significant achievements of the department or faculty or students during the past five years**

Students usually win prizes in most of the intercollegiate cultural and literacy fests. Dr. Antony Oliver is recognized guide for Ph.D in CMJ Shillong University. Two Students are pursuing their doctoral degree under his guidance.

**19. Involvement of students in academic/co-curricular and other activities of the department.**

They are actively involved in carrying out all academic/co curricular activities of the department.

**20. Innovations and best practices initiated/adopted by the departments during the last five years**

Students are given ample opportunities to apply their language skills in various ways. For example the students pursuing the journalism and media course in their III<sup>rd</sup> and IV<sup>th</sup> semester prepare a documentary on various social themes for internal assessment. For example, some of the topics being, begging as a social evil, civic sense in people, hazards of traffic jam and

pollution etc. Film appreciation and review is also carried out as internal assessment. In case of internal assessments in literature, students perform skit or drama or street play to analyze the Novel, Drama in a creative manner. The response has been over whelming.

**21. Development and expansion plans of the department for the next five years.**

D. litt (Doctorate in letters) in Hindi literature is what Dr. Oliver intends to do in the years which will be an asset to both department and Institution in terms of academic excellence. Dr. Sajida Ahmed intends to take up guide ship for PhD students. The faculty is also planning to set up a language lab in Hindi in the next few years which will make the subject more relevant and practical.

**Declaration by the Head of the Institution**

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.

Rev. Dr. Stany D'Souza, SJ

Dr. Lily N David

Place: Bangalore

Date: February 2012