



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

**ST. JOSEPH'S COLLEGE OF COMMERCE
(AUTONOMOUS)**

NO 163, BRIGADE ROAD, BENGALURU

560025

www.sjcc.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2020

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Joseph's College of Commerce was formerly 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 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 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 has been continuously ranked high under the College category by the National Institutional Ranking Framework. It has been continuously ranked as one among the top ten commerce colleges in India by reputed magazines.

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.

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.

Aims and Objectives of the Institution

In keeping with the ethos of the Society of Jesus, the guiding force behind this Institution and keeping in tune 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 intertwined goals: Academic Excellence, Social Concern & Character Formation.

Vision

Jesuit Vision of Education

Jesuit Education, inspired and motivated by the person and message of Jesus Christ, affirms

- (a) that God is the author and sustainer of all reality and truth;
- (b) that every human being is created in the image and likeness of God; and
- (c) that the whole of creation and the human community are radically good.

Jesuit Education, therefore, is committed to

- (a) An authentic search of knowledge in the service and advancement of the world;
- (b) Upholding the dignity, uniqueness and giftedness of each individual; and

(c)The promotion of harmony among humans, and between humans and nature.

The vision statement of the college is inspired by the Jesuit philosophy of education. The vision of statement of St. Joseph's College of Commerce reads thus: "To create a just, secular and democratic society specially in the service of the poor, the oppressed and the marginalized".

Mission

The 'Mission' is derived from the Vision and is the *raison d'être* of the College. The mission statement of the college reads thus: "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 Institution seeks to be a place where a community is formed which sustains men and women in their education and their conviction that life is lived well only when it is lived generously in the service of others."

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Curricular Aspects: The institution offers diverse programme, some even internationally accredited. The academic feedback mechanism is comprehensive. Collaborations with other universities, professional bodies, industries and NGOs create diverse opportunities for students and staff. There are adequate academic resources. Skill-development courses like SAP, Tally, Excel and advanced Excel are offered.

Teaching, Learning and Evaluation: The College has experienced teaching faculty. They are part of external academic committees, constantly engaged in minor and major research projects. Regular FDPs are organized. ICT is used in classrooms to aid teaching-learning. LMS is used for conducting classes and assessment. The faculty use innovative methods for student assessment. Automated examination system has created error-free and unbiased evaluation methods.

Research, Consultancy and Extension: The College has an established Research Centre and publishes peer-reviewed bi-annual journals with ISSN. It facilitates the research undertaken by graduate students and conducts workshops for research scholars, especially women research scholars. Funding for research projects comes from the government and management. Extension and outreach activities are an integral part of education. Social internship for students is part of the extension activities.

Infrastructure and Learning Resources: Infrastructural facilities for academic, extra-curricular and sports activities are provided and a centralized system of managing it ensures optimal utilization of the facilities. Adequate facility is also provided for outdoor and indoor sports. The campus is eco-friendly and friendly to the physically-challenged as well.

Student support and progression: The institution has an effective student support system, including the management, students, staff, counsellors and parents. The progress of students is regularly tracked and their participation in curricular, co-curricular and extra-curricular activities are encouraged. Guest lectures, seminars, workshops and competitions provide additional space for learning. The alumni association also acts as a strong support system for the students.

Governance and Leadership: A clear understanding between the functionaries has created effective governance in the college. The admission policy of the college ensures diversity in the campus. Our students have secured top ranks in professional exams and brought us pride. The alumni of the institution have occupied prestigious positions in the society and working toward its betterment.

Institutional Weakness

Identifying the weaknesses of the institution is an integral part of strengthening the institution. The weaknesses identified will turn out to be an opportunity for the institution to improve upon the existing standards and create newer benchmarks in higher education. Some weaknesses are inherent due to the locational and structural limitations and some others are due to lack of resources. The following are the set of weaknesses that the institution has identified so that a concrete plan of action could be created to turn them into opportunities.

- There is a limited participation of the faculty members in Faculty Development Programs and Capacity building programs due to a rigorous academic calendar.
- There is a requirement for increasing management funds for research projects.
- There is inadequate incentive for research work which includes paper publications and project work
- The industry-academia connect could be further strengthened.
- The research culture is under-developed. There is a need for more staff and students to undertake quality research work and publish the findings in peer reviewed journals and publications.
- There is a dearth of staff/students exchange programmes with institutions of national and international repute.
- This college has remained as a single discipline College since its inception.
- Space constraint - College is located in the Central Business District of Bangalore on a 2.25 acres of land, hence providing limited scope for expansion.
- There is limited networking among academic institutions of both national and international repute.
- Faculty involvement in consultancy is limited and there is a scope for expanding consultancy work.
- The University affiliation automatically puts some restrictions. This slows or impedes the growth of the institution.
- A formal mechanism for tracing student progression is absent.

Institutional Opportunity

The below set of opportunities are identified by the institution by analyzing the strengths and weaknesses of the institution. The areas where the institution can improve are identified in the below set of points.

- There is a definite possibility of developing college run MOOC programs and making it available to the college students through the college platform and also making it available in various other MOOC platforms.
- In order to offset the limitations caused by space constraints the idea of virtual classroom could be explored to offer courses for international students during summer vacations.
- The Jesuit Worldwide Learning (JWL) initiative of the management could be utilized to reach out to unconventional learners.
- Innovative programs could be designed to attract International students on campus by taking the requirement of international students and the resources available within the institution into

consideration.

- There are definite opportunities for International collaboration, International accreditations, ISO certification etc.
- An internal assessment and accreditation council could be established for the Jesuit institutions which will help benchmark other Institutions with Jesuit Institutions.
- An industry collaborated program run by Alumni of the college could be established.
- International collaboration for research is an area that could be focused to strengthen the research centre.
- Consultancy service could be established formally by making use of the capabilities and resources within the institution.

Institutional Challenge

The challenges facing the institution are identified after exhaustively analysing the strengths, weaknesses and opportunities. For the institution to realise the opportunities it first needs to overcome these challenges. Some are locational and structural and some are due to lack of resources.

- The first challenge that institution faces is the limitation in providing interdisciplinary courses to students. As this is a single discipline college it is difficult to locate resources for inter-disciplinary papers within the confines of the institution. Although the institution is trying its best to offer interdisciplinary papers by making use of the language departments it is still faced with a limitation as science and humanities departments are not part of the institution.
- The second challenge is the inadequate funding for research projects from government and non-government sources. The institution has exhausted all avenues for research and there is only limited funds available at both governmental and non-governmental sources. This puts the research initiative at a back foot as any good research requires adequate and timely funds.
- The third challenge is in doing collaborative research with Industry and with other educational institutions. In the field of commerce and management the collaboration between industry and academia is not well established. The industry has its own research units and their practice and data is not usually shared with the academia. Developing a trust between industry and academia with regard to research is a challenge.
- The fourth challenge is that of academic credit mobility among the institutions in the country and abroad. As there is no uniform credit system in the country and abroad credit transfers are usually difficult. Also, there is no accepted credit transfer systems that can convert the credits earned in one institution to credits required in another institution. Lack of understanding and uniformity has created this challenge.

The third and fourth challenge needs to be tackled at a national and global level and by making the industry as a stakeholder in the academia. Some structural readjustments will have to be made to meet first and second challenge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College believes in imparting knowledge alongside building responsibility and commitment to the society, in its students. The institution offers a wide range of programmes in the field of commerce and business administration that cater to the emerging sectors locally and globally.

The curricula for all programmes are designed by forming the national developmental goals and policies and the institutional objectives as the foundational framework. The curriculum for the respective programmes is enriched periodically through a consultations and deliberations based on feedback collected from various stakeholders of the institution.

New programmes like B. Com Professional (International Accounting and Finance) and BBA Professional (Finance & Accountancy) prepare students for a global career. BBA (Entrepreneurship) equips students with the necessary skills required to launch startups. B.Com (Analytics), B.Com (Travel and Tourism) and B.Com (Industry Integrated) prepare students for a career in data analysis, tourism management and business process outsourcing.

The college follows the Outcome Based Education (OBE) model and all the Programme Outcomes, Programme Specific Outcomes and Course Outcomes are well-defined to help map the level of attainment of skills in a systematic manner. Global competencies are developed through collaborations with international professional bodies and signing of MoUs with International Universities.

Community service and extension programmes are an integral part of the curriculum of all programmes and are designed to inculcate social responsibility among students and work towards eradicating hunger, reducing inequality, empowering women and the under privileged. Issues such as Gender, Environment and Sustainability and Human Values and Professional Ethics are a necessary part of the curriculum and interdisciplinary courses like Business Ethics, Gender and Leadership, and Human Rights and Values are offered under the CBCS system. Workshops, lectures, talks and fests are organized by the college to discuss the ethical aspects of the profession.

The institution has put in place an academic management system that ensures a continuous enrichment of the curriculum based on a comprehensive feedback and self-evaluation. It also ensures academic flexibility and inclusion of extension, co-curricular and extra-curricular activities into the curriculum.

Teaching-learning and Evaluation

Academic Excellence is the foremost goal of the institution and every year, admission of students is based on merit and social inclusion policy. The college has adopted a student-centric teaching-learning methodology. Development of competencies such as critical-thinking and problem-solving are of primary focus. The college admits diverse students with varying abilities and their learning levels are determined through various methods of testing. Remedial classes and bridge programmes are offered for slow learners and additional programmes are offered for advanced learners.

The Choice Based Credit System has a holistic approach towards evaluation in academics, community outreach and co-curricular activities. Participative learning is encouraged through activities designed for that purpose. Outreach and Exposure programmes, HRD classes, research paper presentations, dissertations, library tasks, practical internal assessment tasks, internships, industrial visits, guest lectures, seminars and workshops help enhance the learning experience. In order to boost pedagogical and intellectual advantages, shared teaching, flipped classroom and role plays are adopted in classroom teaching. Practical knowledge of the students is

enhanced through skill-based courses like Tally, Excel, SPSS and SAP.

Through the implementation of Outcome Based Education (OBE) and Rubrics for assessment, the evaluation is more transparent and aids in measuring the learning outcomes of the students. The Examination Centre has initiated a number of reforms to enhance the quality of examination and evaluation procedure. Some of these reforms include creation and adherence to an Examination calendar, setting up of Evaluation Boards, conducting Result Analysis, reviewing and retotaling of marks and conducting Question paper Audits. Automation of examination procedure has brought in efficiency and reforms in evaluation procedure has brought in transparency and has helped in quick declaration of results.

Students' feedback is regularly sought in all matters pertaining to academics and campus life. IQAC conducts Open Houses for all students, students evaluate teaching methods and syllabi through an online portal and Exit Interviews are conducted of all graduating. Student feedback is documented and presented to the Principal which is then discussed in various bodies and committees of the college and an Action Taken Report is prepared based on the reforms implemented.

Research, Innovations and Extension

The College aims to create a symbiotic relationship between the various stakeholders of the college: the industry, government, academia, and the society. Industry experts, experts from professional bodies, academic scholars, social thinkers and activists and government representatives are an important part of this ecosystem and they help in the designing of curriculum and syllabus. The college also works as an incubation centre which gives students a space to pitch innovative ideas and work toward executing them.

The Research Centre of the college promotes development of new knowledge by staff and students, in the fields of commerce and business administration. The college has a Research Policy which guides all the research activities. Through the efforts of the Research Centre and the Departments a research culture has been created in the campus. Research has become an integral part of both undergraduate and post-graduate studies. This is reflected in the number of research seminars and workshops organized by various department, the number of research papers published by the faculty and students and the number of Journals and Research Compendiums published by the Departments and the Research Centre. A number of research initiatives by the faculty of the college has resulted in real-time interventions and has added to the on-going debates in the field of commerce and management.

Extension activities and community outreach are an integral part of the curriculum under CBCS. 'Bembala' (Support), the outreach initiative of the BJES, is a structured and monitored programme offered by the college to develop social responsibility and to engage in social transformation. Talks, workshops, social visits, rallies, rural camps, awareness campaigns on social issues are an integral part of the programme. The programme thus aims to contribute to the extension activities of the college.

Apart from Bembala the Student Council and Student Associations and Clubs take up extension and community outreach activities. Associations like NSS, CSA, AICUF, Rotaract and Eco Club take up impact-oriented activities in order to reach out to the underprivileged and the marginalized.

Infrastructure and Learning Resources

The college has adequate infrastructure and learning resources in the campus for an effective process of teaching and learning. This helps the student derive most from all the support material available. The college building has four floors which includes class rooms, rooms for each officer/HoD, conference halls, seminar halls, auditoriums and board rooms. With a health center, counselling center, international desk and a placement cell, the students' academic progress is monitored, whilst also paying due attention to their mental and physical health. The college has a language lab, a media lab, a library, a research center, incubation and an automated examination center. In addition to regular classes, the classrooms are also used for weekend courses, certificate courses, competitive and special exams. The college has provided a gym and adequate space for outdoor and indoor games alike. Ease of movement for teachers is provided through lift facilities as well. The college has two well-equipped auditoriums and two more Audio Visual rooms for art performances.

The college has a green campus with a hanging wall garden and botanical plants spread over two acres. The campus is solar powered, has rainwater harvesting pits, green plantation and is green audited. It is also well-equipped with IT facilities including Wi-Fi access for teachers and students. There are 2 digital computer labs with internet facility and 2 leased line subscription to high speed internet connection from SPECTRANET and TTSL. An Enterprise Resource Planning System manages the teaching-learning and other academic and administrative processes. Information is disseminated to staff and students through digital signage boards, the college website and the college App.

For the effective maintenance of the campus, the college has an active support staff comprising of electricians, gardeners, janitors, attenders and security staff who work on a full-time basis within the campus. Additionally, floor retiling and refurbishment of important offices happens periodically, alongside servicing of all hardware equipment in the college. This has helped the college conduct all its academic and extracurricular activities without any hassle.

Student Support and Progression

The college has an active Student Council, which is democratically elected by students themselves. It is overseen by a staff member who is appointed as the 'Student Governor'. The Student Council represents the concerns of the students, while also organizing many programmes aimed at the welfare of the student community. The student council brings to the notice of the administration, concerns of students, therefore acting as an effective medium or communication between the students and the administration. The extended Student Council also includes the Department Student Coordinators, Associations' Student Coordinators and, the Academic Representative, Cultural Representative, Sports Representative and Ladies Representative of each class. This network provides opportunities for students to take up leadership positions and ensures their holistic development. This also helps them work for the benefit of their community as a team. The SQAC team also aids in the academic administration of students by acting on behalf of the IQAC, for the students. The presence of dedicated cells like the Prevention of Sexual Harassment Cell, Students' Grievance Cell, Equal Opportunity Cell, and Anti – Ragging Cell, ensure that every student is cared. Another important way for the students to help in the management of the institution is through the conduction of Open House sessions.

The Alumni Association has a great role to play in the all-round advancement of the institution. They contribute extensively to curriculum development, recognition and rewards, alumni reunions, placement drives and many such activities. Right from the academic revision mechanism of the college, to the granting of scholarships for the economically backward and meritorious students, the Alumni Association plays a vital role in the administration of the college. They also help in arranging the industrial visits for the students, which are organised to bridge the gap between academia and the industry. The Alumni members also work with the

college's Placement Cell, with recruitment opportunities for students either at their own businesses or with other networks. They also host an annual Teacher's Day Programme to recognize the contribution of the teachers in the professional and personal advancement of the students.

Governance, Leadership and Management

St Joseph's College of Commerce has an effective governing body that ensures proper management of the institution in every regard. It is administered by the Society of Jesus, a worldwide catholic religious order. The Bangalore Jesuit Education Society (BJES) delivers quality education to over 14,000 students in Bangalore. St Joseph's College of Commerce is a part of this larger educational enterprise. The vision and mission of the college focus on an authentic search for knowledge in the service and the advancement of the society.

The Rector, Vice President of BJES who is also the chairman of the Governing Body of St. Joseph's College of Commerce, is the head of all the institutions under BJES and also the Appellate Authority. He is the overall in-charge of all aspects in the institution, under the direction of and with accountability to the Provincial, President of BJES. The leadership functions are vested with the Principal, who is the Academic Director and has legitimate autonomy in academic matters.

A vital aspect of the administration of the college is an emphasis on participative governance and collective leadership. The Principal, as the executive head of the college, is ably assisted by senior faculty members who are active members of key decision-making bodies such as TQM, IQAC, BoS. Also, the responsibilities pertaining to finance, management and academics are decentralized and the individuals or the committee enjoy autonomy in decision making process. The college also strategically planned collaborations and the team successfully built collaborations with many foreign universities, industries and professional bodies. There are many initiatives taken by the college to ensure the welfare of its teaching and non-teaching staff, like Group Insurance, Education Support, Annual Recreation tour and many more. Teachers also receive appraisal based on student feedback and the information furnished in their self-appraisal forms. Financial audits happen annually to ensure the proper management of funds and accounts are securely maintained.

Institutional Values and Best Practices

The core objective of the institution is to provide a value-based education that is directed towards a holistic formation of its students. This value-based education is inspired by the Jesuit philosophy of education which emphasizes on "An authentic search of knowledge in the service and advancement of the world; upholding the dignity, uniqueness and giftedness of each individual; and the promotion of harmony among humans, and between humans and nature."

Deriving from this, the institution has created a vision and mission statement that guides it in the direction of achieving its objectives. The vision of the college focuses on an authentic search for knowledge in the service and the advancement of the society. The mission of the college is to become a place where the search for knowledge compliments a sense of responsibility to the life of the community, where understanding is coupled with commitment and academic excellence goes with the cultivation of virtues. Further, the vision of the institution upholds the dignity, and talent of each individual, the emphasis is on transforming personal ambitions of students into a desire for the promotion of justice and the pursuit of the common good for all.

The institution continuously strives to be a place where societal transformation is initiated and catalyzed. It tries

to be a hub of knowledge, a centre for quality research and a launchpad for transformative initiatives. Over the past few years the institution has pioneered and institutionalized more than twenty-five best practices. The two best practices described in this document - 'Broadening Students' Educational Experience' and 'Magis: For the Greater Good of Humanity' – reflect a broad outlook towards education and character formation of students.

The Community Outreach initiatives of the college through diverse mechanisms are reflective of the commitment by the institution towards realizing its vision and mission and achieving its objectives. 'Bembala' (Support) programme and the Twinning programme, described in this document, are the two flagship programmes of BJES and SJCC which try to reach out to the marginalized communities and promote social responsibility among students and staff.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. JOSEPH'S COLLEGE OF COMMERCE (AUTONOMOUS)
Address	No 163, Brigade Road, Bengaluru
City	Bengaluru
State	Karnataka
Pin	560025
Website	www.sjcc.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Daniel Fernandes SJ	080-25360644	9448055264	080-2554037 8	principal@sjcc.edu .in
Associate Professor	Nirmala Joseph	080-25360646	9886767071	080-2554383 5	nirmalajoseph@sjc c.edu.in

Status of the Institution	
Institution Status	Private , Grant-in-aid and Self Financing

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

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

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	22-06-1972
Date of grant of 'Autonomy' to the College by UGC	07-10-2004

University to which the college is affiliated		
State	University name	Document
Karnataka	Bengaluru Central University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	19-03-1989	View Document
12B of UGC	23-08-1994	View Document

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

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	18-03-2010
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	National Institutional Ranking Framework MHRD
Date of recognition	08-04-2019

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	No 163, Brigade Road, Bengaluru	Urban	2.25	8093.71

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BBA,Business Administration	36	XII	English	75	75
UG	BBA,Business Administration	36	XII	English	75	75
UG	BBA,Business Administration	36	XII	English	150	150
UG	BCom,Commerce	36	XII	English	80	80
UG	BCom,Commerce	36	XII	English	320	320
UG	BCom,Commerce	36	XII	English	80	80
UG	BCom,Commerce	36	XII	English	80	80
UG	BCom,Commerce	36	XII	English	80	80
PG	MCom,Post Graduation	24	UG	English	60	55
PG	MCom,Post Graduation	24	UG	English	60	56
PG	MCom,Post Graduation	24	UG	English	40	39

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				15				0			
Recruited	0	0	0	0	5	3	0	8	0	0	0	0
Yet to Recruit	0				7				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				8				93			
Recruited	0	0	0	0	4	4	0	8	38	55	0	93
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				18
Recruited	9	1	0	10
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				30
Recruited	12	18	0	30
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	9	1	0	10
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	7	6	0	11	15	0	39
M.Phil.	0	0	0	0	0	0	1	6	0	7
PG	0	0	0	1	1	0	27	34	0	63

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	14		5		19

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1077	334	65	2	1478
	Female	744	239	37	2	1022
	Others	0	0	0	0	0
PG	Male	65	35	0	0	100
	Female	137	47	0	1	185
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Programme		Year 1	Year 2	Year 3	Year 4	
SC	Male	39	30	30	27	
	Female	31	31	20	21	
	Others	0	0	0	0	
ST	Male	7	9	4	6	
	Female	8	3	5	5	
	Others	0	0	0	0	
OBC	Male	97	78	52	48	
	Female	76	65	42	37	
	Others	0	0	0	0	
General	Male	268	210	164	180	
	Female	229	158	118	170	
	Others	0	0	0	0	
Others	Male	205	278	150	145	
	Female	141	215	133	81	
	Others	0	0	0	0	
Total		1101	1077	718	720	

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Business Administration	View Document
Commerce	View Document
Post Graduation	View Document

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3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
11	10	7	7	5
File Description			Document	
Institutional Data in Prescribed Format			View Document	

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2785	2415	2070	1976	1876
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2018-19	2017-18	2016-17	2015-16	2014-15
692	652	642	576	536
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2605	2292	1901	1842	1783
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of revaluation applications year-wise during the last 5 years

2018-19	2017-18	2016-17	2015-16	2014-15
161	123	85	72	70

3.3 Teachers**Number of courses in all programs year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
383	333	260	222	193

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
104	88	63	58	54

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
109	93	68	63	59

File Description	Document
Institutional Data in Prescribed Format	View Document

3.4 Institution**Number of eligible applications received for admissions to all the programs year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
6933	6736	5931	5080	4063

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
275	275	183	183	183

File Description	Document
Institutional Data in Prescribed Format	View Document

Total number of classrooms and seminar halls

Response: 44

Total number of computers in the campus for academic purpose

Response: 291

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

2018-19	2017-18	2016-17	2015-16	2014-15
839.82534	534.31107	392.29502	350.18284	391.31279

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution

Response:

Higher Education Institutions in India have specific roles to play, in terms of nation-building and fostering peace and harmony in the society. There is an imminent need for HEIs to work on-par alongside the government, with an objective of achieving national development goals. SJCC has effectively utilized the autonomous status to identify the local, national and global developmental needs and design curricula that aids in meeting those needs.

India is a rapidly developing country in a highly competitive global economy. For India to find an edge over other countries it needs a highly skilled workforce contributing to the local and national industrial growth. With Bangalore being the hub of Business Process Outsourcing, programmes like the B.Com (Industry Integrated), which is designed in consultation with Tata Consultancy Services, becomes highly relevant to the local needs of the industry. Local entrepreneurs are the need of the hour and in order create graduates with necessary skills for this profession, the BBA Entrepreneurship programme was introduced. The curriculum for this course has been designed in consultation with Wadhvani Foundation.

With a view to fill a resource gap in the national and local industry, programmes like B.Com (Analytics) and B.Com (Travel and Tourism) have been introduced. Both the programmes aim to create graduates who are competent in data analysis and tourism management.

As globalization shortens the distance and breaks the barriers between countries, there is an urgent need for programmes that create students with competencies and skills required in the global context. Recognizing this need, the college has designed programmes that have a global outlook. The B. Com Professional (International Accounting and Finance) and BBA Professional (Finance & Accountancy) programmes are accredited by international professional bodies - ACCA and CIMA. With an international curriculum and exposure to international workplace as part of courses like Global Taxation, students develop the required global competencies. Along with these new programmes, the college has also ensured that global competencies are developed through collaborations with international universities. The college encourages students to take up Internships abroad. International Industrial Visits are arranged to ensure that they have exposure to global standards.

The curricula for B.Com, BBA and M.Com programmes are developed within the Outcome Based Curriculum Framework (OBCF). The learning objectives, including the Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (Cos) are clearly defined for all programmes and courses. The curriculum demands development of skills like collaborative thinking and cognitive flexibility.

The course matrix under the choice-based credit system (CBCS) has been built to ensure that skill

development and inter-disciplinary courses remain an important part of the programme. Skill sets are developed through courses on Digital marketing, SPSS, Advanced Excel, and SAP.

Community service and extension programmes are part of the curriculum for all programmes. The Outreach programme acts as a bridge between the classroom and social realities and thereby encouraging students to translate the academic knowledge in to creating projects that aims at eradicating hunger, reducing inequality, empowering women and the under privileged.

File Description	Document
Any additional information	View Document

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

Response: 100

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 11

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 11

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years	View Document
Any additional information	View Document

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 100

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
383	333	260	222	193

File Description	Document
Program/ Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship	View Document
Any additional information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>Response: 28.68</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 399</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programs during the last five years</p> <p>Response: 1391</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
<p>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>Response: 100</p>	
<p>1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.</p> <p>Response: 11</p>	

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

Academic institutions share a responsibility in creating professionals who are not just highly skilled and competent in their respective fields but also sensitive to issues pertaining to gender equality, sustainable development, and maintaining integrity in their professional and personal life. Educational organizations should channelize all their efforts into developing students who can empathise and act towards the betterment of humankind. Hence, the curriculum for Bachelors and Masters Programmes in Commerce and Management studies need to be relevant to the evolving human values, scientific progress and collective challenges faced by humankind.

The commitment of the institution towards establishing a just and equal society is reflected in its vision and mission, its core values and the curriculum of all programmes offered by the institution. The CBCS course matrix for all programmes allows for a seamless integration of issues pertaining Gender, Environment and Sustainability, Human Values and Professional Ethics. Part A of the course matrix, which includes Languages, integrates issues pertaining to gender and caste, environment and development of human values through essays, personal narratives, fiction, poetry, films and documentaries. The discussions in class help students to gain an understanding of contemporary Indian society and global challenges. The texts in language courses help students understand human values through the lens of literature and language.

Part B, which includes core courses, integrates issues pertaining to sustainability and professional ethics. 'Business Ethics' is offered as a core course in the BBA programme. The B.Com programmes integrate components dedicated to professional ethics across all its courses. In Part C, which includes interdisciplinary and certificate courses, courses like 'Gender and Leadership' and 'Human Rights and Values' are offered as open electives to students across programmes. The foundation course on Environmental Science and Indian Constitution is taught keeping in mind the present day challenges.

In Part D, which includes extension and extra-curricular activities, students gain an understanding of issues pertaining to the environmental crises, women empowerment and human rights by participating in programmes organized by student clubs like NSS, Eco Club, Women's Forum, Centre for Social Action and Amnesty International.

Workshops, Lectures, Talks, and Fests organized by the college concentrate on professional ethics and integrity. The B.Com Department has collaborated with Institute of Cost Accountants of India to hold a

series of guest lectures on 'Current Issues on Corporate Ethics and Governance'. The student seminar 'Ithikos' organized every year by the BBA Department deals with the question of personal, professional and business ethics. The B.Com Department organises a Series of Talks and Lectures on Environment and Sustainability.

To give these values a place in praxis, the college also has Outreach Programmes for the students. Through this programme, students visit villages, slums, government schools and engage in voluntary service.

Thus, across all departments and courses, the college addresses the issues of gender, sustainable living, environmental degradation and corporate ethics. This equips the students to develop a well-rounded understanding of the society and hands them responsibility to work towards creating a progressive society.

File Description	Document
Any additional information	View Document

1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 142

1.3.2.1 Number of value-added courses are added within the last five years

Response: 142

File Description	Document
List of value added courses	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 50.71

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1538	1211	1112	1101	727

File Description	Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects / internships

Response: 99.03

1.3.4.1 Number of students undertaking field projects or internships

Response: 2758

File Description	Document
List of programs and number of students undertaking field projects / internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise

A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
Any additional information	View Document
URL for feedback report	View Document



Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 18.54

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
763	636	318	236	219

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Demand Ratio(Average of last five years)

Response: 6.62

2.1.2.1 Number of seats available year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1100	1100	730	730	730

File Description	Document
Demand Ratio (Average of Last five years)	View Document
Any additional information	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 82.78

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

2018-19	2017-18	2016-17	2015-16	2014-15
258	216	153	144	145

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The primary objective of the institution, as declared in its vision and mission, is Academic Excellence. Admissions are done on the basis of merit and social inclusion policy of the institution. As a result, the college has students of diverse nature and varying abilities. The curriculum designed is challenging enough for the advanced learners and at the same time accessible to the slow learners as well. The classroom practice is attuned to cater to both advanced and slow learners.

At the entry level, slow and advanced learners are identified through the admission process and a diagnostic test. The learning levels of the students are assessed periodically by way of conducting class tests, quizzes, assignments, projects, internships, mid and end semester examination. The faculty mentor tracks the academic performance of students through ERP and helps in identifying and categorizing slow and advanced learners.

Programmes are devised for both slow and advanced learners based on their requirements. For slow learners the following programmes are designed:

- Under 'Buddy Programme' an advanced learner is assigned to every slow learner to provide academic assistance throughout the academic year.
- Bridge Courses are conducted at the beginning of the first semester in Mathematics, Economics and Accountancy.
- Remedial classes are handled by experienced faculty members to ensure that students understand the subject thoroughly and they continue until the students are on par with their peers in the class.
- Parent-Teacher meetings are held at periodic intervals to discuss the academic performance of the students with their parents.

- There are four full-time counselors who help students by equipping them with time management skills, study skills and emotional support.
- Language Lab classes ? a combination of online learning and in-class activities conducted under the guidance of a faculty ensures language assistance for learners who need support in improving their communication skills.
- Internal assignment tasks are framed to include usage of library facilities.
- For students with medically certified learning difficulties/disabilities, additional time is provided during exams.

The College offers the following Programmes for advanced learners:

- Advanced learners are encouraged to engage in research work. They are provided with training on writing Research Papers and are allotted faculty mentors who guide them in writing and publishing research papers.
- Students are encouraged to take up certification and value added programmes offered by the College. In addition, they are also encouraged to take up MOOCs through Swayam, EdX and Coursera. Advanced learners can pick up an additional credit by completing these courses.
- Students, in order to expand their knowledge horizon are encouraged to take up international summer schools offered by institutions like LSE.
- Specialized academic clubs are set up by the B. Com, BBA & PG Departments to provide a space for students to go beyond classroom learning and engage in projects and activities aimed at enhancing their skills.
- In addition to these, the college provides coaching for NET(National Eligibility Test) and organizes special lecture sessions on public service exams.

File Description	Document
Any additional information	View Document
link for additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 26.78

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls**Response:** 0.54**2.2.3.1 Number of differently abled students on rolls**

Response: 15

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document
Any additional information	View Document

2.3 Teaching- Learning Process**2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences****Response:**

The learning experiences of students at this College is the result of a well-designed teaching-learning process. The needs, interests and capabilities of students are the primary factors in designing the pedagogy. The College aims to develop competencies such as critical thinking and problem-solving skills through student-centred teaching-learning methods. The teacher, in this context, acts as a facilitator who enhances the learning experience of the students. Experiential learning, participative learning and problem-solving methodologies are some of the important student-centred methods of teaching-learning practiced in this College.

Experiential Learning: The College prioritizes learning through experience and has created student-centred learning programmes such as Outbound Learning Programmes that provide students with a rich experience of the workplace environment. Activities under this include:

- Students visit various industries as part of Industrial Visit programmes in India as well as abroad to get a better insight about organizational functions.
- Internship programme helps in building practical experience for students. Along with a mandatory corporate internship, students take up Social and Start-up internships.
- Simulation workshops, role plays and theatre activities are organized for practical learning.
- Students visit places in India and abroad to study from the industry and academia.
- Outreach Programmes and Rural Exposure programmes are organised to get the students to experience social realities.
- Students visit Courts, Treasuries and Stock Markets as part of their assignments, which comes under Internal Assessment.
- Teaching practice for PG students helps in developing practical experience.

In order to evaluate experiential learning and its learning outcomes a viva voce is conducted after these programmes.

Participative Learning: To develop innovative as well as creative thinking skills among students, participative learning and applying problem-solving methodologies in the teaching pedagogy has been adopted. Activities under this include:

- Student seminars are organized by B.Com and BBA departments in which students present papers and discuss ideas.
- Group Discussions, Debates & Quiz are organized as part of CIA.
- In Flipped Classroom Method, students are expected to go through the reading materials and come prepared for a classroom discussion.
- A number of student clubs and association activities aid in student participative learning as the activities are planned and executed by the students under the guidance of faculty members.

Problem Solving Methodologies: Problem solving methodologies are an integral part of all courses in all programmes.

- Along with theoretical explanations, practical knowledge is imparted to the students through practical courses like Tally, Excel, SPSS, SAP which employs hands-on learning methods.
- Students are encouraged to take up Research Projects in which they need to identify a research problem and apply problem solving techniques learnt in classroom to the problem.
- Book reviews & Case Studies are introduced in class.
- Library based assignments like open text tests, research-based library work for students are practiced.

Along with these programmes, guest lectures, seminars and conferences augment the learning experience of students. Other teaching methods like Shared Teaching practice and the utilization of technology through the use of LMS help enhance the learning experience of students.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 104.81

2.3.2.1 Number of teachers using ICT

Response: 109

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 29.32

2.3.3.1 Number of mentors

Response: 95

File Description	Document
Any additional information	View Document

2.3.4 Preparation and adherence to Academic Calendar and Teaching plans by the institution

Response:

The Academic Calendar is drafted by a committee consisting of the HODs, Vice Principal, COE, Association Coordinators, Student Governor and two senior faculty members. The draft is then sent to the Total Quality Management team for ratification. After the necessary corrections it is presented in the Academic Council and Governing Body meetings for approval. Once approved, the Academic Calendar is made available to students through the college website.

The Academic Calendar is a comprehensive calendar for academic, co-curricular, extra-curricular and sports activities. It includes the dates of

- First and last working day of each semester
- Induction and orientation programmes
- Student Council elections
- Mid semester examinations
- End semester examinations
- Dates for CIA
- Semester breaks
- Internship programme
- Seminars, workshops and conferences
- Co-curricular and extracurricular activities
- Various intercollegiate and intracollegiate competitions
- Government holidays
- Parent-teacher meetings

Adherence to the academic calendar is monitored and reviewed continuously by the TQM. Every semester includes a minimum of 90 teaching days and 110 working day. Compensatory days are added to reach the minimum requirement in cases of unexpected holidays. A report of the same is presented at the Academic Council meetings.

The academic calendar clearly states the timeline for the conduct of tests, exams, seminars and submission of assignments. It also specifies the extent of syllabus to be covered before the conduct of each test-paper. The timeline for the publication of results is also specified. A control mechanism is in place to ensure that the required number of classes are conducted by the teachers. The Vice-principal monitors the number of classes conducted by the teachers and organizes compensatory classes whenever required. Any changes in the calendar is done only with the approval of the Principal.

Teaching Plan

The college has in place an effective mechanism for the preparation and execution of teaching plans. Prior to the beginning of the academic year subject workload is allotted based on the area of expertise. Subject Coordinators are also appointed for each subject. Subsequently, the individual faculty members prepare an OBE compliant 'Lesson Plan' in consultation with the Subject Coordinators. The Vice-principal ratifies the individual lesson plans and the same is uploaded in the college website. A typical Lesson Plan contains course outcomes, T level indicators, module-wise break-up of the syllabus, number of hours allotted for each module, instruction method, CIA schedule and tasks and reference books.

Adherence to the lesson plans is a vital part of the overall teaching process. The Subject Coordinators hold regular meetings with the subject teachers and assess the teaching progress and adherence to the lesson plans. They also address challenges and difficulties faced by the teachers. Students provide a feedback on the teaching progress through SQAC. The Head of the Department assesses the overall progress by collecting feedback from SQAC and Subject Coordinators. The Vice-principal in consultation with the HoD monitors the attendance of students.

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 31.28

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
39	30	20	19	17

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 15.17

2.4.3.1 Total experience of full-time teachers

Response: 1653

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 0

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

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

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years**Response:** 61.98**2.4.5.1 Number of full time teachers from other states year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
61	54	44	41	39

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms**2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years****Response:** 19.6**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
14	22	20	24	18

File Description	Document
List of programs and date of last semester and date of declaration of result	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**Response:** 4.77

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
161	123	85	72	70

File Description**Document**

Any additional information

[View Document](#)

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 11.71

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
13	12	7	10	13

File Description**Document**

Any additional information

[View Document](#)

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:**Reforms in Examination and Evaluation Procedure:**

Reforms are carried out in the examination and evaluation procedure to ensure a transparent and efficient examination system. Areas of improvement are identified through examination audits and feedback mechanism and the CoE initiates the reforms.

The following reforms were carried out in the past five years:

- **Examination Calendar (EC):** The practice of preparing and adhering to an Examination Calendar was initiated.
- The EC has brought in transparency in the examination procedure and has ensured timely conduct of examination and publication of results.

- **Evaluation Boards:** In order to ensure uniformity and standard in evaluation of answer scripts, an Evaluation Board is constituted for each paper.
- This practice has ensured high standards in evaluation and has stamped a mark of authenticity to the results.
- **Result Analysis:** The CoE has constituted a committee for a detailed analysis of the results.

Impact: Result analysis has ensured concentration on student performance and has been able to identify areas of improvement in teaching-learning methodology.

- **Review and Retotaling:** All answer scripts are reviewed and retotalled to remove errors.

Impact: The procedure of retotaling of marks had led to an error free evaluation and quick publication of results.

- **Question paper Audit:** The CoE constitutes a Board of Examiners (BoE) for each paper.

Impact: The review of QPs by the BoE ensure high standards in QP setting and helps in removing any incongruities and inconsistencies in the QP.

IT Integration in Examination and Evaluation Procedure

End-to-End Automation of the examination procedure has been achieved by integrating IT in the examination and evaluation procedure. Below are the details of the integration:

- Online display of Exam notices through ERP and website
- Online registration for the End Semester Examination through ERP
- Automated seating arrangement through ERP
- Online publication of seating arrangement
- Utilization of Barcode Scanners for marks entry
- Online entry of CIA marks
- Online publication of results

Reforms in CIA

- LMS platforms are utilized to conduct CIA tasks
- Language departments conduct CIA tasks for 30 marks which involves all round evaluation of student performance.
- Innovative CIA tasks are given by the faculty members.

Other reforms:

- Transformation of Grade Point Average (GPA) from 6-point scale to 10-point scale.
- New security features have been introduced in the printing of Marks Cards.
- E-Verification of Marks Card facility has been created.
- Examination centre has been renovated

Best Practices

The Examination Department has instituted a number of practices for a smooth functioning of exams and to assist the students with any requirement:

- Special provisions for differently abled students
- Identification and display of best answer scripts
- Workshops on question paper setting
- Access to old question papers
- Examination procedure has been included in the Student Handbook

Green Practices

The below mentioned green practices have been adopted by the Examination Centre:

- The number of sheets in the answer booklet has been reduced
- Old answer scripts are sent for recycling
- Only paper bags are used for examination purposes
- All notices are sent through online platforms
- Papers are reused for printing purposes

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.5 Status of automation of Examination division along with approved Examination Manual
A. 100% automation of entire division & implementation of Examination Management System (EMS)

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

To execute the vision and mission of the institution, programme educational objectives (PEOs), programme specific outcomes (PSOs) and course outcomes (COs) of courses of each of the twelve programmes offered under B.Com, BBA and M.Com Departments have been defined.

The vision, mission, programme outcomes (POs), programme specific outcomes (PSOs) and course outcomes (COs) of all programmes are stated and communicated to the students as well as the other stakeholders through the college website. The faculty members are continuously oriented on the same by the OBE Committee and it is made sure that their teaching lesson plans are OBE compliant.

The institution at regular intervals organizes training and input sessions, orientation programmes and workshops on outcome-based education for the teachers. These sessions have been instrumental in imbibing the OBE concept into regular teaching and learning process.

The IQAC and the OBE committee at the college takes special care in organising input sessions and orientation programmes for students of all programs, where both internal and external resource persons are invited to take sessions on outcome-based education, its relevance, implementation and attainment of the course outcomes. Periodic class room presentations, on the continuous attainment of course outcomes (COs) throughout the academic year, ultimately leading to the attainment of the programme educational objectives (PEOs) and programme specific outcomes (PSOs) are also a part of the initiatives taken by the OBE committee. Other than this, development and implementation of OBE model is communicated to all the stakeholders during academic council meeting and board of studies meetings.

The institution is committed to initiate the transitional mode of implementation of OBE, so that the advantages of both – the new and traditional mode can be retained. The model of OBE framework is developed in such a way that it allows the institution design its specific programme education objectives along with the evolution of social system, ever changing national and regional interests. This model constantly interacts with ever changing environmental factors and stays relevant to the contemporary needs of students and fulfils aspirations of all the stakeholders in entirety.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The attainment of programme outcomes and programme specific outcomes is evaluated by direct and summative assessment tools. The various assessment tools for measuring course outcomes include Continuous Internal Assessment (Tutorials, Assignments, Project work, Labs, Presentations), Mid Term Test and End Semester Examinations, Employer/Alumni Feedback etc. These course outcomes are mapped to Programme Educational Objectives and Program outcomes. This evaluation pattern helps to measure the Program Outcome. Threshold limit has been set for evaluation and assessment of Mid Term Test and End Semester Examination.

- First level of attainment: when 80% of students secure 40% of the class average of the course outcomes of the respective courses
- Second level of attainment: when 70% of students secure 60% of the class average of the course outcomes of the respective courses.
- Third level of attainment: when 25% of students secure 75% of the class average of the course outcomes of the respective courses.

All course outcomes that are mapped to the mid-term test have been attained as it is mentioned in the above threshold limit. The computation and attainment of all course outcomes that are mapped to the End Semester Examination, will be done as per above threshold limit in the days to come.

This entire exercise is supported by the institution's software solution AMS (Academic Management System) which has a built-in outcome-based education software to bring flexibility & efficiency towards OBE for planning the curriculum and providing assessment reports based on the institutional requirements.

Attainment of programme outcomes, program specific outcomes and course outcomes are validated through indirect assessment tools by the institution that are as follows:

- Employer Survey – Survey is conducted based on the questionnaire which is designed on the lines of outcome-based education system.
- Alumni Survey – Survey is conducted based on the questionnaire which is designed on the lines of outcome-based education system.
- Students' Exit Survey – Both program wise and course wise questionnaire has been designed on the lines of outcome-based education system for conducting the survey.

A copy of the above questionnaire has been incorporated in ERP for the survey and computation for the

attainment of the same.

File Description	Document
Any additional information	View Document

2.6.3 Average pass percentage of Students

Response: 98.02

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 692

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 706

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.53

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 0.54

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	2.209	0	.49	0

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 0

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

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

File Description	Document
List of teachers and their international fellowship details	View Document

3.1.4 Institution has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research / Statistical Databases

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

Response: C. Two of the facilities exist

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 12.4

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry,

corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	3.009	0	0	9.39

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
Any additional information	View Document

3.2.2 Number of research centres recognised by University and National/ International Bodies

Response: 1

3.2.2.1 Number of research centres recognised by University and National/ International Bodies

Response: 1

File Description	Document
Names of research centres	View Document
Any additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 6.42

3.2.3.1 Number of teachers recognised as research guides

Response: 7

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 109

File Description	Document
Details of teachers recognized as research guide	View Document
Any additional information	View Document

3.2.4 Number of research projects per teacher funded, by government and non-government agencies, during the last five year**Response:** 1.06

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

Response: 10

File Description	Document
Supporting document from Funding Agency	View Document
Any additional information	View Document
link to funding agency website	View Document

3.3 Innovation Ecosystem**3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge****Response:****Innovation Ecosystem**

The institution has consistently strived to create an ecosystem that promotes innovative thinking among the students and faculty. This ecosystem is comprised of a symbiotic relationship between various stakeholders of the college: industry, government, academia, and the society. The institution provides a platform for students to learn not just from the textbook and classroom lectures but also through interaction with industry experts, experts from professional bodies, academic scholars, social thinkers and activists and government representatives.

Such an ecosystem has been made possible through a long-term vision and mission towards collaboration with international and national universities and colleges of repute, leading industries in the field of commerce and management, professional bodies and NGOs. The curriculum and syllabus for the programmes have been designed in consultation and collaboration with these stakeholders.

Entrepreneurial Enterprise and Industry Interface

The institution has created an ecosystem to support young entrepreneurs. As a result of industry collaboration, the college also works as an incubation centre which gives students a space for pitching innovative ideas and working towards executing them. The Entrepreneurship Cell of the college has been instrumental in catalysing the ideas of students into start-ups through its flagship programmes like 'E-summit', 'Launchpad' and 'Marché'. Through the strong alumni network and support, the college has had over 20 student start-ups and entrepreneurs who have won coveted awards such as the Best Student Entrepreneur award and the EY Innovation Challenge award.

Creation and Transfer of Knowledge – Research Initiatives

The Research Centre of the college promotes development of new knowledge in the field of commerce and business administration among staff and students of B.Com, BBA and PG departments. It identifies thrust areas for research and facilitates grants and funding for research projects. The new knowledge developed as a result of such research is disseminated by way of publishing research papers in reputed journals, in-house journals and also by publishing research compendiums.

Research Backed Intervention

Among many other projects, the institution has completed three research projects on migration, livelihood and agriculture, poverty and education, and women and child health with an objective of aiding the interventionist work in uplifting the lives of marginalized communities. The research, backed with concrete data and practical suggestions, is expected to help social workers working in these fields to develop a holistic understanding of the issues and also aims to influence the government policies on these issues. Below are the details of the completed research projects:

- Socio economic implications of migration on the livelihoods of agricultural and unorganized laborers in Bijapur district
- Socio economic impact on poverty on enrollment and dropout in school education- a study in Raichur district
- Prevalence and assessment of women's health and child malnutrition in Raichur district - with special reference to Manvi taluk

As a result of these research projects, the institution was able to identify the needs of the community and organize workshops and training sessions for SHGs which has resulted in transfer of skills and employment opportunities.

File Description	Document
Any additional information	View Document
link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 53

3.3.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
13	10	12	10	8

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document
Any additional information	View Document

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 10

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
7	2	0	0	1

File Description	Document
List of innovation and award details	View Document
e- copies of award letters	View Document

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 44

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
9	8	17	6	4

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	View Document
e- sanction order of the Institution for the start ups on campus	View Document
Contact details of the promoters for information	View Document
Any additional information	View Document

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research	
Response: Yes	
File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards	
Response: Yes	
File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.4.3 Number of Patents published/awarded during the last five years											
Response: 0											
3.4.3.1 Total number of Patents published/awarded year-wise during the last five years											
<table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15							
0	0	0	0	0							
File Description	Document										
List of patents and year it was awarded	View Document										

3.4.4 Number of Ph.D.s awarded per teacher during the last five years**Response:** 1

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 7

3.4.4.2 Total number of teachers recognised as guides during the last 5 years

Response: 7

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI web site	View Document

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years**Response:** 1.75

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
41	36	23	19	18

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years**Response:** 2.79

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

2018-19	2017-18	2016-17	2015-16	2014-15
42	54	42	29	52

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response: 0

File Description	Document
BiblioMetrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 0

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

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
Soft copy of the Consultancy Policy	View Document
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	View Document
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years

Response: 0

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

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

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 0

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

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

File Description	Document
List of teacher consultants and revenue generated by them	View Document
Audited statements of account indicating the revenue generated through training	View Document

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Vision and Mission of the Extension Programme

The institution is committed to an authentic search of knowledge in the service and advancement of the world; upholding the dignity, uniqueness and talent of each individual; and the promotion of harmony among humans, and between humans and nature. The institution strives to be a place where the search for knowledge is combined with the everyday aspects of the community. It seeks to be a place where young minds develop a sense of responsibility towards society and become men and women who are not only self-empowered but who live their lives with the conviction to serve others. These values are guided by three primary objectives of the college: Academic Excellence, Social Concern & Character Formation.

Design of Extension and Outreach Programmes

Extension activities are part of the curriculum under CBCS. All students are required to put in 60 hours of community service as part of their programme requirement. A programme titled 'Bembala' (Support) has been designed to methodically initiate the extension and outreach activities. The below mentioned programmes and activities are organized for students under the mentorship of an Outreach Coordinator.

- Traffic awareness campaigns
- Teaching at government schools
- Swatch bharat campaign
- Cleanliness drives
- Rural exposure camps

The student associations and clubs also undertake extension and outreach activities. The Extension Activities Associations include NSS, CSA, Rotaract Club, AICUF, Youth Red Cross, Eco Club and Amnesty International Club. Some of the impact-oriented programmes organized by these associations in the past five years include,

- Rural exposure camps
- Blood donation camps
- Disability awareness programme
- Medical camps
- Health and hygiene awareness talks
- Seminars and workshops on social issues
- Cleanliness drives
- Spreading awareness about waste management
- Drives to reduce plastic use
- Planting saplings
- Cycle rallies for environmental awareness

Apart from these, a major initiative of the institution has been towards spreading awareness about human

rights. Every year the World Human Rights Day is observed by organizing week-long programmes that include seminars, talks, discussions, rallies and campaigns.

Need-based Intervention and Impact

In the past five years the institution has taken a need-based approach in planning and executing the extension programme. The institution had identified the following two areas of intervention for the immediate and distant neighbourhood communities.

- **Primary education**
- **Health and Hygiene**

Following which two separate sets of programmes were designed to have an immediate impact on the welfare of the neighborhood community.

- Under the government school teaching programme the students teach in 10 government schools in the neighbourhood community regularly.
- Under the rural exposure programme students visit identified villages and spread awareness about health and hygiene and this has resulted in improvement in the lifestyle of the people in the villages.

Students are encouraged to develop an understanding of the issues and work towards making a difference in the lives of others. The institution is committed to standing in support of the disenfranchised people and also sensitize students towards some pertinent issues of the contemporary Indian society.

File Description	Document
Any additional information	View Document
link for additional information	View Document

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 89

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

2018-19	2017-18	2016-17	2015-16	2014-15
32	19	28	7	3

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 296

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
114	77	42	41	22

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 100

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2785	2415	2070	1976	1876

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Government or NGO etc	View Document
Any additional information	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year				
Response: 9.8				
3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years				
2018-19	2017-18	2016-17	2015-16	2014-15
10	10	9	7	13
File Description	Document			
Number of Collaborative activities for research, faculty etc	View Document			
Copies of collaboration	View Document			
Any additional information	View Document			

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years				
Response: 389				
3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years				
2018-19	2017-18	2016-17	2015-16	2014-15
118	62	52	90	67

File Description	Document
e-copies of linkage related Document	View Document
Details of linkages with institutions/industries for internship	View Document

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 42

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2018-19	2017-18	2016-17	2015-16	2014-15
13	7	7	7	8

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

The institution enjoys the privilege of being located in a strategic position – at the heart of the Central Business District in Bangalore. The campus spread over 2 acres has enough space to house the college building and an open ground. The institution has made use of the locational advantage in order to optimally utilize the infrastructure for the benefit of the students and to bring revenue to the institution.

The college building has been designed to accommodate the necessary facilities. The college building has the following blocks:

- Administrative Block – it consists of space for the college office, accounts department, reception, Finance Officer, Principal, Registrar, Vice-principals, IQAC and Secretary. It has rooms for ERP and Maintenance Officer.
- Academic Block – it consists of space for classrooms, staff rooms, computer labs, auditoriums, AV Rooms, Library & Information Centre, Placement Cell, International Desk, Student Governor, Counselling Centre, Health and Well Being Centre, HoDs Office, Board Room, Conference Room, Media Centre, Language learning room and additional space for meetings and workshops. It also houses an Incubation Centre along with space for NSS office.
- Sports Block – it has space for office of Sports Director, sports support staff, Gymnasium, Table Tennis court, space for indoor games, lockers and men's and women's changing room.
- Examination Block – It has space for office of Controller of Examination, support staff, dedicated rooms for printing and storing, open area for meetings and work.

The college building has a basement, ground floor and 4 additional floors which are well connected through two lifts and three separate sets of staircases. It has a separate K.E.B Main Cabin. There is also a stationary shop and photocopy facility inside the campus.

The physical infrastructure has been designed for optimal utilization of space. The open ground has been well utilized to provide space for,

- Basketball court
- Football field
- Cricket practicing nets
- Parking
- Common area for students
- Garden

The college functions in two shifts to utilize all these facilities optimally.

Apart from these the college has the below mentioned facilities within its campus:

- 4G enabled Wi-Fi internet.
- 33 ICT enabled classrooms with green boards
- 45 projectors
- Student notice boards
- 8 Seminar halls
- 2 Digital Auditorium
- 2 fully equipped Computer Labs and a total of 291 Computers in the campus.
- 8 Digital display boards.
- 83 CCTV cameras.

The Examination center is equipped with a CCTV camera, a RICOH copier, 2 printers, barcode scanner and marks sticking machine and facilities for storing question papers and answer sheets. These facilities are in accordance with the requirements specified by the University.

The college plans and manages its physical infrastructure through its proactive policy, which ensures an environment conducive to the development of the academic and overall personality of its students.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

Sports and Games Infrastructure

The college has adequate facilities for an all-round development of students. There is adequate space provided for outdoor and indoor games in the college premises. There are facilities for the below mentioned sports to be played in the available open grounds.

- Basketball – The college has a full basketball court with all the basic facilities required for the sport
- Football
- Cricket (practicing nets)
- Throwball
- Kabbadi
- Badminton

There are facilities for the following indoor games

- Carrom
- Chess
- Table tennis

Gymnasium: The college has a fully equipped gymnasium for training and fitness purposes. The gymnasium can be utilized by both the staff and the students.

Locker and shower facility: Sports students are provided with separate lockers so that they can store their belongings during practice. They are also provided with separate washrooms with showers so as to freshen up after practice.

Sports Management and Support System

The college has set up a sports management system with a sports policy in order to support and coordinate sporting activities. The college has a Sports Director and Sports Assistants who coordinate the sports and games activities of the college and maintain the sports and games infrastructure. Mid-day meals are arranged for the sports students and they also benefit from sports scholarships provided by the college. The sports students also travel to various places for their matches and the college takes care of their travel expenses. Yoga sessions are also regularly organized in the college auditorium where certified yoga instructors are invited to the college to train the students.

Facilities for Cultural Activities:

The college is well known for its cultural spirit on campus. The below mentioned physical infrastructure is available in college for the purpose of cultural activities:

- Two well-equipped auditoriums for theatre, dance and musical performances of the students.
- An open stage available for all the students who wish to showcase their cultural talents through performances.
- State-of-the-art sound and lighting facility to host musical concerts, national level cultural and theater festivals.
- Two audio-visual rooms for film screenings, public lectures and panel discussions
- Media room for video and audio recording, graphic design and video editing.

Cultural Support and Management

The college also has a Student Governor who oversees the activities of the Student Council. This student governing body coordinates all the cultural activities of the college and encourages extracurricular activities among the students. The college also appoints professional choreographers, theater directors and choir conductors to train the students. The college encourages students to take part in extracurricular activities. Travel expense of the cultural teams are compensated by the college. Thus, the college supports students who wish to engage in extra-curricular activities through the aforementioned methods.

File Description	Document
Any additional information	View Document
link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class,

LMS, etc

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 44

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Any additional information	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 14.66

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
310.22	44.85	34.37	40.1	30.3

File Description	Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

The library at SJCC is a knowledge center, developed on modern lines as a prominent learning resource centre for the faculty and students. It offers vital support for teaching, learning and research activities of the college by disseminating knowledge and offering modern services to the academic fraternity.

The total carpet area of the library is 5156 Sq. ft and has adequate reading space for 120 students at a time. There are 13 CCTV cameras installed for the purpose of monitoring.

Automation details: The library was automated in the year 2005. Below are the details of the automation:

Name of the ILMS software	EASYLIB
Nature of automation	PARTIAL
Version	4.3.3
Year of automation	2005

The following facilities are available through web OPAC:

- Check the availability of books
- Reserve and renew books
- Remote access to e-books and e-journals.

The college library has automated check-in and check-out system to track the library usage.

The institution has developed an Institutional Repository using E-Prints software. Students and staff have remote access to this repository in order to access college Annual Reports, faculty publications, department newsletters, compendiums, question papers, syllabus, college magazines, college handbook etc.

The library has built up a balanced and rich collection of 26,405 books on various branches of Commerce, Management, Mathematics, Statistics, Languages, Personality Development, Competitive Exams, General Books, ACCA, CIMA, CA and CPT. In addition, the library has several valuable reference books, back volumes of journals, VCDs, DVDs, ACDs, Kindles and CD ROMs.

The institution has established an E-Resource Center equipped with 25 desktop computers for the benefit of staff, researchers and students. Visually impaired students have access to Braille software and Audio books in the library. And, the college has Institutional membership of DELNET and British Library.

The following are some of the e-resources present in the library.

- 1.N-LIST
- 2.CAPITALINE
- 3.NPTEL
- 4.EPWRP
- 5.Johan Brown Digital Library
- 6.National Digital Library
- 7.EBSCO E-Books
- 8.Institutional Repository.

Collection of books and other resources

Sl. No	Item Type	Number of Copies
1	Main Library books	19963
2	Reference books	2921

3	Donated books	884
4	M.Com books	1143
5	SC/ST Book Bank books	593
6	Book Bank books	395
7	Projects	1292
4	Bound Volumes of Journals	285
8	DVDs	120
9	VCDs	376
10	ACDs	351
11	Kindles	5

The following services are offered to the students.

- Circulation service
- Reference service
- Current awareness service
- Inter-library loan service.
- Document delivery service.
- SDI service
- User orientation/ information literacy service
- Photo copying facility
- Book bank facility
- Web based Online public access catalogue facility
- Wi-Fi facility

Development of the library after 2014:

- Log in – Log out software
- E Resource centre with 25 desktop computers.
- Johan Brown digital library with 54504 e-books and PPTs.
- NPTEL, NDL, EPWRF database
- Institutional repository
- URKUND - Anti-plagiarism software for faculty, researchers and students.

The Library Department hosted a state level conference on “Digital Library services for academic excellence: Opportunities and Challenges” in the year 2016.

File Description	Document
Any additional information	View Document
link for additional information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for

library enrichment**Response:**

The library at St. Joseph's College of Commerce makes a conscious effort to add rare books to its library collection, every year. It considers rare books as those books which are now out of print.

The library has the following categories of rare books in its collection:

Encyclopedia & Dictionaries

- Lexicon Universal Encyclopedia – a series of 21 books published in 1983 by Lexicon
- Medical Encyclopedia and Guide to Family Health a series of 3 books published in 1982 by Lexicon
- World Book Encyclopedia – a series 24 books published in 1993 by World Book Inc.
- World Book Dictionary

Special Collections

- Kannada Hasta Pratigala Varnanaatmaka Soochi

Individual books

Preserving Rare Books: Rare books can only be accessed inside the library and they cannot be borrowed. These books are kept in a separate cupboard and proper care is taken to preserve these books from impact of weather and human usage. The books are also preserved using appropriate chemicals and silica gel. These chemicals help in preventing the effect of moisture on the books.

File Description	Document
Any additional information	View Document
link for additional information	View Document

4.2.3 Does the institution have the following

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 15.93

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
23.41	18.69	14.94	13.14	9.48

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 51.52

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

Response: 1491

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The College has put in place a policy for the maintenance and upgrade of its IT facilities. The college is well-equipped with IT facilities including Wi-Fi access to both the students and staff. The below mentioned updates were carried out in the past five years:

- The institution consists of 2 digital computer labs with internet facility and a total of 291 computers for students in the campus.
- Two MAC systems with i3 processors were purchased in the year 2016.
- Every year computers were upgraded from i3 to i5 to i7 CPUs.
- The total internet speed was increased from 12 mbps to 350 mbps.
- Firewall was upgraded from Cyberoam – 100 iNG to SOPHOS – 500 iNG firewall in the year 2018 to efficiently manage the network connections.
- Staff and students can access the internet through their individual login accounts.
- 8 additional printers were purchased and presently the institution has 26 printers.
- 3 new servers were purchased to make up the current total of 6 servers.
- 15 additional projectors were purchased and presently the institution has 45 projectors.
- 5 new digital signage boards were purchased and at present the institution has 8 boards.
- UPS capacity has been upgraded to 50 kva.
- 8 new routers were purchased and currently the institution has 20 routers.
- 3 new photocopier machines were added and thus the college now has 8 photocopiers.
- 55 new CCTV cameras were installed for a better monitoring of the campus. The total number of CCTV cameras installed in the campus is 83.

Upgrades in Enterprise Resource Planning

The institution moved from 'Knowledge Pro' to 'Linways' for a better Enterprise Resource Planning system in the year 2018. The new ERP system comprehensively captures the college data. For the staff it has the following facilities:

- Entry of attendance, marks, lesson plans
- Academic reports
- Reports of additional activities
- Work-done diary
- Entry of research details, conference and seminars attended
- Leave management

- Infrastructure management

The ERP also has a Learning Management System included within it which helps in

- Disseminating reading materials
- Organize lesson plan
- Conduct online tests
- Announce assignments
- Assign marks and provide feedback to students.

For the students the following facilities are available:

- Attendance management
- Marks management
- Download of marks card
- Apply for exams and fee payment
- Receive reading materials, lesson plans, assignments and grades.
- Provide feedback to the faculty

Other upgrades in the IT facilities:

- A Sony Camcorder along with audio recording equipment has been purchased.
- The college can communicate to students through bulk SMS for any emergency announcements.
- The college website is easily accessible to the students in their mobile devices as an Android App.
- The new College App was released in 2018 and is available in Android and iOS.
- Subscription of Adobe Creative Cloud software for photo and video editing

The IT facilities are redesigned and revamped at regular intervals to ensure seamless connectivity. The college takes suggestions and recommendations from the stakeholders for the necessary improvements and implements the same periodically.

File Description	Document
Any additional information	View Document
link for additional information	View Document

4.3.2 Student - Computer ratio

Response: 4.79

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

?50 MBPS**35 MBPS - 50 MBPS****20 MBPS - 35 MBPS****5 MBPS - 20 MBPS****Response: ?50 MBPS**

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)**Response: Yes**

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response: 85.34**

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
529.60376	489.45121	357.91689	310.12011	360.95911

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

The College has designed policies for maintaining and utilizing physical, academic and support facilities. The policies help in an effective utilization of college's infrastructure and resources.

Maintenance and Utilization of Physical Facilities

The College Building: A Maintenance Officer is responsible for the maintenance and utilization of the physical infrastructure. The Maintenance Office is assisted by the support staff comprising of attenders, janitors, electricians, gardeners and security staff.

Whenever required, maintenance is also outsourced to outside agencies. Funds are set aside in the college budget for periodic maintenance of the infrastructure. A review of the physical infrastructure is conducted periodically and the necessary maintenance work is carried out.

Sports Facilities: The Sports Department is responsible for the maintenance of the sports facilities which includes the basketball court, football field, gymnasium and the indoor games kit. The Sports Director works with two Sports Assistants who, in turn, are assisted by attenders who regularly clean the sports grounds and equipment. Qualified coaches are appointed for basketball, hockey, cricket and football for interested students. The lockers, separate washrooms and changing rooms for the sports students are also regularly cleaned. The gymnasium equipments are frequently cleaned to ensure that the students enjoy these facilities to the maximum.

Maintenance and Utilization of Academic and Support Facilities

Computer Lab: The Systems Administrator is responsible for the maintenance and utilization of the Computer Lab. The Computer laboratory equipment is periodically serviced to ensure its efficiency.

Library: The Chief Librarian is responsible for the maintenance and utilization of the Library. The Librarian is assisted by the library staff. The library has established procedures for the purpose of maintaining books, magazines, DVDs and manuscripts. The Library policy comprehensively covers the management of all aspects of the library. The support staff renders its services to the library to keep the premises clean.

Classrooms: All the classrooms are upgraded every year including repairing of the furniture and repainting. All classrooms have notice boards that display information specific to their class. Every classroom also has a waste disposal bin that is emptied and cleaned every day. The ICT used in classrooms are regularly serviced to ensure that the teaching-learning process happens smoothly. Cleaning of the green

boards, classroom furniture, and floors take place every day.

Support Facilities: The college has a clean and well-maintained green environment with gardens and a hanging wall garden. The corridor spaces are retiled; AV rooms and important offices are refurbished annually. Also, the washrooms in every floor are retiled based on the requirement. Thus, the college has established systems and procedures for maintaining and utilising its facilities.

File Description	Document
Any additional information	View Document
link for additional information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 0

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

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

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 13.38

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
917	227	168	168	149

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

- 1.Guidance for competitive examinations
- 2.Career Counselling
- 3.Soft skill development
- 4.Remedial coaching
- 5.Language lab
- 6.Bridge courses
- 7.Yoga and Meditation
- 8.Personal Counselling

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 44.08

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

2018-19	2017-18	2016-17	2015-16	2014-15
1509	874	1233	799	563

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 0

5.1.5.1 Number of students attending VET year-wise during the last five years

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

File Description	Document
Details of of students benefited by Vocational Education and Training (VET)	View Document
Any additional information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**Response:** Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document
Any additional information	View Document

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 36.24

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

2018-19	2017-18	2016-17	2015-16	2014-15
374	248	179	185	156

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 42.77

5.2.2.1 Number of outgoing students progressing to higher education

Response: 296

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 63.69

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
201	76	93	54	47

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

2018-19	2017-18	2016-17	2015-16	2014-15
469	280	192	54	47

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

<p>5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years</p> <p>Response: 21</p>				
<p>5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years</p>				
2018-19	2017-18	2016-17	2015-16	2014-15
8	6	0	3	4
File Description	Document			
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document			
e-copies of award letters and certificates	View Document			
Any additional information	View Document			

<p>5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution</p> <p>Response:</p> <p>The management believes that student participation in academic decision-making process is essential to the overall progress of the institution. Hence, it has made sure that students participate in the affairs of the college at various levels and play a role in the decision-making process.</p> <p>Student Council: Citizenship training is an integral part of education at this institution. As part of the citizenship training, the college has instituted a Student Council which is elected directly by students. The</p>				
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Student Council comprises of President, Vice-president, Treasurer, General Secretary, Academic Secretary, Cultural Secretary, Sports Secretary and Ladies Secretary. There is a clear division of responsibilities among the members of the Student Council with the President as the head. A faculty member is appointed as the Student Governor who will facilitate the activities of the Student Council. The responsibility of the Student Council is to represent the concerns of the students, organize cultural, academic and sports programme for the students. The council also takes the initiative in organizing programmes and activities directed towards the welfare of the student community.

Extended Student Council: The extended Student Council includes the Student Department Coordinators, Student Association Coordinators, and the Academic, Cultural, Sports and Ladies representatives of each class in the college. This extended body helps the Student Council in maintaining a network among all students. It also provides opportunities for students to take up leadership positions. They ensure holistic development of the students in the college.

Student Quality Assurance Cell: Academically, an important part of the college is the IQAC and its major work is to develop structures and systems for constant improvement, in the overall performance of the college. The student body of the IQAC is the Student Quality Assurance Cell (SQAC) where student representatives are identified in each class, to assist the IQAC in ensuring excellence at the class room level.

In addition, students are nominated to the following committees:

- Board of Studies
- Extended IQAC
- Equal Opportunity Cell
- Women's Forum

The college pays adequate attention to the concerns of its student community. A student coordinator is nominated to the Equal Opportunity Cell, whose responsibility is to work with the staff coordinator in realizing the objectives of the cell.

Women's Forum: The Women's Forum of the college has a student coordinator and an assistant coordinator along with a staff coordinator. The student coordinators of Women's Forum organize programmes and activities in sensitizing students about gender. The Forum also provides a space for girl students to voice out their concerns.

Student Participation in Open House: An important way in which students become part of the management of the institution is, through the Open House conducted for the students. Two Open Houses are conducted every year: a general one and one specifically for girl students. The suggestions and concerns voiced by the students are taken into account by the IQAC and an action plan is created.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year**Response:** 88

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
146	119	82	49	44

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement**5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years****Response:**

The Alumni Association of the College was established as the 'Old Students Association' (OSA). It was assigned the role of facilitating communication between the present students and their Alma Mater, while also contributing to the development of the institution and the students.

The OSA has contributed extensively to the all-round advancement of the institution. Some of the methods of their active involvement with the college are - Curriculum Development, Recognition and Rewards, Alumni Reunions, Alumni Activities, Industrial Visits and Expert Talks, Placement Drives and Co-curricular Activities.

Academic Support

Board of Studies & Academic Council: The Alumni Association is actively involved in the academic revision mechanism of the college. Representatives from the OSA take part in the Board of Studies and Academic Council meetings and provide important suggestions on quality enhancement of teaching and learning processes.

Student Activities: In order to establish a concrete bond between the alumni and the present students of the College, the OSA organizes activities to encourage students to bring out the best in them. These

activities include :

- Quiz Contests and debate competitions
- Talks on emerging and trending topics
- Special Talks on dynamic economic and commercial topics like the GST and the Union Budget.
- Industrial Visits are arranged for the students to fill the gap between academia and the industry.

All these provide students with the much-needed practical touch that complements classroom learning.

Financial Support

The Alumni Association also contributes to student growth through financial means by providing scholarships for the economically backward and meritorious students. It provides scholarships of Ten Lakh rupees to the deserving students, annually.

The OSA plays a vital role in the selection of the winners for the awards handed out during the Annual Day award ceremony. They have also instituted about 17 awards and endowment funds for the benefit of the students. The OSA has also sponsored skills development course, worth Rs. 1,30,000, for 25 deserving students, every year.

Placement Support

The Alumni members contact the Placement Cell of the college with recruitment opportunities either at their own businesses or with other networks. This helps in increasing the employment opportunities of the students, considering the looming issues of unemployment.

Other significant activities

Batch reunions are organized to create an active network of the alumni. The reunions allow members to deliberate on the activities of the Association.

Apart from the above-mentioned activities and initiatives, the Association also conducts inter-batch sports for men and women.

The MAGIS Awards are given annually by the OSA to recognize distinguished alumnae, and are presented for lifetime and significant achievements.

The Association also hosts an annual Teacher's Day Programme to recognize the contribution of the teachers in the professional and personal advancement of students. Christmas celebrations are held every year to bring alumni and present students together with the spirit of thanksgiving, friendship and joy.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

? 15 Lakhs

10Lakhs - 15 Lakhs

5 Lakhs - 10 Lakhs

2 Lakhs - 5 Lakhs

Response: ? 15 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**Response:** 26**5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
7	5	5	4	5

File Description	Document
Report of the event	View Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

St Joseph's College of Commerce is administered by the Society of Jesus, a worldwide catholic religious order. Jesuits have been involved with the cause of Education for more than 450 years and were originally called the "School Masters" of Europe. At present the Bangalore Jesuit Education Society (BJES) delivers quality education to over 14,000 students in Bangalore. SJCC is a part of this larger educational enterprise.

The vision of the college focuses on an authentic search for knowledge in the service and the advancement of the society. The mission of the college is to become a place where the search for knowledge compliments a sense of responsibility to the life of the community, where understanding is coupled with commitment and academic excellence goes with the cultivation of virtues. Further, the vision of the institution upholds the dignity, and talent of each individual, the emphasis is on transforming personal ambitions of students into a desire for the promotion of justice and the pursuit of the common good for all. The mission statement facilitates the following outcomes:

- Striving for academic excellence and the practice of transformational thinking to meet the constantly changing and evolving needs of the larger society.
- A special sensitivity to the needs of the marginalized, neglected and the poor
- Conscious promotion of academic diversity and cultural pluralism on the campus
- Pursuit of the three foundational goals of the college which are Academic Excellence, Social Concern, and Character formation.

In its desire to emerge as a world class institution, SJCC has put in place specific measures and mechanisms. Some of them include:

- Periodic curricula and pedagogic upgradation
- Collaborations and tie-ups with corporations and cutting-edge educational institutions
- Outreach programmes with greater faculty and student involvement

The Rector, Vice President of BJES who is also the chairman of the Governing Body of St. Joseph's College of Commerce, is the head of all the institutions under BJES and also the Appellate Authority. He is the overall in-charge of all aspects in the institution, under the direction of and with accountability to the Provincial, President of BJES. The leadership functions are vested with the Principal, who is the Academic Director and has legitimate autonomy in academic matters.

A vital aspect of the administration of the college is an emphasis on participative governance and collective leadership. The Principal, as the executive head of the college, is ably assisted by senior faculty members who are active members of key decision-making bodies such as:

- Academic Council
- Total Quality Management team

- IQAC
- Student Council
- Heads of Departments
- Research Centre
- Examination Centre
- Sports Department
- Coordinators for special programmes

The ethos of participative governance extends to continuous improvement initiatives of the college. Special purpose committees attend to focus areas such as Finance, Library, Sports, ERP, staff recruitment, regular academic audits and streamlined performance appraisals.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The institution believes in a decentralized and participative management system. The overall head of the institution is the Principal. However, the responsibilities pertaining to finance, management and academics are decentralized and the individuals or the committees which are given the responsibility enjoy autonomy in decision making process. The decision-making process is a collaborative process which includes discussion and consultation with all stakeholders. A decentralized and participative management system ensures innovation in academic programmes and an efficient utilization of human resources.

Case Study: Professional Certificate Programme Coordinator

The post Professional Certificate Programme Coordinator was created to scale up and enhance the quality of certification programmes offered in the college. The certification programme complements the academic programme and opens new opportunities to students in diverse fields. A wide variety of specialized and inter-disciplinary courses are offered by the institution and hence it requires an autonomous management for efficient and timely execution of these programmes.

The Certificate Programme Coordinator is the over all in-charge of the programme and is tasked with the following responsibilities while also functioning autonomously to add quality to the programme:

- Call for proposals for offering certification programmes by in-house faculty, external professional bodies and organizations
- Evaluates the proposed programmes based on the needs of the students and the requirement of the industry
- Prepares a list of programmes that are globally competent and contributes to skill development of students and also programmes that are inter-disciplinary in nature

- Obtains approval for the selected programmes in consultation with the Principal and Vice-principal
- Prepares and signs MoUs pertaining to financial and academic aspects with individuals, professional bodies and industry offering the programmes
- Organizes orientation programmes for the students and offer clarification regarding the programmes
- Organizes enrolment process and creates time-table for the programmes
- Monitors student attendance, number of classes conducted, internal assessment and examination
- Collects and publishes results of the programmes
- Collects feedback from students and resource persons
- Serves as a point of contact for all matters pertaining to professional certificate programmes
- Maintains all documents pertaining to the certification programmes like MoUs, attendance record, internal assessment, examination marks and feedback.

The post of the certificate programme coordinator enjoys autonomy with regard to academic matters and as a result of this, the number of courses offered by the institution has increased along with the quality of those courses. The Principal and the Vice-principal offer the needed guidance and oversees the work done by the Coordinator.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The Bangalore Jesuit Educational Society (BJES) periodically assesses the direction in which the Institution is progressing through a consultative feedback process and prepares a strategic plan to realize its vision and mission and core objectives. Social Concern being one of the three pillars of education along with Academic Excellence and Character Formation, the Institution has made conscious efforts to reach out to the dispossessed and the disenfranchised. After identifying the key areas of focus and an evaluation of the resources available within Institution, a strategic plan was created to concentrate on the welfare of the marginal communities in North Karnataka by offering skill development and other supportive programmes. The ‘**Twinning Programme**’ that leads to tie-ups with other institutions, communities and NGOs for the welfare of the marginalized communities was thus created with BJES as the facilitator and individual institutions as programme directors.

Vision and Mission of the ‘Twinning Programme’

The vision of the Twinning programme is “to build an inclusive society of justice, equality, reconciliation and fraternity by transforming the individuals.” The mission of the programme is “journeying together to educate and to bring about a radical transformation of the society ...” The vision and mission statements are

reflective of the core values of Jesuit educational philosophy.

Goals, Objectives and Action Plan

The 'Twinning programme' of SJCC has identified six priorities and has clearly defined goals under each priority. An Action plan has been created to realise the goals in a time-bound manner. A committee has been constituted for driving the Twinning programme with a Coordinator, a management representative and members comprising of staff and students.

The Twinning programme committee of SJCC has identified the Raichur, Vijayapura and Anekal taluk as the geographical areas within which SJCC will collaborate with communities, institutions, NGOs and plan activities in order to realize the goals of the programme. Some significant aspects of the plan include,

- Research on the socio-economic conditions of the marginalized communities
- Skill development programmes for self-help groups
- Skill development programmes for faculty and students of institutions
- Entrepreneurial support for self-help groups
- Immersion programmes for staff and students of SJCC
- Collection drives at SJCC to support the students in the identified districts

Events and Activities Conducted under the Twinning Programme

The Twinning programme was implemented in the year 2018. After a careful study of the communities in these districts the committee identified the requirement and started planning activities to fulfil those requirements. In the year 2018 and 2019 the below mentioned programmes were implemented and events and activities were conducted:

1. Three research projects on the issues such as livelihood, migration, school enrolment and women's health in the districts of Vijayapura and Raichur were either started or completed.
2. Training Programme for Self-help groups of Vijayapura
3. Training Programme for Self-help Groups of Manvi and Pannur
4. Social Immersion Programme for Faculty
5. Student internships and rural exposure camps

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Organizational Structure of the Institution

St. Joseph's College of Commerce is administered by The Bangalore Jesuit Educational Society (BJES), a registered educational organization. The Board of Management, headed by the Provincial (President of BJES), is the governing authority of the institution and provides the necessary intellectual and spiritual leadership for all institutions under BJES. It is also the author of the vision and mission statements of the institution.

The administration of the institution is decentralized and autonomy is granted to various bodies and committees for independent decision making with a view to encourage participative governance. The Governing Body (GB) of SJCC is constituted as per the UGC norms. The Rector (Vice-president of BJES) acts as the Chairman of the GB. The GB is entrusted with the responsibility of formulating long term goals for the institution and review the overall performance of the institution. It discusses and approves changes pertaining to academic matters as proposed by the Academic Council.

The Academic Council (AC) is comprised of representatives from all the stakeholders of the institution. The AC reviews and deliberates on the academic performance of the institution. It proposes introduction of new programmes and approves changes to the curricula, as proposed by the Board of Studies of different departments. The Board of Studies, consisting of HoDs of the respective department, University nominees, reputed academicians, industry experts and student representatives deliberate on the curriculum and teaching, learning and evaluation methods and propose changes to the same.

The leadership functions of the institution are vested with the Principal. The Principal oversees the Administrative Office, and the functions of the Registrar, Vice-Principals, IQAC, Research Department, Examination Centre and Resource Centres.

The IQAC collects feedback from all the stakeholders and initiates quality enhancement measures. The Examination Centre, headed by the CoE, carries out regular reforms in the examination system to make it more efficient and transparent. Other resource centres like the Library, Computer labs and the ERP department are headed by competent persons and augment the functioning of the college.

The academic administration of the college is decentralized and responsibilities are distributed between the Registrar, Vice-principals, Heads of the Departments, Programme Coordinators and Subject Coordinators.

Institutional Procedures

Service Rules: All employees of the institution are governed by the service rules of BJES. The service rules manual is handed over to the employees at the time of joining and is also published in the website.

Recruitments & Promotions: The institution has put in place a transparent system for recruitment and promotions. The recruitment and promotion policy and rules are mentioned in the Higher Education Policy of BJES. Academic Performance Indicators (API) scores are essential for all recruitments, promotions, and rewards and incentives at BJES-governed Institutions.

Grievance Redressal Mechanism: The institution has in place a grievance redressal mechanism for both staff and students. Staff grievances are heard by the Principal and the ultimate appellate authority is the Vice-president of BJES. Student grievances are heard by the UGC mandated statutory committees.

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document
Any additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Activity implemented based on the Minutes of meetings: **Development of Online Content**

The committee responsible for the resolution/suggestion: **Extended IQAC**

Extended IQAC

The Extended IQAC comprises of IQAC members of the institution and some external members

nominated by the management of the college. The purpose of Extended IQAC is to act as a support structure and provide guidance for the IQAC. The Extended IQAC, several times in a year discusses the quality enhancement measures taken by the institution. The nominated members of Extended IQAC are industry experts and professionals with wide variety of experience. Their suggestions and guidance have been proved to be highly valuable for the institution and the meetings have resulted in several quality enhancement measures being implemented by the institution.

Extended IQAC Meeting

In the Extended IQAC meeting conducted on 23rd April 2016 a suggestion was made to develop online content by making use of the resources available in the institution. The cell members felt that the college is resource-rich in terms of the quality of teachers and availability of infrastructure. They appreciated the efforts made by the college to record and upload the discussions and talks held in college onto YouTube. Based on this, they suggested development of online content in the form of video lecture series. It would also result in dissemination of knowledge and also help the teachers in enhancing the classroom learning experience for students as this would offer an opportunity for students to listen to lectures and enter the class.

Development of Online Content

A committee was constituted to plan and execute the recording of lecture series. The committee identified the key areas in which lectures could be delivered and also identified faculty members and students who are experts in the field and who could deliver the lecture. The Media Centre of the college provide the necessary infrastructure and as a result more than 30 lectures were recorded and uploaded.

Online courses were designed by integrating video lectures delivered by the faculty members, reading materials, daily and weekly tasks, examination and evaluation in a single online platform. Some of the topics covered in the lecture series include,

1. Basic Mathematics
2. Introduction to Marketing
3. Market Structure and Classifications
4. Scope of Marketing
5. Macro Environment of Marketing
6. Introduction to Business Economics
7. Introduction to Consumer Behaviour
8. Law of Diminishing Marginal Utility
9. Basic concepts in Income Tax
10. Cost and revenue analysis

Utilization of online content

The bridge course in Mathematics was earlier conducted in the form of regular lectures. This was proving to be time consuming and not many students could benefit. With the implementation of the 'Development of Online Content', around 19 lectures were developed in Basic Mathematics and an online course was created. Students were then asked to take up the online bridge course and were evaluated upon completion of the course.

File Description	Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The college has various employee benefit programmes that promote and support the overall wellbeing of its workforce. Mentioned below are some of the employer welfare schemes

Group Insurance -The institution provides a comprehensive group medical insurance coverage to its employees. Catering to more than 220 number of faculty, Non-Teaching, Support staff and family members of the employees. The matrix of coverage is as follows

- The management contributes 80% of the premium or Rs 8000 whichever is less in case of support staff
- The management contributes 70% of the premium or Rs 7000 whichever is less in case of Non-Teaching staff
- The management contributes 50% of the premium or Rs 5000 whichever is less in case of teaching staff

Education Support – The College provides concession on tuition fees to the children of teaching and non-teaching staff. This concession facility is a common practice across all educational institutions administered by BJES.

The fees and conveyance charges incurred by the faculty towards attending conferences, seminars and academic workshops is reimbursed by the college to all the participants as a way of encouraging professional development and career advancement.

Support measures for FIP & Doctoral Research: Teachers engaged in research work and other faculty development programs are given paid leave of up to one year, subject to certain conditions. Apart from this, a reduction in work load and relaxation in invigilation duty is extended to them. Leave of up to six days is also granted for the purpose of preparation for Viva-voce.

Further, there is a provision for seed money which is given to promising research projects after an evaluation of their potential economic and commercial viability.

Annual Recreation Tour- Keeping in mind that periodic rejuvenation is key to continued viability, staff recreation trips are organised annually which is a refreshing combination of fun learning and social bonding.

Staff Outreach Program- Staff are also involved in social outreach activities undertaken in different parts of the states by the BJES, such as Manvi, Raichur and Mundagod.

Uniforms for non-teaching staff - Every year the non-teaching staff are provided with uniforms.

Maternity & Paternity leave - Women employees are granted maternity leave for a duration of 90 days and in the same context men are granted 15 days of paternity leave.

Additionally, nursing mothers are granted flexible working hours to accommodate the special needs of mothers and newborns.

Marriage leave – Employees of the institution are entitled to paid marriage leave of six days.

Workload flexibility for office bearers - Faculty who are in charge of crucial administrative and academic responsibilities such as IQAC, HOD, coordinators of quality assurance bodies and other allied positions are granted workload flexibility within the framework of institutional requirements and regulations.

Additional financial support: In cases where faculty members need to take long leaves due to prolonged medical condition, the management after reviewing their financial situation, has a provision for disbursing their full salary.

Earned Leave of 30 days is provided for the non-teaching staff.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 0

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

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

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document
Any additional information	View Document

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

Response: 8.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	10	5	12	7

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 15.78

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
28	25	5	8	1

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The Jesuit education philosophy emphasises on self-evaluation through reflection of one's actions and thoughts. The institution encourages self-evaluation, evaluation by peers and evaluation by students and considers it as an integral part of the faculty development process. The institution has a performance appraisal system, whereby performance of teaching and non-teaching staff is monitored and evaluated.

Performance Appraisal of the Teaching Staff

The performance appraisal of teaching staff is reviewed through various mechanisms like feedback system and self-appraisal form.

1. **Feedback system-** The students assess and provide a feedback for every subject and teacher, semester wise through an online platform – ERP system. Students assess the faculty under four domains:

- Planning and Preparation
- Classroom Environment
- Methodology of Teaching
- Subject Relevance

Under each domain there are several three to ten statements counting a total of 29 statements. Students are asked to rate the faculty on a scale of 5 from *Strongly Agree* to *Strongly Disagree* for each statement. The students are also asked to provide a descriptive feedback of the faculty. The anonymity of the feedback is maintained and the faculty member will not know the individual identity of the student who has given the feedback.

The result of the feedback is made known to the faculty member only after the end of the semester so as to not influence the classroom teaching or evaluation during the semester.

The faculty members can access the results of the feedback through their ERP portal. The results are tabulated and two kinds of rating is displayed for each subject:

- Calculated weighted average rating on the scale of 10

- Overall rating on a scale of 10

Such an evaluation will provide a perspective about teaching-learning to the management and it will also provide a valuable feedback for teachers to improve their teaching and student interaction skills.

1. Self-Appraisal system: Every faculty at the institution is provided with a self-appraisal form. The self-appraisal form asks the faculty to provide details about their teaching and administrative duties, their academic achievements and other details related to work at college. This provides the management a perspective of the quality of the faculty in the institution.

These two forms performance appraisal of the teaching staff and this acts as the basis for incentives or promotions of the teachers and also the basis for recruitment, faculty development programmes and other teacher orientation programmes.

Performance appraisal of non-teaching staff:

The institution develops and maintains acceptable level of performance with non-teaching staff. Evaluation process is based on certain established standards and criteria.

Performance monitoring system (PMC): The performance of the Non-teaching staff is monitored continuously by the administrative supervisor and the head of the institution. Feedback is provided to each person based on their observation.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Financial Administration of the Institution

The institution has developed a stringent system for the management of the financial transactions. The Bangalore Jesuit Educational Society (BJES), which runs the institution has constituted a financial committee for the purpose of

- Approving the Budget of the institution
- Conducting periodic internal audits
- Monitoring the financial transactions
- Resource mobilization

Finance Committee of the Institution

The institution also has a Financial Committee which meets twice a year and performs the following functions:

- Prepare annual budget based on the specific needs of the institution and various departments
- Foresee major expenses for renovation and maintenance of the building and allocate the required budget
- Evaluate and implement the approved budget

Budget Preparation

The Finance Committee of the institution prepares and submits the annual budget to the BJES management for approval. The budget is then presented to the Governing Board of Management and once the board approves, it is sent to the President for approval. The President gives his comments and approves the budget. After the incorporation of the feedback, the budget is finalised.

Accounting Practice

A centralized accounting system is followed and the Finance Officer is the authorized signatory for the same. Accounts are settled on a monthly basis and it is mandatory to get the next month's budget approved. Additionally, any extraneous collection in the institution goes to the collection account. The institution avoids cash transaction at all levels.

Audit Practices

The institution has an Audit policy and the auditing happens in adherence to the policy. The institution conducts two financial audits annually:

1. **Internal Audit:** Internal Audit is carried out by a group of three professionals appointed by the BJES. The internal audit is usually carried out in the mid-academic year. The team checks whether the college is complying with statutory norms like deduction of TDS, payment of the sanctioned amount as salary, and they scrutinize asset registry of the institution. They also verify if the amount has been credited rightly under the prescribed heads. Any discrepancy or audit objections raised are immediately rectified and the team submits a confidential report to the President of the BJES. The internal audit committee will also recommend some best practices for account keeping which are incorporated.
1. **External Audit:** The external audit is carried out at the end of the academic year and it includes auditing of all the different units of the management. The Audit is carried out by a registered Auditing firm. The observations made by them are regularly complied with. The Audit report is available for scrutiny on demand. The government also sends auditors to the college and their queries are immediately attended.

There have been no major problems in the audits for the past seven years as the institution has been strictly following the best practices which ensured transparency in all transactions.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 0

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

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

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Annual statements of accounts	View Document

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

Response:

The Institution has a Resource Mobilization Policy to direct the resource mobilization process and optimal utilization of the resources. The policy is exhaustive in nature and covers every aspect of resource mobilization and utilization. The policy has six sections as enumerated below,

- Preamble
- The Policy Statement
- Objective of the Policy
- Scope of the Policy
- Sources of Resource Mobilization
- Resource Utilization Strategies
- Allied College Resources

The college identifies fees as a primary source of income. Other key sources of funding include

- UGC funding through UGC management sponsored research
- UGC MRP grants
- College with Potential for Excellence (CPE) grants

- Special assistance grants under the 12th plan
- Autonomy grant from UGC
- ICSSR

Additional funds are gathered through the below mentioned means:

- Fees from the self- finance courses offered by the college
- Revenue from the government and private educational exams, conducted in our well-equipped classrooms
- The well-maintained infrastructure of the college enables us to let our space for professional courses when the college is not functioning.
- The computer center also brings in revenue as it is allowed for professional use by other companies or institutions.
- The auditorium has also been used for various programmes. Service charges are levied for the college playground and auditoriums when it is used by the public.
- A list of funding sources is maintained to keep track of all transactions to enable back-tracking whenever necessary.
- At the time of admissions, parents of students are given an Appeal Letter, requesting them to contribute towards the mid-day meal scheme of the college through sponsorship.
- Certificate courses are held for students and outsiders and some amount of revenue is earned from running these courses.
- Additionally, a few parents sponsor the fees of other underprivileged students and help the institution in terms of its resources.
- Companies like KPMG and Mahindra reach out to educate deserving students of the college.
- Further, industries and the alumni association of the college extend their financial assistance to the college by sponsoring students and awarding them with scholarships.
- The endowment of funds by the alumni helps the college disburse the money to the deserving students coming from economically and socially backward sections of the society.

Students of the college also raise funds for cultural activities and to reach out to people affected during natural calamities. Thus, the students, alumni and parents work together to help the college in terms of funding. College prepares a budget for all these grants received in order to ensure effective utilization of the fund.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

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

Response:

Practice 1: Student Research

Context: An engagement in research is crucial for knowledge creation, expansion and dissemination. It has been well established that research is integral to teaching practice as it not only pushes the boundaries of the field but also motivates and challenges the teacher to be at the helm of affairs in their respective field. Hence, IQAC initiated measures to institutionalize this practice.

The Practice: Research orientation is included in the curriculum for the bachelor and master degrees. The Research Centre of the college, along with the subject teachers, guide and mentor the undergraduate and postgraduate students in research work. Research methodology paper is taught as part of the curriculum. Student research in the form of case study and research papers are compiled, edited and published by the college. Students are encouraged to take up research in the field of commerce and business administration with an orientation to benefit the society at large. Another way in which students get involved in research is by assisting the faculty members in their research projects.

Besides the aforementioned initiatives, the departments have constituted student association and clubs to promote research practices among students. The Mainframe Research Forum of the B. Com department conducts research workshops and competitions for students.

Practice 2: Collaborations

Context: The education offered at Jesuit institutions like SJCC is a result of collaborative process between the Jesuit order and the laypersons. Collaboration is at the heart of Jesuit educational philosophy and all Jesuit institutions try to put it in practice at every level. The institution considers collaboration with all its stakeholders as a foundation for providing quality and holistic education.

The following were the key aspects that led to collaborations becoming an institutional practice:

- Collaborations with industry enabled the college to design programmes and courses that are relevant to the industry and thus improving the employability prospects of students.
- Collaborations with other educational institutions and professional bodies allowed the college to imbibe some of their best practices.
- Collaborations with NGOs enabled the college to organize events and conduct activities that are relevant to the society.

The Practice: Once the practice of collaborations was institutionalized, the following mechanism was developed for entering into collaborations:

- The concerned department/committee/Cell needs to identify a need for collaboration and come up with specific objectives and outcomes of the collaboration.
- Once the collaboration is approved by the management an MoU will be signed with the particular company/institution/professional body/ NGO.
- A Plan-of-Action will be devised for the realization of the objectives of the collaboration.

Along with education, the Institution also strives to inculcate a sense of social responsibility among the

students. To strengthen this objective further, the Institution has associated itself with various NGOs and social organizations.

File Description	Document
Any additional information	View Document

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

Response:

The IQAC periodically evaluates the student performance and the teaching-learning methodology through its feedback mechanism. After evaluation of the feedback, the IQAC came up with a set of recommendations to improve the learning outcomes of students. Accordingly, it also made recommendations for changes in teaching learning methodologies in order to achieve better learning outcomes. The recommendations were:

1. Institute the practice of Shared teaching for enhancing the learning outcomes of students
2. Appoint Subject Coordinators for a better organization of lesson plans, question paper pattern and syllabus completion

Accordingly, the institution came up with mechanisms for implementing the recommendations of the IQAC.

Case Study 1: Shared teaching

Context: In order to further enhance the teaching-learning method in classrooms, IQAC deliberated on several innovative teaching methods that could be incorporated into the teaching practice. Shared teaching as an idea was proposed by IQAC and discussed in staff and TQM meetings. After deliberating and evaluating the practice of shared teaching by IQAC, the institution decided to adopt the practice for a few undergraduate course lectures. The advantages of shared teaching are as follows:

- It creates a dynamic and interactive learning environment
- Provides faculty with a useful way of modelling thinking within or across disciplines
- Inspires new research ideas

The Practice: Two faculty members handle one course and both are responsible for planning and for execution of the lesson plan. Both the faculty are actively involved in class and engage in conversation with the class to encourage discussion among students. Students also receive individual attention and help in this method of teaching. The following mechanism is employed in order to organize the practice of shared teaching:

- The teacher handling 4 hours will be referred to as main teacher and the teacher handling 2 hrs will

be referred to as co-teacher.

- Individual lesson plan to be prepared by the teachers handling 4 hours of the subject.
- A “Shared Teaching Lesson plan” to be prepared by both the teachers in a collaborative process.
- Attendance for the classes will be entered only by the main teacher handling 4 hours of the subject.
- Finalisation of CIA to be done by the main teacher handling 4 hours of the subject. However, help in conducting CIA could be obtained by the co-teacher.
- The Co-teacher should maintain a record of hours in the e-work diary.
- Student evaluation of staff will take place for both the teachers.

Case Study 2: Subject Coordinators

Context: The institution enjoys an ‘Autonomous’ status conferred upon it by the UGC in 2004 recognizing the potential of the college. The ‘Autonomous’ status brings with it an enormous responsibility on the institution to enhance the quality and standard of education offered by it. Autonomy implies that the college is free to modify the syllabus, create its own evaluation mechanism and develop its own teaching-learning practice. However, any existing or new practice needs to be monitored by the institution in order to ensure that norms are adhered to, rules are followed and quality is maintained in implementing the practice. For this purpose, an academic management system had to be set up in order to ensure academic excellence and the participation of faculty members in design and delivery of the curriculum.

In this context the role of the ‘Subject Coordinator’ was created to ensure the effectiveness of teaching practice, time-bound content delivery and uniformity in evaluation and grading. The HoDs are responsible for ensuring that all teachers evolve a lesson plan to teach their subject and that there is uniformity in delivering the content of the subject to all the classes. However, with the increase in the number of programmes, courses and sections, it is difficult for the HoD alone to monitor the progression of content delivery in classes. Hence, Subject Coordinators were appointed to fulfil this responsibility.

The practice: Subject Coordinators are appointed by the Principal in consultation with the HoDs by taking into account the seniority, experience in teaching the subject and the qualification of the teacher. The Subject Coordinator convenes a meeting of all the faculty members who are teaching that particular subject well before the semester commences. In consultation with the rest of the faculty members the Subject Coordinator comes with the timeline for the content delivery. Each individual teacher comes up with the lesson plan for the subject which is then discussed in the meeting to draft a comprehensive course lesson plan that common for all faculty members teaching the subject. Once the semester commences the Subject Coordinator calls for regular meetings to evaluate the progress of the syllabus and also to discuss challenges and difficulties faced in teaching the subject. The Coordinator also ensures that the CIAs are done on time for all classes. The subject Coordinator in consultation with the teachers will also decide on the portions for all examinations. The important responsibility of the Subject Coordinator is to ensure the uniformity of quality in content delivery, teaching, learning and evaluation pertaining to the subject.

File Description	Document
Any additional information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 38.8

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
47	46	41	36	24

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of Institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

The IQAC has initiated several quality-enhancement measures in the past five years. These measures have been introduced after analysing the feedback from various stakeholders, academic audits and self-evaluation reports. The suggestions offered by the NAAC, UGC and Bangalore University teams also form the basis for some of the quality enhancement measures. Listed below are the quality enhancement measures initiated by the IQAC in the past five years:

Academic

- **Introduction of CBCS:** The Choice Based Credit System was introduced for greater flexibility in academics and to include interdisciplinary papers, extension, outreach and extracurricular activities into the curriculum.
- **Outcome Based Education:** Implementation of OBE model was done in a gradual manner and the staff and students were oriented, regarding the same, through conducting seminars and workshops.
- **Diversification of Programmes:** The College has introduced new programmes in B. Com, BBA and M. Com, whose curricula have been designed in collaboration with the industry and professional bodies.
- **Open Electives:** Multi-disciplinary and inter-disciplinary courses were introduced in the programmes through Open Electives
- **Specializations:** In their third year of the undergraduate programme, students choose to study a specialized area of their interest. This helps students gain expertise in specific areas and improve their prospects of gaining employment in the industry.
- **Curriculum Enrichment:** The process of curriculum enrichment has been carried out through introduction of new skill-based papers. Accountancy papers have been restructured, and papers on IFRS and GST have been introduced.
- **E-learning:** Learning Management Systems have been used for optimal utilization of learning resources. E-content was developed within the college and hosted on online platforms. Student performance evaluation also happens through LMS.
- **Capacity Building Programmes:** Faculty Development and refresher programmes are organized for the faculty regularly. These programmes are aimed at updating the faculty about the latest developments in their relevant fields and enhancing the quality of teaching-learning methods.
- **Seminars and Conferences:** IQAC has organized seminars and conferences on the challenges and opportunities in higher education. It has also been instrumental in guiding the seminars and

conferences organized by other departments.

- **Research:** Research by students and staff is encouraged and as a result, several research journals and compendiums have been published. Faculty members have applied and secured funding from UGC for MRPs. The institution has also funded research projects by the faculty.
 - **Collaborations:** Collaborations with industry, international universities and professional bodies have been established to equip students with global competencies and develop skills that are relevant to the industry.
 - **Student Support:** Additional measures like the introduction of bridge-courses, buddy programme, remedial classes and counselling, have been introduced for the benefit of students.
 - **Participation in Rankings:** The institution has participated in all the ranking exercises conducted by the government bodies and reputed magazines.
 - **Certificate courses:** A wide variety of certificate courses are offered to the students to gain additional skills.
 - **Feedback:** The College collects feedback from all its stakeholders, which includes students, teachers, parents, employers and alumni. The collected feedback is analyzed to identify areas of improvement and an Action Taken Report is prepared.
 - **Sharing of Best Practices:** The College facilitates the process of sharing its Best Practices with other institutions. IQAC coordinates visits from the faculty of other institutions and organizes presentations on the best practices of the college, based on the requirement of the visiting college.
 - **Outreach initiatives:** To strengthen and further extension and community outreach activities, Bembala and Twinning programmes have been launched. Bembala is a programme designed to immerse students in outreach and extension activities in a structured manner. Twinning Programme is aimed at collaborating with rural schools and colleges, to undertake research and intervention projects on the pressing issues faced by marginalized communities.
 - **Reforms in Teaching and Learning:** A learner-centric environment has been created through a series of reforms in the teaching-learning practice. Utilization of technology in teaching and use of LMS, practices like shared teaching, flipped classroom and learning through online platforms have helped in creating self and participatory learning models.
-
- **International Desk:** An International Desk headed by two experienced faculty members has been set up to facilitate the international student and faculty exchange and exposure programmes. The International Desk also facilitates collaborations with international universities, institutes and professional bodies. They also provide information to students regarding summer school programmes in international universities and offer guidance and consultation on global careers.
 - **Incubation:** An Incubation Centre has been set up to provide a platform for students to test their entrepreneurial ideas and convert it into start-ups. As a result of this, 44 start-ups have been initiated by the students through the Incubation Centre.

Administrative

- **Reforms in the examination system** have been carried out which include automation of exam procedure, enhanced security features in marks card, quick publication of results, renovation of exam center, among many others.
- **Participative Governance:** The academic aspects of the college administration have been decentralized and faculty members have been given responsibilities of various committees and centers. Students participate in the decision-making process, by being part of BoS and Student

Quality Assurance Cell (SQAC). The Student Council is a representative body of the student community and they act as a link between the students and the management.

- **Optimal utilization of resources:** The institution has created and implemented policies for resource utilization. The college now runs in shift system and thereby uses the available resources efficiently.
- **Infrastructure development:** The college building has been renovated and additional space has been added to the building, for the purpose of conference halls, staff rooms, outreach centre and media centre.
- **Library and Information Centre:** The Library has a book purchase policy and also procured new titles, based on the requirement of staff and students. Subscription to plagiarism-check software has been purchased. An E-Resource Centre has been established with 25 desktop computers.
- **IT Upgrade:** IT has been continuously upgraded to meet the requirements of modern-day learning. Computers have been upgraded, strength of broadband internet has been increased, video and photo editing software subscription has been purchased, and professional camera and voice recorders have been purchased.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 29

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
7	6	6	5	5

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2 Institution shows gender sensitivity in providing facilities such as

- a) Safety and Security
- b) Counselling
- c) Common Room

Response:

The Institution is invested in the safety and security of all its students, especially girl students. It has shown gender sensitivity in creating facilities for the use of both boys and girls. The institution has strived to create gender sensitivity among students through talks, workshops and in-class activities. Students are also informed of the functions of Sexual Harassment (Prevention & Redressal) Cell, Anti-ragging Cell and Grievance Cell and are told to contact these cells immediately when encountered with cases of harassment or ragging. The faculty members are also given an orientation regarding laws pertaining to sexual harassment and ragging and are given training to handle such situations as and when they emerge.

The physical infrastructure has been carefully designed to ensure safety and security of all people in the campus, during all times:

- CCTV cameras have been installed throughout the campus.
- CCTV camera feed is monitored in real time during working hours and any untoward incident or behavior is immediately detected and addressed.
- Only students and staff with College ID card can enter the building. Others will have to enter their

details in the register, state the purpose of their visit and then enter the building.

- The local police station is always kept informed whenever a large gathering happens in the college campus, so that they can respond very swiftly in cases of emergency.

The institution has implemented a policy to ensure equal representation for women in the functioning of the college and to ensure safety and security of girl students:

- Women faculty members are appointed in key administrative positions.
- Women faculty members accompany students to rural camps or any other outbound activities in which girl students participate.
- Girl students are given equal representation in the student leadership positions: each class has a Ladies Representative and the Student Council has a Ladies Secretary. Selection to both these posts are conducted on the basis of election where students are free to choose their representative.
- A Women's Forum has been established to ensure that girl students have a space to discuss and conduct activities pertaining to women's rights issues.
- Sexual Harassment (Prevention & Redressal) Cell, headed by a woman faculty member, is very proactive in preventing cases of harassment and handling complaints coming from students.
- Open Houses are organized by IQAC for students to raise their concerns. One Open House, exclusively for girls, is also organized so that girl students can raise their issues.

Counselling Support:

The college also has a dedicated team of counselors who provide counselling support to students. Girl students can opt to meet women counsellors and talk to them about their issues. Counsellors ensure confidentiality and hence students can openly share their problems. In the first year, students complete a course on Human Resource Development which covers numerous topics of growing importance like addiction, depression and bullying.

A **Common Room** for girl students is provided along with the below mentioned facilities:

- Personal lockers
- Sanitary napkin vending machine
- Resting chairs and beds
- First-aid kit

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 1.01

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 1299.4

7.1.3.2 Total annual power requirement (in KWH)

Response: 128896.6

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 91

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 35943.10

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 39497.92

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

The college has ensured that a waste management system is set up in order to deal with the waste generated in the campus. As a policy, minimal waste generation is encouraged and recyclable materials are recycled through various modes. Responsible behavior in waste management is expected from everyone on the campus as inappropriate waste management may cause harm to the immediate environment. Waste is segregated as solid, liquid and e-wastes, at the point of collection. Each category of waste is disposed according to the approved procedure.

Solid Waste Management:

The following are the measures taken by the college to manage solid waste generation:

- The college practices a no-litter policy, and waste bins are strategically placed in and around the college for correct disposal.
- Separate bins collect food, paper and plastic wastes and the collected waste material undergo further processing.
- The dry leaves from the trees in college are collected and used in vermicompost that later provides manure for the garden. The food waste is also used in vermicompost.
- Paper shredding is adopted for high value documents before responsible disposal.
- The college encourages recycling of used papers for further printing. Paper waste from the examination department is recycled in collaboration with ITC Ltd. In the year 2016, the exam department has recycled 3867 kgs of paper waste into notebooks, thereby saving 85 trees, 101 kilo liters of water, 3 mt CO₂, 1740 units of energy and 4.3 cubic meters of landfill space.
- Old newspapers are sent for recycling or for 'wealth out of waste' projects of orphanages and NGOs.
- Faculty and students are encouraged to handle assignments through online platforms thereby generating less paper waste.
- An annual donation drive of old sports equipment is also conducted by the Sports Department of the college.
- The college gifts saplings to its guests, instead of bouquets covered in plastic to reduce plastic waste generation.

Liquid and E-Waste Management:

The liquid waste gathered from the college canteen is collected by the municipality (BBMP) garbage collectors every day. Furthermore, broken glass, damaged electronic items and sanitary waste is collected separately and disposed responsibly. Proper disposal of unused computers and electronic equipment is undertaken with the assistance of external agencies. As part of the recycling process low configuration computers are donated to other institutions which are in requirement of computers and thus electronic waste generation is avoided.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The college has an effective rain water harvesting structure in the campus. The rainwater is collected in two sumps. One of these sumps also works as a recharging point for the borewells. The tanks have a total capacity of about a lakh litre. The water collected is used to water plants in the gardens and for regular cleaning purposes including the washrooms. Additionally, the college collects ground water and ensures

zero wastage of water. Water utilization is restricted to most essential requirement and adequate measures are taken to prevent wastage of water through leaks. Regular maintenance of the entire plumbing network is undertaken every year to ensure that wastage of water is nil or minimal. Awareness drives are conducted to sensitize students about the usage of water.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

As the whole world is moving towards adopting models of sustainable development, it is important for educational institutions to adopt sustainability practices. Green practices are an essential part of the move towards sustainable development. Recognizing this, the college has conducted a Green Audit to evaluate its practices and has consciously adopted a number of green practices. Below listed are some of the green practices of the college:

Bus and Bicycle Day: The college organises 'Bus and Bicycle Day' where all staff and students come to college using either of these modes of transport. Awareness campaigns are held to encourage usage of public transport by students and staff. The college has plastic-free campus as plastic cups and other plastic utensils are banned.

Paperless Office: The college is moving towards a paperless office as it tries to minimize paper consumption on the campus through issuance of online application for admission, examinations, attendance and attendance claims, e- marks card, online work diary for staff, e- brochures and invites for various events organized by the college. The library has also digitalized its operations and encourages the usage of e- resources, thus saving paper. The library and the examination department have been developing an online repository, in the same spirit.

The Research Department, in association with the IQAC, has encouraged all seminar proceedings, communication, promotions and operations to be done through online mode. Furthermore, online tests, moodles, question papers and lesson plans are sent via email while information relating to examinations is circulated through email and College App.

Cleanliness Drive: The students take up regular cleanliness drives on the city and they also take part in

Swatch Bharat Abhiyan to clean their surroundings. Student associations like NSS, Rotaract and Eco Club organize such cleanliness drives and are recognized by the government authorities.

Eco Club: The Eco Club of the college creates awareness among the students about the destruction and harm caused to the environment. It has worked together with NGOs to clean and redevelop lakes in the city. Throughout the year, the club planted many saplings as part of their green campaign and conducted awareness drives.

Awareness Programmes: Other green initiatives taken by the college include a creative mode of Environmental Studies instruction to help students feel a sense of responsibility towards the environment and take the necessary steps as individuals to minimize the harm to environment. World Environment Day is celebrated on campus and an awareness drive is held by giving away free saplings and selling bags made of old newspapers.

Activity Oriented Awareness: 'Wealth out of Waste' is conducted during every fest in college, encouraging students to create useful products out of waste. 'Cyclathon' is organized every year as a part of the annual Tourism Fest of the college in which more than 200 participants come together to promote cycling during peak traffic hours to reduce air pollution and ease the congestion on roads.

Solar energy is utilized for lighting purposes, thereby reducing the dependency on thermally generated electricity.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.56

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
6.19890	6.92852	1.45149	0.30419	1.12323

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 193

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
43	42	39	35	34

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 97

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
20	20	19	21	17

File Description	Document
Report of the event	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 298

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
73	71	65	51	38

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

All staff and students of the college come together to celebrate the rich Indian history and culture. Days of national importance hold special relevance to India as it reminds the foundations of the nation. It is also a time to evaluate the progress of the nation and resolve to work towards building a better country. In this context the following days are celebrated and observed in a meaningful way:

- **Independence Day** is solemnly observed by hoisting the national flag and singing the national anthem. An eminent person who has contributed to the society in a selfless manner is invited as the guest of honour for the Independence Day and is honoured for his/her efforts. A distinguished speaker is also invited to address the staff and students about the importance of the day. Apart from these, essay competition is organized for students on topics of national relevance. The NSS and CSA units help government schools in organizing the Independence Day programme.
- **Republic Day** is celebrated in a meaningful way by organizing talks and lectures. The Department of English has inaugurated an 'Annual Republic Day Lecture Series' with its Inaugural Lecture delivered on 24 January 2018 by Prof. Rajendra Chenni.
- **Constitution Day** is observed by organizing reading of the Preamble of the Indian Constitution and by organizing special talks on the importance of the Indian Constitution.
- **National Integration Day** is celebrated by organizing competitions that bring out the diversity and plurality of the India and thus emphasize on the basic unity of the country. Associations like the Hindi Parishad organize programmes and competitions for students on this day.
- **Karnataka Rajyotsava:** 1st November being the day of the formation of Karnataka state, it holds special relevance for the people of Karnataka. The Student Council and Kannada Sangha organize programmes like folk music and dance performance by folk artists, student performances, exhibitions, rural food festival and talks by renowned personalities. All these programmes reflect the culture and heritage of Karnataka and Kannada language and at the same time sheds light on to the aspect of plurality within the state.

Apart from these days, birth and death anniversaries of eminent personalities are observed. Programmes are organized on the birth anniversaries of Swami Vivekananda, Dr. Radhakrishnan, Jawaharlal Nehru which are observed as National Youth Day, Teachers Day and Children's Day respectively to honour their

lives and ideas. The birthday of the Dalai Lama is celebrated along with the Tibetan student community. International Yoga Day is celebrated by organizing yoga sessions and talks on the importance of practicing yoga. On World Environment Day, tree plantation drives and cleanliness drives are conducted to create awareness among the public. Awareness campaigns, seminars and guest lectures are organized on Ozone Day, International Women's Day, International Music Day, World Human Rights Day, Women Empowerment day and Traffic Awareness Day. The efforts of Swachh Bharat Abhiyan is recognized and students participate in it by conducting activities during the month of October.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The institution maintains transparency in its financial, academic, administrative, and auxiliary functions in a very clean and fair manner.

Financial

The institution maintains transparency as required by the law in all its financial functions. The institution has a Finance Officer who is responsible for all financial functions. Internal and external financial audits are carried out as required by the law. The financial report is available for scrutiny. All financial transactions are done as required by the law.

Academic

All information pertaining to academic matters are uploaded on the college website:

- Vision and mission of the college
- Programme details: Programme Objectives, Programme Outcomes, Course Objectives and Course Outcomes
- Syllabus
- Academic Calendar
- Lesson plans
- All details pertaining to examination and evaluation: Time schedule of CIAs and Exams, previous year question papers and model question papers
- Details of all collaborations with institutions, professional bodies and industry
- Minutes of Academic council meetings

Administrative

The college maintains transparency in administrative functions. The College Handbook which contains all the details of the day-to-day functioning of the college is handed over to all students and staff. The Handbook contains details of the management, staff services and responsibilities, members and heads of various committees, academic calendar and rules and regulations of the college. It is also uploaded on the college website and is also available on the college app. The service rule handbook is also handed over to all teaching and non-teaching staff members.

Auxiliary Functions

The institutional IT policy is uploaded on the college website. The process regarding verification of documents is uploaded on the college website.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

a) Broadening student's educational experience

1. Title of the practice

Broadening Students' Educational Experience

2. The context that required the initiation of the practice

In a rapidly changing world driven by technology and globalization, success in any field hinges on the person's ability to provide leadership for challenging initiatives within the field. Leadership is not only the key for survival but also for creating one's own legacy, whether in a corporate world, academic field or within communities. Leadership skills cannot be taught as a single subject, rather it is the result of students encountering challenges and developing skills in order to meet the challenge. Such an experience should be provided both inside and outside classrooms. Hence, the Institution has made a conscious effort to broaden the students' educational experience by providing them with holistic education, comprising of critical thinking ability, in-depth understanding of the subjects and the real world, ethical decision-making skills, effective communication, creative and imaginative thinking skills, sensitivity towards society and a commitment to serve the people in need.

3. Objectives of the practice

The primary objective of the practice is to provide an education that is holistic in nature and drives students toward academic excellence, character formation and social concern. The other main objectives of the practice are:

1. Developing a curriculum that offers a wide variety of choice in terms of specializations
2. Offering appropriate support for students to explore and innovate in their chosen fields
3. Creating an atmosphere in the campus that is conducive for developing leadership skills
4. Providing the necessary exposure to industry, professional bodies, international academia and other organizations

4. The Practice

Broadening students' educational experience is a continuous process. Using comprehensive feedback mechanism, consultations, discussions and deliberations, the institution continuously upgrades the

educational practice on three fronts: academic excellence, character formation and social concern. The best practices evolved on all the three fronts are interlinked so as to emerge as a single practice that contributes to the broadening of the educational experience of students. Some of the interlinked practices include:

- **Curriculum enrichment:** The curriculum is periodically revised and updated, keeping in mind the requirement of the industry and the local, national and international needs. The institution takes a consultative approach towards this, as it includes the opinions of various stakeholders in its deliberation. As a result of such an approach, the institution now offers a diverse set of accredited programmes and has included skill development courses in the curricula of all its programmes.
- **Collaborations:** The institution has entered into collaborations with the industry, academia, professional bodies and NGOs and has put in place a policy regarding collaborations, to effectively execute the practice of collaborations. As a result of this students now get a wider and practical exposure to their field of study.
- **Experiential learning:** Internship programme for second year UG students, Internship semester for PG students, national and international exposure programmes, university visits, industrial visits, summer school programmes, seminars, guest lectures, workshops and outbound learning programmes through student associations and club activities, are an integral part of education as they contribute to the experiential learning paradigm.
- **Research:** Research component is embedded in the regular curriculum of all programmes, and students engage with research by participating in case-study competitions, research workshops and projects.
- **Certification programmes:** Students at SJCC have the option of equipping themselves with additional skills by taking up certification programmes offered by the institution.
- **Academic support for professional courses:** Students pursuing professional courses are provided with academic and additional support by way of conducting workshops, holding special lectures and creating flexibility in the academic schedule.
- **Participative governance:** The Student Council is an elected body at SJCC and it manages student affairs and contributes to the welfare of the student community. Student representatives are nominated in various committees of the college. The extended Student Council which includes the heads of student associations and clubs is a forum for citizenship training and development of leadership skills.
- **Independent learning:** Students have the option of taking up MOOCs instead of a regular course, in designated semesters. Apart from this, students are motivated to take up independent learning by participating in discussion forums, and are also encouraged to develop entrepreneurship skills by launching start-ups with the support of the incubation center.
- **Career guidance:** The Placement Cell of the college not only provides the opportunity for students to find a suitable career but also equips them with skills required to excel in the field of their choice.
- **Sports and cultural expression:** The vibrant student community at SJCC is given ample opportunity, guidance and support to excel at sporting and cultural events.

5.Obstacles faced if any and strategies adopted to overcome them

As this practice is the result of an interlink between several other practices a few obstacles were encountered while implementing it. Strategies were devised at appropriate stages and an optimal resolution of the problems encountered was achieved.

- Finding a balance: It was important to find a balance between all the components of this practice as any bias towards one component would lead to unhealthy competition and not contribute to a holistic educational experience. In order to avoid this the TQM committee would periodically review the practice and offer suggestions to find balance between all the components of the practice. The suggestions of TQM would be implemented with immediate effect.
- Coordination between different departments: It was essential to establish a clear line of communication in order to coordinate all activities. As some activities would run parallel, for example – certification programmes and cultural activity – it was necessary to coordinate between both, in order to find space and time for both activities. In order to solve this problem, coordinators were appointed for all programmes and activities, and the Principal and Vice-principal would call for meetings of all the coordinators to schedule classes, events and activities.

6. Impact of the practice

Students graduating from SJCC and entering professional work have occupied coveted leadership positions and excelled in their respective fields. The corporate companies regularly come back to the college in order to hire students as they have proven to be valuable assets to the companies. Some of the top rank holders of professional examinations are from SJCC. Students of SJCC have successfully launched and sustained start-ups and are contributing to the national economic growth. Students of SJCC have also ventured into fields other than commerce like the social sector, education, creative arts and sports, and have found success in the fields. The ever-increasing number of applications for the programmes offered by this institution and the increase in the number of companies coming to the college for recruitment, are testament to the success of this practice.

7. Resources required

The institution requires the following resources to implement this practice:

- Autonomy to revise and update the curriculum
- An educational policy that takes a broad view of learning
- Physical and technological infrastructure
- Faculty with industry experience
- Establishing schools or departments of other disciplines
- Funds or grants for special programmes, events and activities

b) *Magis* – For the Common Good of Humanity

1. Title of the practice

Magis – For the Common Good of Humanity

2. The context that required the initiation of the practice

Character Formation is one of the three pillars of education at SJCC along with Academic Excellence and Social Concern. The driving force behind the institution is the philosophy of ‘the *magis*’ – a live affirming philosophy that gives a call to do more for the ‘common good and humanity’, to excel in ‘human

qualities' and to aim towards 'greater' in whatever one does. This philosophy of human character believes that true education is only when individuals are prepared to do more than what is required and are prepared to part what is dear to them in the service of others. With a view to fulfil this vision of education the institution has constantly promoted the idea of 'Giving' among its students and faculty. 'Giving' here is treated as 'parting with what one has in excess of' - be it time or wealth. The unequal nature of the society has made this practice a necessity in today's world. This practice is intended as a character-building exercise for students and has now become integral to everything that the institution does.

3.Objectives of the practice

The primary objective of the practice is character-building among students guided by the philosophy of 'the *magis*'. The practice aims to achieve the following other objectives:

- Build a culture of 'giving' among staff and students and integrate it with all other activities in the college
- Promote values like selflessness, empathy and mutual respect through acts of giving
- Be of service to people in need, especially during natural disasters and emergencies

4.The Practice

The leadership of the institution – members of the Society of Jesus - act as a guiding force in the implementation of this practice. The members of the Society of Jesus lead by example and become a role model for others to follow. They also provide the necessary moral focus for this practice.

The first step in the implementation of this practice is to ensure that the staff and students understand the philosophy of education and the vision and mission of the institution. For this, the institution organizes orientation programmes and workshops which allow both staff and students to understand the true purpose of education as envisioned by the leadership of the institution. Such programmes also allow the staff and students to engage in meaningful discussions and imbibe the values followed by the institution.

The second step is to create appropriate spaces and opportunities within college which allows staff and students to put in practice the values that they have imbibed. The Staff Association, the Student Council, Student Associations and Clubs in the college create such a space for the staff and students. Through these associations and clubs, staff and students will get an opportunity to be of service to the ones in need. In the past several years the staff and students have contributed their time, skills, money and valuables in numerous occasions, especially during natural disasters like floods in Kerala and Karnataka.

Apart from the initiative taken by the associations and clubs, individual students are encouraged to help the ones in need. Students are motivated regarding this during orientation programmes and in the classroom by their class mentors. As a result, students stay back after their regular classes to teach other students who need academic support. Students also come forward to pay the fees of other students who may not be able to afford paying fees. Individual students and sometimes an entire class adopt students from rural schools and sponsor their education. These individual and collective acts of 'giving' are a result of a continuous motivation and inculcation of values as part of their education. The testimonies of students indicate that such acts help them build their character and become better persons in life.

The leadership of the institution exercises 'discernment' and offers help to those who are in need. The management waives fees of students who are unable to pay due to their economic situation. It also extends

benefit to staff members during personal or medical emergencies. Thus, the management leads by example and practices the spirit of 'Magis'.

5.Obstacles faced if any and strategies adopted to overcome them

In this highly consumerist, fragmented and individualistic world, it is difficult for the people to recognize that the collective welfare of humanity is more important than the satisfaction of individual desires. It is also difficult to make staff and students understand that the true purpose of education lies in not just attaining academic excellence but also in building character, developing values such as selflessness and empathy and in developing a sense of responsibility towards the society. Hence, the purpose of education needs to be redefined and communicated to both staff and students.

6.Impact of the practice

As a direct result of this practice the staff and students have contributed close to 10 lakh rupees for flood relief purposes. Apart from this the students have visited the flood affected areas and distributed relief materials collected in the college. Collection drives are organized regularly and stationery and cloth items are donated to rural school students and orphanages. 'Week of Giving' is a programme wherein an entire week is dedicated for collection drives. As part of the outreach programme students contribute their time in teaching government and rural school children during regular college days. Students take part very enthusiastically in blood donation camps and every year the number of units collected is increasing. As a result of this practice students have been able to imbibe the Jesuit philosophy of education that envisions character-building through acts of giving.

7.Resources required

The institution will require a vision and mission statement and a philosophy of education that is deeply rooted in humanist and spiritual traditions of the world. It needs people with genuine concern for the welfare of humanity and people who have the ability to combine spiritual sensibility, empathising skills and academic rigour. It needs a kind of leadership that can act as a role model for the rest of the institutions.

File Description	Document
Any additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Social Concern and Outreach Programme

Introduction

“...life is only lived well when it is lived generously in the service of others.” – Mission Statement of SJCC

A just and equal world is possible only when all members of the society are able to live a life of dignity, free from the fear of hunger and poverty, and free from fear of oppression. A life of dignity also entails freedom to live life giving full expression to one's creativity and imagination. The institution is of the belief that, the roots of such a world lies in an education that believes in values. Such a dream can be realized only when education is understood as teaching compassion, humility and service.

There is an immense responsibility on educational institutions in building the basic fabric of the society. There is a need for educational institutions to respond to societal challenges in creative and intelligent ways. The vision and mission statement of SJCC gives importance to values such as 'concern for the poor and the marginalized'. The institution believes that social concern, when combined with academic excellence and character formation, will create individuals who can work towards creating a just and equal society through their actions, both in their professional and personal lives. Education at this institution, at all levels, is oriented to prepare such individuals.

The 'Bembala' Programme

The 'Social Concern' aspect of education has been incorporated into the curriculum of all programmes offered by the institution. Under the CBCS programme matrix three credits are allotted to Extension activities. These three credits are to be derived from the programme offered by the institution titled 'Bembala' (Support). Bembala programme has been designed as a mandatory course for all programmes offered by the institutions run by BJES. This programme has been designed keeping in mind the national policy on education, national objectives and priorities and the Jesuit philosophy of education. It combines both, a theoretical understanding of society including societal issues, and practical, purpose-based and action-oriented activities. This is an independent programme spread over three years with a clear vision, mission, well-defined objectives and outcomes. The instructor for this programme is an MSW graduate with experience in the field of social work.

The theoretical section of the 'Bembala' programme consists of Human Resource Development classes, lecture Series, talks and screening of documentaries. Students are encouraged to discuss and debate on social issues in classes. The practical aspect of the programme includes field visits, rural exposure camps, attending public events and documentation work. The areas covered in both theoretical and practical stages include environment, human rights, education, disabled people, senior citizens, sexual minorities, women, urban poor and the youth. The programme makes the students look into the aspects of livelihood, health, education, rights and support of communities covered under the above-mentioned areas. Some of the activities conducted as part of the Bembala programme include, teaching in government schools, cleanliness drives, traffic awareness programmes, charitable home visit, rural exposure camps, participation in 'No Drugs walk', 'Climate Change walk' and organizing 'Hiroshima-Nagasaki Remembrance Day'.

The approach taken by the institution emphasises on the understanding of social issues and developing a voluntary spirit to offer service to the ones in need. It encourages students to develop a sense of responsibility towards the society. The tasks performed by the students are documented and assessed periodically by the instructor. A certificate of 'completion of programme' is issued to the students at the end of the year.

Involvement of Associations and Clubs in Outreach Activity

There are 41 student associations and clubs through which students engage with the communities. Associations like NSS and CSA organize rural camps for students which help them interact with the communities very closely. Other associations like AICUF, Rotaract and Eco Club organize events working towards sensitizing the student community about social issues and motivating them to work with the community. The department associations like Project Smiles of BBA work closely with the government school children and train them in English, Mathematics and Arts & Crafts.

Social Visits & Social Sector Internship

As part of the outreach programme, each class is encouraged to organize a social visit to places like old age homes and orphanages. Such class visits open the students' minds to other kinds of experiences and enable them to develop empathy for those suffering. It also encourages students to contribute generously from their savings and earning, to these people.

Students are encouraged to take up Social Internships that will help them develop sensitivity towards social issues, and engage in activities that would eventually make the society a better place to live in. In this regard, the students of B. Com Travel and Tourism, BBA Regular and BBA Professional take up Social Internship with NGOs, NPOs and Charitable Institutions for a minimum period of 60 hours at the end of the 2nd Semester.

BJES Twinning Programme

The Bangalore Jesuit Education Society (BJES) has initiated a twinning programme with the Jesuit missions in rural parts of Karnataka. The twinning programme is an outreach initiative of BJES to bridge the gap in learning and distribution of resources between the rural and the urban societies. Under this programme, St. Joseph's College of Commerce will work with other Jesuit institutions in rural Karnataka to share its resources and expertise.

Conclusion

The institution strives to create 'men and women for and with others' and it does so, by providing an education that is holistic in nature. St. Joseph's College of Commerce believes in spreading God's love through offering its service to others. Considering it to be a part of the larger community and moving ahead with the ethos of Jesuit education, the Institution feels privileged to reach out to the communities and individuals who are socially and economically deprived. The institution has always believed in reaching out to the underprivileged groups of the society and it is precisely this idea that motivates the institution to strive towards creating 'men and women for and with others.'

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

The below mentioned areas shall be the focus for improvement in the coming days:

University Status: SJCC has effectively utilized the autonomous status to create new programmes and to enhance the quality of education offered. In the coming days the college intends to move towards the direction of becoming a University. In this regard the college has already applied for the University status under Component I and II of RUSA.

Research and Faculty Exchange Programmes: The college intends to further enhance the quality of research conducted by its faculty members. It also seeks to promote inter-departmental and inter-institutional research projects. For this purpose, the college will look into possibilities of teaching and research-based faculty exchange programmes with other national and international universities.

Student-centric Learning Methods: The college has implemented a comprehensive set of reforms to change the teaching-learning paradigm from a teacher-centric to student-centric. It further intends to offer need-based academic support to students that accommodates both slow and advanced learners by identifying various methods through which additional support could be offered to slow learners and at the same time challenge advanced learners to acquire additional skills.

Consultancy: The research work and academic scholarship of individual faculty members can be utilized in offering consultancy services to corporate bodies, entrepreneurs and professional bodies.

Incubation Centre: An Incubation Centre has been set up to encourage entrepreneurial spirit among students. The college intends to further strengthen the Centre to make it into a launchpad for successful business ventures.

Online Courses: SJCC has already initiated the process of developing online content and hosting it in LMS. In the future the college intends to offer 20 percent of its courses exclusively through online platforms developed by in-house faculty.

Jesuit Worldwide Learning (JWL): JWL is a worldwide Jesuit initiative aimed at providing equitable high-quality tertiary learning to people and communities at the margins of societies. SJCC has entered into a partnership with JWL to create and teach online courses for those who are denied access to higher education. The college intends to turn this initiative into a major community outreach programme.

Concluding Remarks :

The institution has strived to realize the aims and objectives of the college by utilizing the available resources in an optimal and creative way. The institution has followed a model which prioritizes the holistic development of students. Every aspect of the institution is designed to be learner centered. The curriculum formulated for various programmes offered by the college is in tune with the national developmental goals. Social responsibility, national integrity and professional ethics are the key values instilled in the students. Students receive unending support from the management and the faculty for their personal and professional growth.

The institution has been successful in creating a learning atmosphere that instills an ability to engage in intellectual dialogue, display empathy and act in a socially responsible way. This is achieved due to the efforts put in by the management, faculty and students. The guidelines prepared by NAAC has been instrumental in the success achieved by the institution.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.3.3	<p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 109 Answer after DVV Verification: 95</p> <p>Remark : As per list provided by HEI</p>																				
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>21</td> <td>14</td> <td>12</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : HEI has opted of the metric.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	32	21	14	12	4	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
32	21	14	12	4																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	
2.5.2	<p>Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years</p> <p>2.5.2.1. Number of complaints/grievances about evaluation year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>161</td> <td>123</td> <td>85</td> <td>72</td> <td>70</td> </tr> </tbody> </table> <p>Remark : As per HEI clarification</p>	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0	2018-19	2017-18	2016-17	2015-16	2014-15	161	123	85	72	70
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
161	123	85	72	70																	
2.5.3	Average percentage of applications for revaluation leading to change in marks during the last five																				

years

2.5.3.1. Number of applications for revaluation leading to change in marks year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
13	12	7	10	13

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
13	12	7	10	13

Remark : HEI has provided valid explanation for the input.

3.2.3 Percentage of teachers recognised as research guides

3.2.3.1. **Number of teachers recognised as research guides**

Answer before DVV Verification : 7

Answer after DVV Verification: 7

3.2.3.2. Number of full time teachers worked in the institution during the last 5 years

Answer before DVV Verification : 47

Answer after DVV Verification: 109

Remark : As per HEI input in extended profile.

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

3.3.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
84	84	88	54	48

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
13	10	12	10	8

Remark : Only workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices are considered. Career and personality development lectures were removed

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the

last five years

3.3.3.1. Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
103	123	94	59	93

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
7	2	0	0	1

Remark : Awards received for individual sports and cultural activities cannot be counted awards for innovation.

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Answer before DVV Verification : Yes

Answer After DVV Verification: Yes

3.4.4 Number of Ph.D.s awarded per teacher during the last five years

3.4.4.1. How many Ph.Ds are awarded within last 5 years

Answer before DVV Verification : 7

Answer after DVV Verification: 7

3.4.4.2. Total number of teachers recognised as guides during the last 5 years

Answer before DVV Verification : 7

3.5.2 Revenue generated from consultancy during the last five years

3.5.2.1. Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1.505	4.8	3.48487	1.25	1.05

Answer After DVV Verification :

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

Remark : HEI has confirmed that this is an opted out metric.

3.5.3 Revenue generated from corporate training by the institution during the last five years

3.5.3.1. Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : HEI has confirmed that this is an opted out metric.

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

3.7.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
72	64	61	44	38

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
10	10	9	7	13

Remark : Activities mentioned in 3.7.2 were removed. Collaboration activities facilitated through the collaborations with supporting documents only are accepted. Workshops, FDPs and seminars not related to research, faculty exchange, student exchange were excluded. Mere write ups on Industrial Visits without collaboration documents are not accepted.

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

3.7.2.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
121	86	54	93	83

Answer After DVV Verification :

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

118	62	52	90	67
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Remark : Edited as per template. Linkages with institutions/industries for activities other than internship, on-the-job training, project work, sharing of research facilities are not considered.

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

5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
189	200	171	127	44

Answer After DVV Verification :

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

Remark : HEI has confirmed that this is an opted out metric.

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1203	456	414	417	388

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
917	227	168	168	149

Remark : Only Management scholarships accepted.

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

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

Answer before DVV Verification:

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

2785	2415	2070	1976	1876
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Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1509	874	1233	799	563

Remark : The number of students benefited by guidance for competitive examinations and career counselling as per reports are only considered.

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

5.1.5.1. Number of students attending VET year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2785	2415	2070	1976	1876

Answer After DVV Verification :

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

Remark : Submitted supporting documents are not acceptable as it provided one common brochure for all VET courses without mentioning the duration of the course or its summary report.

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
469	280	192	54	47

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
201	76	93	54	47

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
469	280	192	54	47

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
469	280	192	54	47

Remark : Regarding CA and CS, only finals are considered.

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
81	110	86	94	101

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
8	6	0	3	4

Remark : Only national and international

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
76	65	47	45	43

Answer After DVV Verification :

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

Remark : HEI has confirmed that this is an opted out metric.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
41	26	31	18	15

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
7	10	5	12	7

Remark : Considered programs with relevant documents attached.

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
109	93	68	63	59

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
28	25	5	8	1

Remark : Programs of duration less than one week are not considered.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
23.7	34.6	24.4	20.7	26.4

Answer After DVV Verification :

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

Remark : Claimed grants couldn't be verified from uploaded audit statements.

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
21	20	18	17	16

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
7	6	6	5	5

Remark : Only programs with specific focus on gender equity has been considered. Treasure hunt, Collage Making, Team Building, Human Trafficking etc are not relevant to gender equity programs.

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

7.1.3.1. Annual power requirement met by renewable energy sources (in KWH)

Answer before DVV Verification : 1299.4

Answer after DVV Verification: 1299.4

7.1.3.2. Total annual power requirement (in KWH)

Answer before DVV Verification : 128896.6

Answer after DVV Verification: 128896.6

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>109</td> <td>93</td> <td>68</td> <td>63</td> <td>59</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	109	93	68	63	59	2018-19	2017-18	2016-17	2015-16	2014-15					
2018-19	2017-18	2016-17	2015-16	2014-15																	
109	93	68	63	59																	
2018-19	2017-18	2016-17	2015-16	2014-15																	

	104	88	63	58	54
2.4	Total number of computers in the campus for academic purpose Answer before DVV Verification : 582 Answer after DVV Verification : 291				

NAAC