



# St Joseph's University

[erstwhile ST JOSEPH'S COLLEGE (AUTONOMOUS)]

A Public-Private-Partnership University under RUSA 2.0 of MHRD Government of India),  
established by the Karnataka Govt. Act No. 24 of 2021

#36, Lalbagh Road, Bengaluru - 560027,



## INSTITUTIONAL DEVELOPMENT PLAN 2022



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## Vice- Chancellor's Message



As we look ahead to the coming decades that will shape both our university and the nation, I take great pride in reaffirming St Joseph's University, Bengaluru's commitment to a future grounded in the pillars of academic excellence, social concern, and character formation. Vision 2032 marks the completion of the journey towards the milestone of 150 years of Jesuit-driven value education. We look forward to becoming a truly dynamic and inclusive institution—one that encourages bold ideas, fosters interdisciplinary learning, and embraces collaboration with communities and the world beyond.

By 2047, as India celebrates 100 years of independence, we envision SJU as a beacon of Jesuit higher education—a university that inspires its students to think deeply, act kindly, and lead courageously. Guided by our enduring motto, Fide et Labore—Faith and Toil—we remain dedicated to shaping thoughtful citizens and compassionate leaders who will make a meaningful impact on society and the planet. As I present the IDP for our university, I have full confidence in our collaborators to help us achieve our vision for the future.

**Rev Dr Victor Lobo SJ,  
Vice Chancellor, St Joseph's University**

# Vision, Mission, Values and Motto

## Vision

‘To form men and women for and with others, who through holistic education, strive for a just, secular, democratic, and ecologically sensitive society which empowers the poor, the oppressed and the marginalized.’

## Mission

In keeping with the Jesuit heritage, the university aims at an integral formation of the staff and the students, to be men and women who will be agents of societal change, by enabling them to attain academic and human excellence in a teaching-learning environment that fosters intellectual curiosity, ceaseless enquiry, personal integrity, social commitment, creativity, critical thinking, and innovation.

***In pursuit of this Vision and Mission, St. Joseph’s University will strive towards being acknowledged and recognized among the foremost centers of higher learning in India that***

- (i) Is committed to academic excellence, fosters intellectual rigor, encourages innovation, free enquiry, and the discovery of knowledge and new ideas.
- (ii) Empowers its students and enables critical thinking, complex problem solving, effective communication, teamwork, and innovation for impact and change.
- (iii) Nurtures a faculty of scholars who are engaged with and accessible to students and devoted to a meaningful integration of teaching and research. They focus on providing students with foundational knowledge and disciplinary depth, while encouraging them to find unexplored connections across disciplines, leading to innovative outcomes.
- iv) Constantly and on an ongoing basis, reviews curriculum and pedagogy to ensure these are always contemporary, futuristic, and continuously explore new frontiers of knowledge.
- (v) Prepares young men and women to contribute to the betterment of the nation and the wellbeing of humankind, and apart from their educational attainments, inculcate in them a social purpose and an ethical mind-set, and a desire to passionately pursue purpose and meaning in their lives.

# Values

***Values:** St Joseph's University is focused on nurturing a vibrant academic environment anchored in a framework of core values that constitute the foundation of Jesuit education:*

**'Cura Personalis'**- Emphasises the view that each person is a unique creation of God. 'Cura Personalis' (meaning 'care of whole self') is demonstrated by personal attention in the classroom, a deep respect for diversity and an emphasis on holistic care for the mind, body and spirit;

**Discernment** - Discernment encourages students to be open to God's spirit as they make decisions and take actions that contribute to the greater good. Discernment is practiced through prayer, reflection, consultation with others and considering the full impact of actions from diverse perspectives;

**Finding God in all things** - A Jesuit education is one grounded in the presence of God, and encompasses imagination, emotion and intellect. The Jesuit Vision encourages students to see the divine in all things - in all people and cultures, in all areas of study and learning, and in every human experience;

**'Magis'** - A commitment to the concept of 'Magis' is a hallmark of Jesuit education. It challenges students to go beyond what is expected, interacting with the world with generosity, excellence and empathy. 'Magis' is modelled by personal accountability and high expectations and achievement;

**Reflection** - A foundational value of Jesuit education is the practice of reflection. Students are invited to pause and consider the world around them and their place within it, before making decisions. This includes challenging the status quo, acknowledging biases and accepting responsibility for action;

**Service rooted in justice and love** - Jesuit education cultivates critical awareness of social and personal evil, but points out that God's love is more powerful. This value is illustrated through community service programs, immersion experiences, and various volunteering opportunities for students;

**Solidarity and kinship** - Students work together for the greater good. They develop relationships with their surrounding communities and share their talents and skills to help and serve others. This value is practiced through community-engaged learning, where students work with community members to come up with innovative solutions.



**Motto: Fide et Labore**  
*Meaning Faith and Toil*



# Objectives of the University

The University is founded with the aim to create, organize, preserve, and disseminate knowledge across diverse fields to advance both the student community and humankind. To fulfill its vision, the University shall embrace a wide range of strategic initiatives rooted in ethics and values. The proposed objectives include the following strategic priorities.

## Academic Excellence & Innovation

- To offer quality higher education leading to excellence and innovation across disciplines—Humanities, Sciences, Commerce, Management, Education, Technical Education, Law, Medical and Allied Health Sciences, Information Technology, Social Work, Mass Media, and more—at undergraduate, postgraduate, and research levels, aligned with the ideals of the University Education Report (1948) and the Renovation and Rejuvenation of Higher Education Report (2009).
- To deliver high-quality teaching and foster research in diverse disciplines through initiatives led by full-time faculty and research scholars.
- To focus on areas of specialization capable of making unique contributions to higher education while preserving India's pluri-cultural heritage and facilitating a constructive dialogue between tradition and modernity.

## Fostering Intellectual Competence

- Cultivate a learning culture that encourages critical thinking, reasoning, collaboration, discussion, and effective communication through seminars, colloquia, and embedded research components.
- Design interdisciplinary curricula that reflect contemporary knowledge.
- Offer study programmes allowing degrees earned entirely through research or practice.
- Integrate degrees (e.g., B.A.Ed., B.Com.Ed., B.Sc.Ed.) that merge academic disciplines with education to meet India's need for excellence in school teaching.
- Adopt alternative and non-traditional learning and evaluation methods.
- Build an ecosystem of curricular, co-curricular, and extra-curricular engagement in a liberal, democratic, and intellectually empowering campus.
- Provide students the freedom to choose from a wide array of programmes and disciplines.
- Develop MOOCs and collaborate on platforms such as SWAYAM for online education.

## Commitment to Humane & Humanising Values

- Enable the development of values through dialogue, reflection, and introspection.
- Design action-driven programmes that place students in meaningful roles requiring ethical engagement and responsibility.

## Activating Social Concern

- Conduct outreach initiatives where students contribute to underserved communities.
- Embed gender and ecological sensitivity, and disaster preparedness into academic design.
- Intervene meaningfully in the social sphere, empowering marginalized communities in both urban and rural contexts.
- Promote sustainability studies and research on alternative development models to creatively

address global warming and climate change.

#### **Comprehensive Higher Education Framework**

- Provide education, training, consultancy, research, and development in relevant disciplines, advancing knowledge through innovative strategies as deemed appropriate by the Sponsoring Body. Government approval will be obtained for aided programmes; unaided programmes will follow statutory protocols.
- Design and deliver high-impact training and capacity-building for academic staff, professionals, and administrators in education and allied fields.
- Develop resource centres dedicated to maintaining top-tier educational standards.
- Institute academic qualifications—degrees, diplomas, certificates, and credits—based on successful completion and assessment via multiple evaluation methods.
- Partner with other universities, research institutions, non-profits, industries, and professional associations for academic and research collaboration, student/faculty exchanges, and training initiatives.
- Disseminate knowledge and inspire public dialogue on higher education and developmental issues through seminars, conferences, executive programs, publications, and community development efforts.
- Initiate faculty and researcher development programmes, promoting interdisciplinary and multidisciplinary research in partnership with external organizations to elevate the state of higher education and related development sectors in India.

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### **1. Introduction and background of St Joseph's University**

#### **History of St. Joseph's College (Autonomous)**

In 1882, St. Joseph's College (SJC) had its significant beginnings with the French Foreign Mission fathers, who were mandated to start a catholic institution to cater to the catholic community that comprised about 1000 Europeans and 5000 Indians. In 1904, the European and Indian sections separated and until 1949, the institution remained affiliated to the Madras University. As a constituent of Madras University, it was granted the status of a first-grade College in 1926. The landmark year was 1937, for during this year the French Mission Fathers handed over its administration to the Society of Jesus (Jesuits). In 1949, the institution was affiliated to the Mysore University. In 1967, the institution was granted affiliation to Bangalore University. From 2018, the institution is affiliated to Bengaluru City University.

1882	St. Joseph's College was established in September 1882, by the Fathers of the Paris Foreign Mission, then affiliated to Madras University as a Second Grade College
1926	Madras University accorded the college the status of a 'First Grade College'
1937	The Fathers of the Paris Foreign Mission handed over the institution through the Diocese of Mysore to the Society of Jesus
1949	Following reorganization of States, the college was affiliated to the University of Mysore
1964	The college was affiliated to Bangalore University

1967	The college was granted permanent affiliation to Bangalore University
1972	The commerce sections and Evening College sections were separated to form St. Joseph's College of Commerce and St. Joseph's Evening College, respectively.
1982	The college Centenary year was celebrated
1986	The college became the first affiliated college in Karnataka to offer postgraduate courses.
1998	The college was the first affiliated institution to get Research Centre status
1999	The college was accredited with four stars (Score 70-75%) by NAAC
2001	Following the Karnataka state policy of bifurcation, the Pre-University section was evolved to become St. Joseph's PU College and the degree sections were shifted to the new buildings at No.36, Lalbagh Road, Bangalore
2004	The college was accredited as 'College with Potential for Excellence' (CPE) by UGC
2005	The college was granted Autonomous status up to 2010-11
2006	The college was reaccredited with 'A' Grade (Score 85.3%) by NAAC
2007	The college celebrated 125 years of its establishment
2009	A postal stamp of the college was released by the Department of Posts, India, to commemorate the 125 <sup>th</sup> Post Centenary Celebration of its establishment
2010	Extension of autonomous status was granted from 2010-11 to 2015-16
2012	College got Accredited with 'A' grade (CGPA of 3.73/4; Score 93.25%) by NAAC
2012	Celebrated the Platinum Jubilee of its administration by the Jesuit Order
2014	The college was conferred with the status of 'College of Excellence' (CE) by UGC
2016	Extension of autonomous status – granted from 2016-2017 to 2021-2022 by UGC
2017	The college was re-accredited with A++ Grade and 3.79/4 CGPA in the 4 <sup>th</sup> Cycle by NAAC. Postgraduate science departments were awarded the DST-FIST grant
2018	Inauguration of MAGIS block by the 31 <sup>st</sup> Superior General Rev. Fr. Arturo Sosa S.J. The Department of Biotechnology, Chemistry and Botany were elevated to Star Status under the DBT Star College scheme.
2018	St Joseph's College (Autonomous) was selected to be a University under RUSA scheme by the MHRD.
2021	St. Joseph's University Bill was passed in the Karnataka Legislative Assembly
2021	The SJU Bill becomes an Act



## **2. The Inspiration: St. Ignatius of Loyola**

The Society of Jesus (Jesuits) was founded in 1540 by St. Ignatius of Loyola, which spread to 140 nations in six continents. They administer educational institutions, promote and support social concern and manage 200 Universities and innumerable colleges and schools all over the world. Their institutions impart the best academic training to the students and in accordance with their professed ideals and foster social consciousness.

In India, Jesuits have established a number of institutions, which include two Universities, several Autonomous Colleges, Colleges of Law, Colleges of Education, Management Institutes and Research Centres. They have etched a name for themselves, especially as providers of high-quality education. They have striven all the time to build and foster a secular, just and free society by forming men and women for and with others through processes of critical thinking, cultural knowledge and academic excellence.

St. Joseph's College (Autonomous), Bangalore, is thus a part of the worldwide alliance of Jesuit institutions and, in keeping with this rich heritage and culture, fulfils the objective of combining academic and human excellence.

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## **3. Upliftment under RUSA 2.0 and the SJU Act**

The Rashtriya Uchchatar Shiksha Abhiyan (RUSA) 2.0 scheme has supported the upgrade of several colleges to universities. In Bengaluru, St. Joseph's College was selected for the scheme. The RUSA scheme also has components for converting colleges into cluster universities, upgrading existing degree colleges to model degree colleges, and providing infrastructure grants. St. Joseph's College (Autonomous) in Bengaluru was upgraded to St. Joseph's University with the assistance of the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) 2.0 scheme, leading to the passing of the St. Joseph's University Act, 2021, and its formal inauguration as a university in 2022. The Act details are given below:

ST. JOSEPH'S UNIVERSITY BILL, 2021 (LA Bill No. 08 of 2021) ಸಂ. 164 No. 164

A Bill to establish the St. Joseph's University, a public private partnership University of unitary in nature aided by State and central Government in the State of Karnataka.

Whereas the Ministry of Human Resource Development (MHRD), Government of India has approved the establishment of the said University by the Bangalore Jesuit Educational Society (BJES) in accordance with the guidelines provided under Rashtriya Uchchatar Shiksha Abhiyan (RUSA) 2.0 under component-1 upgradation of Autonomous College in to a University.

And whereas it is expedient to establish the said University of Unitary in nature to enable it to function more efficiently as a Centre of excellence for studies, research, skill development innovation through continuing Education and knowledge incubation from studies in undergraduate, leading up to post-graduate, Doctoral and postdoctoral studies in undergraduate, leading up to post-graduate, Doctoral and postdoctoral studies in the field of Arts, Humanities, Social Sciences, Science, Engineering and Technology, Management, Education, Religious Studies, Philosophy, Languages and allied sectors and foster industry and market relevant studies, research

and innovation as well as emerging areas and to avail better scope and opportunities to serve the society and the nation for the purposes herein after appearing;

Be it enacted by the Karnataka State Legislature in the Seventy second year of the Republic of India as follows:

(1) This Act may be called the St. Joseph's University Act, 2021.

(2) It extends to the whole of the State of Karnataka.

(3) It shall come into force on such date as the State Government may, by notification, in the official Gazette, appoint.

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#### **4. Statutory status & governance framework**

The following are the Officers of the University:

The Visitor

The Pro-visitor

The Chancellor

The Pro-Chancellor

The Vice-Chancellor

The Pro Vice-Chancellor

The Registrar

Controller of Examinations

The Finance Officer

The Dean of each School

The Dean of Research and Innovation

Chief Human Resources Officer (CHRO)

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#### **5. Academic Development Plan**

##### **5.1 Existing & Proposed Programs (UG/PG/Research):**

DEPARTMENT	DETAILS
Humanities	B.A. Psychology, Optional English, Journalism
Humanities	B.A. Psychology, Optional English, Theatre Studies
Humanities	B.A. Economics, Industrial Relations, Sociology
Humanities	B.A. History, Economics, Political Science
Humanities	B.A. Communicative English, Economics, Political Science
Humanities	B.A. Economics, Sociology, Political Science
Humanities	B.A. History, Sociology, Political Science
Humanities	B.A. Journalism, International Relations and Peace Studies, Public Policy
Humanities	B.A. Economics, Sociology, Political Science

Humanities	B.A. Journalism, Sociology, Political Science
Humanities	B.A. Psychology, Economics, Journalism
Commerce	BBA
Commerce	BBA Strategic Finance
Commerce	B.Com. Industry Integrated (Bps)
Commerce	B.Com International Finance And Accounting (Ifa)
Commerce	B.Com
Professional Courses	Bachelor Of Computer Applications
Professional Courses	Bachelor Of Social Work
Life Science	B.Sc Biochemistry, Biology, Biotechnology
Life Science	B.Sc Biochemistry, Biotechnology, Zoology
Life Science	B.Sc Biochemistry, Zoology, Microbiology
Life Science	B.Sc Biochemistry, Microbiology, Biology
Life Science	B.Sc Chemistry Biotechnology, Botany
Life Science	B.Sc Chemistry, Biology, Environmental Science
Life Science	B.Sc Chemistry Environmental Science, Zoology
Life Science	B.Sc Chemistry Microbiology, Biology
Life Science	B.Sc Chemistry Zoology, Biotechnology
Life Science	B.Sc Biology Biotechnology, Chemistry
Life Science	B.Sc Botany Zoology, Chemistry
Physical Science	B.Sc Statistics Computer Science, Mathematics
Life Science	B.Sc Physics Computer Science, Mathematics
Physical Science	B.Sc Physics Computer Science, Mathematics
Physical Science	B.Sc Computer Science Electronics, Mathematics
Physical Science	B.Sc Economics Statistics, Mathematics
Physical Science	B.Sc Physics Mathematics, Electronics
Physical Science	B.Sc Physics Mathematics, Chemistry
Vocational Courses	B.Voc.(Digital Media And Animation) [B.Voc.]
Vocational Courses	B.Voc.(Visual Media And Film-Making) [B.Voc.]
Vocational Courses	B.A. Visual Communication

#### Post Graduate courses

M.Sc. Analytical Chemistry
M.Sc. Organic Chemistry
M.A. Economics
M.A. Political Science
M.Sc. Counselling Psychology
M.Sc. Biotechnology
M.Sc. Botany
M.Sc. Environmental Science and Sustainability

M.Sc. Food Science and Technology
M.Sc. Microbiology
M.Sc. Zoology
M.Sc. Mathematics
M.Sc. Physics
M.Sc. Statistics
MSW- Social work with specialization in CD, HRM, M&P
M.A. Advertising And Public Relations
M.A. Journalism and Mass Communication
M.Sc. Big Data Analytics
M.Sc. Computer Science
MCA
M.Com
M.A. English

### Research

**Sciences:** Biotechnology, Botany, Chemistry, Zoology, Environmental Science & Sustainability, Computer Science, Mathematics, Microbiology, Physics, Statistics, Data Analytics.

**Social Sciences / Languages / Commerce / Management / Media Studies:** Commerce & Management, Economics, English, Hindi, Kannada, Journalism & Mass Communication, Multi-Media & Animation, Political Science, Social Work, Visual Communication & Media Studies

## 5.2 Proposed Academic Programmes

Programmes to be introduced during the next five academic years, immediately following the commencement date of the University. This is subjected to the infrastructural developments and the permission from the planning and monitoring board that will be set up at the University. All courses will be initiated only after obtaining the necessary permissions as per the act.

### Proposed Schools / Institutes under St. Joseph's University

1. School of Environmental Science
2. School of Library and Information Sciences
3. School of Physical Education
4. Institute of Technology
5. School of Philosophy & Religion
6. School of Religious Studies/Comparative Religion
7. School of Law
8. School of Agricultural Sciences

9. School of Medical & Health Sciences
10. School of Earth Sciences
11. School of Performing Arts
12. School of Fine Arts
13. Institute of Management
14. School of Education
15. School of Architecture
16. School of Fashion & Apparel Design
17. School of Hospitality, Travel & Tourism
18. School of Defence Studies
19. School of Interior Design
20. School of Space Sciences
21. School of Aviation Studies
22. School of Criminology & Forensic Science

### **Proposed Programmes under St. Joseph's University**

#### **1. School of Environmental Sciences**

<b>Programme</b>	<b>Title</b>
<b>Department of Environmental Science</b>	
<b>B.Sc.</b>	<ol style="list-style-type: none"> <li>1. Ecology and Conservation</li> <li>2. Earth Sciences and Resource Management</li> <li>3. Environmental Sustainability and Management</li> </ol>
<b>M.Sc.</b>	<ol style="list-style-type: none"> <li>1. Environmental Science</li> <li>2. Sustainability Studies</li> <li>3. Environmental Toxicology</li> </ol>
<b>Ph.D.</b>	<ol style="list-style-type: none"> <li>1. Environmental Science</li> <li>2. Sustainability Studies</li> <li>3. Wildlife and Conservation</li> </ol>

<b>PG Diploma</b>	<ol style="list-style-type: none"> <li>1. Pollution and Management</li> <li>2. Water Pollution and Management</li> <li>3. Air pollution and Management</li> <li>4. Total Quality Management</li> <li>5. Intellectual Property Rights</li> <li>6. Green buildings / Green Campuses and Certification</li> <li>7. Ornithology and Butterfly Watching</li> <li>8. Solid Waste Management</li> <li>9. Hazardous Waste Management</li> <li>10. Initiating Research and Proposal Writing</li> <li>11. Disaster Management</li> <li>12. Industrial Hygiene and Safety</li> <li>13. House hold Environmental Management</li> <li>14. Rain Water Harvesting</li> <li>15. Composting and Vermicomposting</li> <li>16. Biomedical Waste Management</li> <li>17. Laboratory Design and Biosafety</li> </ol>
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## 2. School of Life Sciences

<b>Programme</b>	<b>Title</b>
<b>Department of Botany</b>	
<b>B.Sc.</b>	<ol style="list-style-type: none"> <li>1. Agricultural Plant Science</li> <li>2. Agroforestry</li> <li>3. Biodiversity and Conservation</li> <li>4. Bioinformatics</li> <li>5. Biostatistics</li> <li>6. Bioprospecting and Plant Resource Utilization</li> <li>7. Energy, Environment and Climate Change Science</li> <li>8. Environmental Management</li> <li>9. Food Science and Nutrition</li> <li>10. Medicinal Plant Science</li> <li>11. Organic farming and Plant Science</li> <li>12. Plant Biotechnology and Genetic Engineering</li> <li>13. Urban Ecology</li> </ol>



<b>M.Sc.</b>	<ol style="list-style-type: none"> <li>1. Agronomy</li> <li>2. Biomolecules and Cell Biology</li> <li>3. Biological Data Science</li> <li>4. Cellular and Developmental Biology</li> <li>5. Clinical Research</li> <li>6. Computational Biology and Bioinformatics</li> <li>9. Ecological, Evolutionary and Behavioural Science</li> <li>10. Ecology and Evolutionary Biology</li> <li>11. Evolutionary and Integrative Biology</li> <li>12. Forestry</li> <li>13. Forensic Biology</li> <li>14. Horticultural Plant Science</li> <li>17. Molecular Biology</li> <li>18. Molecular Biology and Genetics</li> <li>19. Molecular and Cell Biology</li> <li>20. Nanobiology</li> <li>21. Natural Resource Management</li> <li>22. Plant Systematics</li> <li>23. Toxicology and Food Adulteration Science</li> </ol>
<b>Department of Zoology</b>	
<b>B.Sc.</b>	<ol style="list-style-type: none"> <li>1. Applied Zoology</li> <li>2. Wildlife Biology and Conservation</li> <li>3. Human Anatomy and Physiology</li> </ol>
<b>M.Sc.</b>	<ol style="list-style-type: none"> <li>1. Zoology</li> <li>2. Cell and Molecular Biology</li> </ol>
<b>Ph.D.</b>	<ol style="list-style-type: none"> <li>1. Ecology and Evolutionary Biology</li> <li>2. Cellular and Molecular Biology</li> </ol>
<b>Career Oriented Courses</b>	Economic Zoology
<b>Department of Food Science and Technology</b>	
<b>B.Sc.</b>	<ol style="list-style-type: none"> <li>1. Food Science and Technology</li> <li>2. Food Science and Nutrition</li> <li>3. Nutrition and Dietetics</li> <li>4. Nutrition and Food Systems</li> <li>5. Agricultural and Food Systems</li> <li>6. Food Biotechnology</li> </ol>
<b>M.Sc.</b>	Food and Feed Processing Technology
<b>Integrated M.Sc.</b>	Food Science and Technology

<b>Ph.D.</b>	Food Science and Technology
<b>Department of Microbiology</b>	
<b>B.Sc.</b>	<ol style="list-style-type: none"> <li>1. General Microbiology</li> <li>2. Applied Microbiology</li> <li>3. Computational Biology and Bioinformatics</li> <li>4. Clinical Microbiology</li> <li>5. Medical Microbiology and Public Health</li> </ol>
<b>M.Sc.</b>	<ol style="list-style-type: none"> <li>1. Applied Microbiology</li> <li>2. Medical Microbiology</li> <li>3. Industrial Microbiology</li> </ol>
<b>Ph.D.</b>	Microbiology

### 3. School of Biotechnology

<b>Programme</b>	<b>Title</b>
<b>Department of Biotechnology</b>	
<b>B.Sc.</b>	<ol style="list-style-type: none"> <li>1. Applied Life Sciences</li> <li>2. Applied Biology</li> </ol>
<b>M.Sc.</b>	<ol style="list-style-type: none"> <li>1. Bioinformatics and Computational Biology</li> <li>2. Industrial Biotechnology</li> <li>3. Nanobiotechnology</li> <li>4. Virology</li> <li>5. Plant Biotechnology</li> <li>6. Medical Biotechnology</li> <li>7. Bioengineering</li> <li>8. Biomedical Genetics</li> </ol>
<b>PG Diploma</b>	<ol style="list-style-type: none"> <li>1. Industrial Biotechnology</li> <li>2. Nanobiotechnology</li> <li>3. Bioinformatics and Computational Biotechnology</li> <li>4. Plant Biotechnology</li> <li>5. Entrepreneurship in Biotechnology</li> <li>6. Science Education</li> <li>7. Business administration in the Life Sciences Industry</li> </ol>
<b>Ph.D.</b>	<ol style="list-style-type: none"> <li>1. Biotechnology</li> <li>2. Bioinformatics and Computational Biology</li> <li>3. Virology</li> <li>4. Plant Biotechnology</li> <li>5. Medical Biotechnology</li> </ol>

<b>Integrated Programmes</b> (M.Sc. and Ph.D.- minimum 5-year programmes)	<ol style="list-style-type: none"> <li>1. Biotechnology</li> <li>2. Bioinformatics and Computational Biology</li> <li>3. Virology</li> <li>4. Plant Biotechnology</li> <li>5. Medical Biotechnology</li> </ol>
<b>Collaborative programmes</b> (of varying duration depending on the partnering Institute/ Organisation)	<ol style="list-style-type: none"> <li>1. Stem cell and Regenerative Biology</li> <li>2. Neuroscience</li> <li>3. Environmental Biotechnology</li> <li>4. Medical Biotechnology</li> <li>5. Data Science in Biotechnology</li> <li>6. Intellectual Property Rights for Biotechnology</li> <li>7. International collaborative courses with Seattle University and other Jesuit Universities under the COIL initiative</li> </ol>

#### 4. School of Physical Sciences

Programme	Title
<b>Department of Physics</b>	
<b>B.Sc.</b>	<ol style="list-style-type: none"> <li>1. Econophysics</li> <li>2. Computational Science</li> <li>3. Bio Physics</li> <li>4. Radiation Physics</li> <li>5. Medical Physics</li> </ol>
	<ol style="list-style-type: none"> <li>6. Mathematical and Computational Physics</li> <li>7. Instrumentation and Experimental Physics</li> <li>8. Theoretical Physics</li> <li>9. Physics of Renewable sources of energy</li> <li>10. Astrophysics and Cosmology</li> <li>12. The Physics of Energy and Climate Change</li> <li>13. Non-Linear Dynamics</li> <li>14. Physics of materials and thin film technology</li> <li>15. Condensed Matter Physics</li> <li>16. Low Temperature Physics</li> <li>17. Space Physics</li> <li>18. Non-Linear Optics</li> <li>19. Solid State Physics and Electronics</li> <li>20. Nuclear and Particle Physics</li> </ol>
<b>M.Sc.</b>	<ol style="list-style-type: none"> <li>1. Econophysics</li> <li>2. Computational Science</li> </ol>

<b>Ph.D.</b>	Physics
<b>Integrated M.Sc.</b>	Physics
<b>Department of Mathematics</b>	
<b>B.Sc.</b>	1. Mathematics 2. B.Sc. (Hons) Mathematics 3. B.Ed. Mathematics 4. Applied Mathematics 5. Pure Mathematics 6. Financial Mathematics Business Mathematics
<b>M.Sc.</b>	1. Industrial Mathematics 2. Applied Mathematics 3. M.S. by Research in Mathematics 4. Computational Mathematics
<b>Integrated M.Sc.</b>	Mathematics
<b>Ph.D.</b>	Mathematics
<b>Department of Electronics</b>	
<b>B.Sc.</b>	1. Information Technology 2. Internet of Things 3. Robotics 4. VLSI Chip design 5. Wireless Networks/Telecommunication 6. Embedded System 7. Photonics and quantum technology
<b>M.Sc.</b>	1. Electronics and Telecommunication 2. VLSI Chip Design 3. Embedded System 4. Power Electronics 5. Wireless Communication and Networking
<b>Ph.D.</b>	Electronics
<b>Department of Statistics</b>	
<b>B.Sc.</b>	1. Data Science 2. Bio Statistics 3. Actuarial Statistics 4. Statistics for Psychology 5. Applied Statistics

<b>M.Sc.</b>	<ol style="list-style-type: none"> <li>1. Data science</li> <li>2. Applied Statistics</li> <li>3. Biostatistics</li> <li>4. Actuarial Science</li> <li>5. Operation research</li> </ol>
<b>Ph.D.</b>	Statistics

#### 5. School of Chemical Sciences

<b>Programme</b>	<b>Title</b>
<b>Department of Chemistry</b>	
<b>B.Sc.</b>	<ol style="list-style-type: none"> <li>1. Polymer Science</li> <li>2. Material Science</li> <li>3. Industrial Chemistry</li> <li>4. Analytical Chemistry</li> </ol>
<b>M.Sc.</b>	<ol style="list-style-type: none"> <li>1. Drug Design and Medicinal Chemistry</li> <li>2. Material Science and Energy</li> <li>3. Polymer Science</li> <li>4. Nano Science and Nano Technology</li> <li>5. Textile Chemistry</li> <li>6. Pharmaceutical Chemistry</li> <li>7. Industrial Chemistry</li> </ol>
<b>Integrated M.Sc.</b>	Chemistry
<b>PG Diploma</b>	<ol style="list-style-type: none"> <li>1. Applied Optical Spectroscopy</li> <li>2. Environmental and Analytical Chemistry</li> <li>3. Surface Chemistry</li> <li>4. Science Innovation and Entrepreneurship</li> <li>5. Lab Technician</li> <li>6. Waste Management</li> <li>7. Chem Information and Drug Design</li> </ol>
<b>Ph.D.</b>	Chemistry
<b>Department of Biochemistry</b>	
<b>B.Sc. / M.Sc.</b>	<ol style="list-style-type: none"> <li>1. Clinical Biochemistry</li> <li>2. Forensic Biochemistry</li> <li>3. Nutritional Biochemistry</li> <li>4. Industrial Biochemistry</li> <li>5. Cellular and Molecular Biochemistry</li> </ol>
<b>Ph.D.</b>	Biochemistry

6. School of Business

Programme	Title
<b>Department of Commerce</b>	
<b>B. Com</b>	<ol style="list-style-type: none"> <li>1. Business Analytics</li> <li>2. Sustainable Business</li> <li>3. Actuarial Studies</li> <li>4. Entrepreneurship</li> <li>5. Professional (Integrated Chartered Accountancy)</li> <li>6. Professional (Integrated Company Secretary)</li> <li>7. Professional (Integrated ICWAI)</li> <li>8. Supply Chain Management</li> <li>9. Travel and Tourism</li> <li>10. Banking and Insurance</li> </ol>
<b>M.Com.</b>	<ol style="list-style-type: none"> <li>1. International Business and Trade</li> <li>2. International Accounting and Taxation</li> <li>3. Financial Analyst</li> <li>4. Marketing and Analytics</li> <li>5. Finance and Analytics</li> <li>6. Accounting, Tax and Auditing with Analytics</li> </ol>
<b>B.Voc.</b>	<ol style="list-style-type: none"> <li>1. Banking and Insurance</li> <li>2. Start-Up Management</li> </ol>
<b>PG Diploma</b>	<ol style="list-style-type: none"> <li>1. Financial Management</li> <li>2. Research Methodology</li> <li>3. Investment Management</li> <li>4. Finance and Analytics</li> <li>5. Accounting, Tax and Auditing</li> </ol>
<b>Ph.D.</b>	Commerce
<b>Department of Business Administration</b>	
<b>B.Voc.</b>	<ol style="list-style-type: none"> <li>1. Tourism Management</li> <li>2. Retail Management</li> <li>3. Event Management</li> </ol>
<b>BBA</b>	<ol style="list-style-type: none"> <li>1. Digital Marketing</li> <li>2. Logistics and Supply Chain Management</li> <li>3. Sales and Marketing</li> <li>4. Aviation</li> <li>5. Hospitality and Hotel Management</li> <li>6. International Business</li> <li>7. Finance</li> <li>8. Analytics</li> </ol>



	9. Entrepreneurship 10. Travel & Tourism
<b>M.Voc.</b>	1. Logistics Management and Supply Chain Management with Analytics 2. Strategic Brand Management & Consumer Analytics
<b>MBA</b>	1. Finance 2. Leadership and Strategy 3. Human Capital Management 4. Marketing Research 5. Advance Analytics 6. Entrepreneurship
<b>PG Diploma</b>	1. Logistics and Transportation Management 2. Supply Chain Management 3. Market Research and Consumer Analytics 4. Brand Management 5. Human Resources Management and Analytics 6. Advance Marketing Management and Analytics 7. Hotel Management 8. Hospital Administration 9. Hospitality and Tourism Marketing 10. Digital Leadership 11. Event Management
<b>Ph.D.</b>	Management

## 7. School of Social Work

Programme	Title
<b>Department of Social Work</b>	
<b>B.S.W.</b>	1. Environment and Sustainability 2. Gender, Race and Identity 3. Public Health and Social Justice 4. Educational Leadership 5. Communication and Social Work 6. Gerontology and Social Work 7. Project Management 8. Leadership and Organizational Development

<b>M.S.W</b>	<ol style="list-style-type: none"> <li>1. Gender Studies</li> <li>2. Development Studies</li> <li>3. Public Health</li> <li>4. Dalit and Subaltern Studies</li> <li>5. Human Rights</li> </ol>
<b>PG Diploma</b>	<ol style="list-style-type: none"> <li>1. Disability Studies in Social Work</li> <li>2. Geriatric Care and Rehabilitation</li> <li>3. School Counselling</li> <li>4. Marital Therapy</li> <li>5. Early Childhood Care and Education</li> </ol>
<b>Ph.D.</b>	Social Work

#### 8. School of Indian and Foreign Languages

Programme	Title
<b>Department of Kannada</b>	
<b>B.A</b>	<ol style="list-style-type: none"> <li>1. Kannada (KJP) (ಐಚ್ಛಿಕ ಕನ್ನಡ )</li> <li>2. Kannada Literature and Journalism (ಕನ್ನಡ ಸಾಹಿತ್ಯ ಮತ್ತು ಪತ್ರಿಕೋದ್ಯಮ.)</li> <li>3. Kannada Literature and Art of Acting (ಕನ್ನಡ ಸಾಹಿತ್ಯ ಮತ್ತು ಪ್ರದರ್ಶನ ಕಲೆ.)</li> </ol>
<b>M.A</b>	Kannada (ಕನ್ನಡ ಎಂ.ಎ )
<b>Ph.D.</b>	Dr. D R Nagaraj Literature Studies and Research centre. (ಡಾ. ಡಿ. ಆರ್. ನಾಗರಾಜ ಸಾಹಿತ್ಯ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಶೋಧನಾ ಕೇಂದ್ರ.)
<b>Department of Hindi</b>	
<b>B.A</b>	Hindi
<b>M.A</b>	Hindi
<b>PG Diploma</b>	<ol style="list-style-type: none"> <li>1. Translation &amp; Official Language Studies in Hindi</li> <li>2. Film &amp; Virtual Arts in Hindi</li> </ol>
<b>Ph.D.</b>	Hindi
<b>Department of English</b>	
<b>B.A</b>	<ol style="list-style-type: none"> <li>1. Linguistics Major</li> <li>2. English in Teaching</li> <li>3. Writing and Publishing Major</li> <li>4. Science Communication Major</li> </ol>

	5. Linguistics Major with Natural Language Processing and Computational Linguistics Focus
<b>M.A</b>	<ol style="list-style-type: none"> <li>1. Linguistics</li> <li>2. Writing and Creative Practices</li> <li>3. English Teaching</li> <li>4. English (World Literatures and Translation Focus)</li> </ol>
<b>PG Diploma</b>	<ol style="list-style-type: none"> <li>1. Linguistics</li> <li>2. English Teaching</li> <li>3. Creative Writing</li> </ol>
<b>Ph.D.</b>	<ol style="list-style-type: none"> <li>1. Language</li> <li>2. Literature</li> <li>3. Teaching</li> <li>4. Cultural Studies</li> <li>5. Creative Writing</li> <li>6. Theatre Practices</li> <li>7. Digital Humanities</li> <li>8. Translation Studies</li> <li>9. Literary Ethnography</li> <li>10. Oral History</li> <li>11. Archiving and Memory Studies</li> <li>12. Instructional Design</li> <li>13. Dalit and Minority Aesthetics</li> <li>14. Endangered Languages</li> </ol>

#### 9. School of Humanities and Social Sciences

Programme	Title
<b>Department of Economics</b>	
<b>B.A / B.Sc.</b>	<ol style="list-style-type: none"> <li>1. Behavioral Economics</li> <li>2. Health Economics</li> </ol>
<b>M.Sc.</b>	Applied Economics
<b>PG Diploma</b>	<ol style="list-style-type: none"> <li>1. Urban Mobility</li> <li>2. Environmental Law and Policy Courses in Financial Management</li> <li>3. Economic Policy Analysis</li> </ol>
<b>Ph.D.</b>	Economics
<b>Department of Sociology</b>	

<b>B.A</b>	<ol style="list-style-type: none"> <li>1. Medical Sociology</li> <li>2. Sociology of Religion</li> <li>3. Sociology of Work and Occupation</li> <li>4. Sociology of Identity</li> </ol>
<b>M.A</b>	<ol style="list-style-type: none"> <li>1. Sociology</li> <li>2. Applied Sociology</li> </ol>
<b>PG Diploma</b>	<ol style="list-style-type: none"> <li>1. Social Thought</li> <li>2. Race and Global Politics</li> <li>3. Cyber Sociology</li> <li>4. Social Inequalities and Public Policy</li> </ol>
<b>Ph.D.</b>	Sociology
<b>Department of Industrial Relations</b>	
<b>B. A</b>	Industrial Relations
<b>M.A</b>	<ol style="list-style-type: none"> <li>1. Human Resource Management</li> <li>2. Labour Welfare</li> <li>3. Public Relations</li> </ol>
<b>Ph.D.</b>	Industrial Relations
<b>Department of Political Science</b>	
<b>B.A</b>	<ol style="list-style-type: none"> <li>1. Public Administration</li> <li>2. Public Policy</li> <li>3. Peace Studies</li> <li>4. International Relations</li> <li>5. Police Studies</li> <li>6. Urban Studies</li> </ol>
<b>M.A</b>	<ol style="list-style-type: none"> <li>1. Public Policy</li> <li>2. Political Economy and Development</li> <li>3. Social Exclusion and Inclusive Policies</li> <li>4. Public Administration</li> </ol>
<b>Ph.D</b>	Political Science
<b>Department of Psychology</b>	
<b>B.Sc.</b>	Psychology
<b>B.A.</b>	<ol style="list-style-type: none"> <li>1. Counselling Psychology</li> <li>2. Applied Psychology</li> </ol>
<b>M.A.</b>	Community Psychology
<b>M.Sc.</b>	Clinical Psychology
<b>PG Diploma</b>	Counselling Psychology

<b>Ph.D</b>	Psychology
<b>Department of Humanities</b>	
<b>B.A / M.A</b>	<ol style="list-style-type: none"> <li>1. Asian Studies</li> <li>2. The Subaltern Discourse</li> <li>3. Classical Humanities</li> <li>4. Contract Management</li> <li>5. Criminology and Criminal Justice</li> <li>6. Disability Management</li> <li>7. Education Policy and Equity</li> <li>8. Educational Leadership</li> <li>9. Family Therapy</li> <li>10. Experimental Psychology</li> <li>11. Geographic Information Science</li> <li>12. Geo-spatial Health</li> <li>13. Global Health and Social Justice</li> <li>14. Health Care Ethics</li> <li>15. Higher Education Administration Law</li> <li>16. Religion and Politics</li> <li>17. Nutrition, Health and Wellness</li> <li>18. Philosophy and Bioethics</li> <li>19. Political Journalism</li> <li>20. Social Work and Divinity</li> <li>21. Urban Planning</li> <li>22. Women and Gender Studies</li> <li>23. Women and Poverty</li> </ol>

#### 10. Institute of Communication and Media Studies

<b>Programme</b>	<b>Title</b>
<b>Department of Communications</b>	
<b>B.A</b>	<ol style="list-style-type: none"> <li>1. Journalism and Mass Communication</li> <li>2. Performing Arts</li> <li>3. Multimedia and Technology</li> </ol>

<b>M.A</b>	<ol style="list-style-type: none"> <li>1. Visual Communication</li> <li>2. Digital Communications and Marketing</li> <li>3. Consumer Analytics and Market Research</li> <li>4. Data Journalism</li> <li>5. Corporate Communication</li> <li>6. Instructional Design</li> <li>7. Technical Communication</li> <li>8. Visual Effects</li> <li>9. Game Design and Management</li> </ol>
<b>PG Diploma</b>	<ol style="list-style-type: none"> <li>1. Media Entrepreneurship</li> <li>2. Consumer Analytics</li> <li>3. Smart City Management</li> </ol>
<b>Ph.D</b>	<ol style="list-style-type: none"> <li>1. Journalism</li> <li>2. Mass Communication and Media Studies</li> </ol>

#### 11. School of Library and Information Sciences

<b>Programme</b>	<b>Title</b>
<b>Department of Library and Information Science</b>	
<b>B.Sc. / M.Sc.</b>	Library and Information Science (M.L.I.Sc.)
<b>PG Diploma</b>	<ol style="list-style-type: none"> <li>1. Library Automation and Networking (PGDLAN)</li> <li>2. Digital Library and Information Management (PGDLIM).</li> </ol>
<b>Ph.D</b>	Library and Information Science

#### 12. Institute of Information Technology

<b>Programme</b>	<b>Title</b>
<b>Department of Computer Science</b>	
<b>B.Sc.</b>	Computer Science
<b>B.C.A.</b>	<ol style="list-style-type: none"> <li>1. Cloud Technology and Information Security</li> <li>2. Computer Applications</li> <li>3. Quantum Computing</li> <li>4. AI and Machine Learning</li> </ol>
<b>M.C.A.</b>	Computer Applications



<b>M.Sc.</b>	<ol style="list-style-type: none"> <li>1. Computer Science with specialization in Artificial Intelligence and Machine Learning.</li> <li>2. Computer Science specialization in software Technologies.</li> <li>3. AI and Machine Learning</li> <li>4. Software Technology</li> <li>5. Actuarial Science</li> <li>6. Cyber Security &amp; Cryptology</li> <li>7. Cyber Security</li> <li>8. Computer Vision</li> </ol>
<b>Integrated M.Sc.</b>	Computational Statistics and Data Analytics
<b>Ph.D</b>	<ol style="list-style-type: none"> <li>1. Computer Science</li> <li>2. Advanced Computing</li> </ol>

### 13. School of Physical Education

<b>Programme</b>	<b>Title</b>
<b>Department of Physical Education</b>	
<b>B.P.Ed</b>	Physical Education
<b>M.P.Ed</b>	Physical Education
<b>Ph.D</b>	Physical Education

### 5.3 Proposed Engineering Courses:

#### Programme Title B.Tech (4 years)

1. Aerospace Engineering
2. Bioengineering
3. Biotechnology
4. Chemical Engineering
5. Civil Engineering
6. Computer Science and Engineering
7. Computer Science and Engineering with specialisation in Bioinformatics
8. Computer Science and Engineering with specialisation in Information Security
9. Computer Science and Engineering with specialisation in Internet of Things
10. Computer Science and Engineering and Business Systems (in collaboration with TCS)
11. Computer Science and Engineering with specialisation in Data Science
12. Computer Science and Engineering with specialisation in Block Chain Technology
13. Electrical and Electronics Engineering
14. Electronics and Communication Engineering
15. Electronics and Instrumentation Engineering
16. Electronics and Communication with specialisation in Biomedical Engineering
17. Information Technology
18. Mechanical Engineering
19. Mechanical with specialisation in Automotive Engineering
20. Mechanical with specialisation in Manufacturing Engineering
21. Civil Engineering with Minor in Computer Science Engineering
22. Civil Engineering with Minor in Artificial Intelligence
23. Civil Engineering with Minor in Data Science
24. Mechanical Engineering with Minor in Computer Science and Engineering
25. Mechanical Engineering with Minor in Artificial Intelligence and Machine Learning
26. Mechanical Engineering with Minor in Data Science
27. Aerospace Engineering
28. Computer Science and Engineering with specialisation in Artificial Intelligence and Machine Learning
29. Computer Science and Engineering (Specialisation in Cyber Security and Digital Forensics)
30. Computer Science and Engineering (Specialisation in Gaming Technology)
31. Computer Science and Engineering (Specialisation in Health Informatics)
32. Computer Science and Engineering (Specialisation in Cloud Computing and Automation)
33. Electronics and Communication Engineering (Specialisation in Artificial Intelligence and Cybernetics)
34. Mechanical Engineering (Specialisation in Artificial Intelligence and Robotics)

### **M.Tech**

1. Automotive Electronics in collaboration with TIFAC-CORE industry partners
2. Automotive Engineering
3. Biomedical Engineering
4. Biotechnology
5. CAD / CAM
6. Communication Engineering
7. Computer Science and Engineering
8. Construction Technology and Management
9. Control and Automation
10. Computer Science and Engineering with specialisation in Big Data Analytics
11. Computer Science and Engineering with specialisation in Information Security
12. Computer Science and Engineering with specialisation in Artificial Intelligence and Machine learning
13. Embedded Systems
14. IoT and Sensor Systems
15. Manufacturing Engineering
16. Mechanical with specialisation in Cyber Physical Systems
17. Mechatronics
18. Nanotechnology
19. Power Electronics and Drives
20. Structural Engineering
21. VLSI Design

### **Integrated Masters in Engineering Programme (5 Years)**

1. Software Engineering
2. CSE in collaboration with Virtusa
3. Computer Science and Engineering with specialisation In Data Science
4. Artificial Intelligence
5. Computer Science and Engineering with specialization in Cyber Security
6. Computer Science and Engineering with specialization in Computational and Data Science

#### 5.4. Additional Courses Proposed

Programme	Title
Industrial Design Programme (4 Year)	Industrial Design
Architecture Programme (5 Year)	B.Arch
Agriculture Programme (4 Year)	B.Sc. (Hons.) Agriculture M.Sc. Agriculture
Science Programmes (3 +1 Year)	B.Sc Catering and Hotel Management
Industrial Design Programme (2 Year)	M.Des. (Industrial Design)
Education	B.Ed. M.Ed.
Home Sciences	B.Sc. / M.Sc.

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#### 5.5 Strategic implementation plan for new courses

At SJU the strategic plan to start new courses will follow a multi-faceted approach. This involves internal planning, market research, curriculum development, and navigating the required external approval processes.

##### 5.5.1. Internal Assessment and Vision Alignment:

- Review SJU's Core Mission and Strategic Plan: SJU is a Jesuit institution with a focus on social responsibility, academic excellence, and holistic education. Any new course should align with these core values. The strategic plan should identify areas of growth that enhance its "institutional distinctiveness."
- Form the planning and monitoring board: This committee should include representatives from various departments, faculty, industry experts, and student representatives. Their role is to oversee the entire process, from ideation to implementation.
- Conduct a SWOC Analysis:
  - Strengths: What are SJU's current academic and research strengths? What resources (faculty, labs, infrastructure) can be leveraged for new courses?
  - Weaknesses: What gaps exist in the current course offerings? Where does SJU need to invest to support new programs?
  - Opportunities: What are the emerging industries and job markets in Bengaluru and beyond? What are the needs of society that SJU can address through new courses?
  - Threats: Who are the competitors? What are the potential challenges in attracting students and faculty for new programs?

### **5.5.2. Market Research and Feasibility Study**

- Identify Emerging Fields: Research current and future industry trends in and around Bengaluru. Given the city's status as a tech and business hub, areas like data science, artificial intelligence, sustainable development, media, and healthcare are potential fields.
- Analyze Student Demand: Conduct surveys, focus groups, and interviews with prospective and current students to understand their interests and career aspirations. Examine enrollment data for similar programs at other universities.
- Engage with Stakeholders: Consult with industry leaders, alumni, and potential employers to understand the skills and knowledge they seek in new graduates. This feedback is crucial for designing a curriculum that is relevant and prepares students for the job market. SJU's existing partnerships with corporations like Tata Consultancy Services (TCS) for programs like M.Sc. Big Data Analytics is an excellent model to build upon.

### **5.5.3. Curriculum and Program Design**

- Develop a Detailed Course Proposal: This is a key document that outlines the new program. It should include:
  - Program title and objectives.
  - Target students (undergraduate, postgraduate, professional).
  - Detailed curriculum with course descriptions, credit hours, and learning outcomes.
  - Justification for the new course based on market demand and institutional mission.
  - Faculty requirements (new hires, existing faculty expertise).
  - Infrastructure needs (labs, equipment, library resources).
  - Budgetary projections and financial feasibility.
- Incorporate Interdisciplinary and Experiential Learning: SJU's existing model emphasizes a balance of academics, human excellence, and lifelong learning. New courses should follow this model by including:
  - Internships and Industry Projects: Partner with companies in Bengaluru for practical, hands-on experience.
  - Research Components: Include a research element in every course to foster critical and analytical thinking.
  - Service-Learning: Align with the Jesuit values of social justice by integrating community outreach and social concern dimensions into the curriculum.
- Utilize Technology for Learning: Explore and design online or hybrid programs, as well as MOOCs, to expand access and cater to a broader student base.

### **5.5.4. Navigating the Approval Process**

- Internal Board of Studies (BOS): The new course proposal must be presented to and approved by the relevant Board of Studies, which includes eminent personalities from research, industry, and alumni.
- Academic Council and Syndicate: After BOS approval, the proposal moves to the university's Academic Council and Syndicate for further review and approval.

- Regulatory Bodies (KSHEC, UGC, AICTE, etc.): Depending on the nature of the course (e.g., engineering, management, education), SJU must ensure compliance with the guidelines of national regulatory bodies like the UGC (University Grants Commission) and AICTE (All India Council for Technical Education).

#### **5.5.5. Implementation and Launch**

- Faculty Recruitment and Development: Hire qualified faculty with expertise in the new field and provide professional development opportunities to existing faculty.
- Marketing and Admissions: Create a comprehensive marketing and admissions strategy to attract the target student demographic.
- Infrastructure Setup: Secure the necessary physical and digital resources, such as labs, software, and library materials.

Monitoring and Evaluation: Establish a system for continuous monitoring and evaluation of the new course to ensure its quality and relevance. This includes regular feedback from students, faculty, and industry partners.

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## **6. SWOC Analysis**

**Implementation and reporting:** The IQAC will initiate the SWOC analysis of all departments and generate a university SWOC each year. This will be presented to the deans and administrators to generate action plans. The SWOC analysis is detailed in the website under the IQAC tab.

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## 7. Research and Innovation

### **Purpose**

As a Jesuit University, St Joseph's emphasises the need for research among its students and faculty members. The research institute encourages the researchers of SJU to publish original research work in Clarivate (SCI/SSCI/AHCI) or in Scopus indexed journals. The following are the guidelines that are aimed at fostering, managing and publicising the research undertaken at SJRI. Besides, the Research Institute recognises and rewards the best research work published in each of the schools of SJU.

### **Monetary Support:**

To help young faculty to begin their research, seed money grants would be sanctioned (based on the proposal by the faculty after assessment by an expert panel). This is a one-time grant and the faculty is expected to build on it by applying for grants from external funding agencies such as DST, DBT, CSIR, UGC, ICSSR, etc.

Full-time PhD scholars registered under St Joseph's University would be paid a fellowship of Rs.12,000/- per month.

### **Laboratories and Study Rooms for Research:**

Common research labs/study areas would be made available for the PhD scholars of each discipline. Independent laboratory space would be provided to faculty with major projects sanctioned by external funding agencies and for faculty whose research carries significant output.

### **Reduction in Teaching Workload to Facilitate Research:**

A few selected faculties would be inducted into SJRIC under research-cum-teaching cadre (conditions apply). They would be permitted reduced teaching hours as follows: 12 hrs/week for sciences (6 hrs of theory and 6 hrs of lab courses) and 10 hrs/week for all others. The remaining workload of such faculty would be borne by their PhD scholars (lab courses in sciences; theory/tutorials in others).

Other faculty who has two or more full-time PhD scholars / major project from an external funding agency would be relieved of 20% of their teaching workload (will have 16 hrs/week in Sciences; 13 hrs/ week for the others).

### **Research Facilities:**

The Central Instrumentation Facility (CIF) would be under the care of SJRI. All equipment would be serviced as required and maintained at working conditions.

Faculty/PhD Scholars/Research Fellows would be trained in operating the equipment (each PhD Scholar in the sciences should master the use of at least three instruments in the CIF).

A technical assistant would be available to train faculty/scholars in the use of the instruments.

New equipment would be procured for CIF, based on the needs of faculty with significant research output. Library resources, journals, e-resources, plagiarism software, etc would be upgraded annually.

### **Rewards/ Recognition:**

Annual increments and career advancement would be strictly based on API measured by the University (in line with the UGC guidelines).

Research achievements would be highlighted in university website/internal display monitors/newsletters/magazines.

Faculty would get monetary reward for Clarivate/Scopus listed publications as shown below, if he/she is either the first author and/or the corresponding author and the major part of the work has been carried out at SJU.

### **First/Corresponding Authors**

Sciences		Social Sciences / Humanities	
Impact Factor	Amount (Rs.)	Impact factor	Amount (Rs.)
No Impact Factor	1000	No Impact Factor	2000
0.1 – 1.0	2000	0.1 – 1.0	3000
1.01 – 2.0	3000	1.01 – 2.0	5000
2.01 – 5.0	5000	2.01 – 4.0	7000
5.01 – 10.0	7000	4.01-10.0	9000
10.01 – 20.0	12000	10.01 – 20.0	12000
>20	15000	>20	15000

Any other authors

Without Impact factor	NA
With impact factor	Rs. 1000

Books / Book Chapter

Any other author	NA
First/Corresponding Authors	Rs. 1000

Faculty would be given a monetary reward for acquiring externally funded projects as follows:

Project cost (PC) less than Rs 2,00,000:	Rs 1,000
PC greater than Rs. 2,00,000 but less than Rs 5,00,000:	Rs 2,000
PC greater than Rs. 5,00,000 but less than Rs 10,00,000:	Rs 3,000
PC greater than Rs. 10,00,000 but less than Rs 50,00,000:	Rs 5,000
PC greater than Rs 50,00,000:	Rs 10,000

### Technical Support

For those who desire, experts (from SJU or from outside) would be arranged to help in polishing and fine-tuning research proposals. Help would also be offered in language editing, formatting and in technical writing.

**Non-Technical and Secretarial support:**



SJRIC would identify sources of funding/special drives and make them known to relevant faculty on a regular basis. SJRI would interact with local institutions and make MOUs for sharing facilities and for collaboration.

**Nurturing Research Culture:**

Research would be incorporated as a component in the UG and PG curriculum. Student research would be encouraged. All research labs/faculty would welcome UG/PG students as interns. A multidisciplinary student research journal would be initiated.

Lectures/Seminars/Workshops/Skill development programmes would be arranged round the year. There would be annual presentations by PhD scholars, project fellows, interns, faculty with major projects and seed money grantees.

A few conferences/workshops (credible ones, with participants being PhD scholars/post-doctoral researchers/faculty) would be planned every year.

**Resource Generation:**

The overheads component of all the sanctioned projects would be credited to SJRIC.

CIF would be offering measurement services for others at nominal costs and the revenue generated would be used to manage maintenance costs.

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## **8. Plans for research incubation, IP and startups**

The Institution's Innovation Council (IIC) at St. Joseph's University will be established as part of a broader initiative led by the Ministry of Education's Innovation Cell (MIC). The creation of the IIC at the university will mark a significant step toward fostering a culture of innovation, creativity, and entrepreneurship among students, faculty, and staff. By encouraging the development of novel ideas and facilitating their transformation into tangible outcomes, the IIC aims to contribute to the creation of a thriving entrepreneurial ecosystem on campus.

The primary role of the IIC is to establish and stabilize a robust innovation and entrepreneurship ecosystem at St Joseph's University. Key functions include:

1. **Organizing Workshops and Training Sessions:** The IIC conducts a variety of workshops and training sessions focused on innovation, entrepreneurship, intellectual property rights, and start-up development. These programs are designed to enhance the skills and knowledge of the academic community, equipping them to turn their ideas into viable products or services.
2. **Supporting Prototype Development:** The council facilitates the transition of innovative ideas into working prototypes through hands-on support, mentorship, and access to prototyping resources. This support is crucial in helping ideas reach the proof-of-concept stage.
3. **Encouraging Collaboration and Networking:** The IIC creates opportunities for students, faculty, and staff to collaborate with industry partners, start-up incubators, and innovation hubs. Through networking events and interaction with successful entrepreneurs, participants gain valuable insights and connections that are critical for the growth of their projects.
4. **Organizing Competitions and Events:** To encourage active participation in the innovation ecosystem, the IIC organizes events such as ideathons, hackathons, start-up pitch competitions, and innovation challenges. These events provide a platform for participants to showcase their creativity, receive feedback from experts, and win recognition for their ideas.

## 9. Resource Mobilisation: Financials

Following is the proposed outlay of capital expenditure envisaged for a period of five years from the commencement of the University.

The non-recurring and recurring expenditure are given separately under different heads of accounts. The total annual expenditure estimated under both non-recurring and recurring heads is given separately.

Table.1: Total Incomes

Year	Fees collections (5% increase pa)	Funds from RUSA	DBT/DST/UG C /VGST/SERB	Govt salaries	Govt salaries for new vacant posts	Income from other academic purposes	Other Academics Income	Total	Surplus
2022-2023	55,00,00,000	55,00,00,000	20,00,000	14,88,00,000	5,85,00,000	15,00,000	1,00,00,000	1,32,08,00,000	45,00,00,000
2023-2024	57,75,00,000		22,00,000	14,88,00,000	6,43,00,000	16,50,000	1,10,00,000	80,54,50,000	-26,84,25,000
2024-2025	60,63,75,000		24,00,000	14,88,00,000	7,07,00,000	18,00,000	1,21,00,000	84,21,75,000	-8,98,28,750
2025-2026	63,66,00,000		26,00,000	14,88,00,000	7,78,00,000	20,00,000	1,33,00,000	88,11,00,000	-10,88,25,188
2026-2027	66,85,00,000		28,00,000	14,88,00,000	8,56,00,000	22,00,000	1,40,00,000	92,19,00,000	1,19,12,116
Total Income								Rs.4,77,14,25,000	28,33,178

Table.2: Recurring Expenditure

Year	Management staff Salaries	Government staff Salaries	Govt salaries for new vacant posts	Repair / Maintenance	Lab Consumables	Sports and Games	Examination and Univ. expenses	Library and Books 15% PA	Administrative expenses (Printing / stationery etc.)	Fixed Assets	Scholarships	Total
2022-2023	22,00,00,000	14,88,00,000	5,85,00,000	2,00,00,000	10,00,00,000	15,00,000	80,00,000	50,00,000	1,50,00,000	2,00,00,000	1,50,00,000	51,28,00,000
2023-2024	24,20,00,000	14,88,00,000	6,43,00,000	2,50,00,000	12,00,00,000	15,75,000	90,00,000	57,50,000	1,70,00,000	3,00,00,000	1,57,50,000	56,03,75,000
2024-2025	26,62,00,000	14,88,00,000	7,07,00,000	3,00,00,000	14,00,00,000	16,53,750	90,00,000	66,12,500	1,90,00,000	3,00,00,000	1,65,37,500	59,99,03,750
2025-2026	29,28,20,000	14,88,00,000	7,78,00,000	3,50,00,000	16,00,00,000	17,36,438	90,00,000	75,04,375	2,00,00,000	3,50,00,000	1,73,64,375	64,66,25,188
2026-2027	32,21,02,000	14,88,00,000	8,56,00,000	4,00,00,000	18,00,00,000	18,23,259	90,00,000	86,30,031	2,00,00,000	5,00,00,000	1,82,32,594	70,59,87,884
Total Recurring Expenditure for 5 Years												Rs. 3,02,56,91,822

Table.3: Non-Recurring Expenditure

Year	Buildings	Other cap expenditure
2022-2023	34,00,00,000	1,00,00,000
2023-2024	50,25,00,000	1,10,00,000
2024-2025	32,00,00,000	1,21,00,000
2025-2026	33,00,00,000	1,33,00,000
2026-2027	19,00,00,000	1,40,00,000
Total Non-Recurring Expenditure for 5 Years	1,68,25,00,000	6,04,00,000
	Rs.1,74,29,00,000	

Table.4: Total Expenditure

Year	Non-Recurring	Recurring	Total expenditure
2022-2023	35,00,00,000	51,28,00,000	86,28,00,000

2023-2024	51,35,00,000	56,03,75,000	1,07,38,75,000
2024-2025	33,21,00,000	59,99,03,750	93,20,03,750
2025-2026	34,33,00,000	64,66,25,188	98,99,25,188
2026-2027	20,40,00,000	70,59,87,884	90,99,87,884
Total Expenditure for Next 5 Years			Rs.4,76,85,91,822

**Table.5: Total Income vs Expenditure**

The envisaged outlay of income and capital expenditure for the next 5 year

Income / Expense	Amount
Total Income for 5 Years	Rs.4,77,14,25,000
Total Expense for 5 Years	Rs.4,76,85,91,822
Surplus	Rs.28,33,178

**Table.6: Management Scholarships**

Year	Scholarships Provided to Economically Weaker Students
2022-23	1,50,00,000
2023-24	1,57,50,000
2024-25	1,65,37,500
2025-26	1,73,64,375
2025-27	1,82,32,594

## 10. Executive Summary : Plan for the strategic capital expenditure

This above data outlines the five-year Institutional Development Plan for the University, spanning from 2022 to 2027. The plan focuses on strategic capital expenditure, sound financial management, and sustainable growth, with an overarching goal of achieving financial stability while enhancing academic and physical infrastructure. A core commitment of this plan is to provide educational opportunities through dedicated scholarship programs for economically weaker students. The projections indicate a cumulative surplus of Rs. 28,33,178 over the five-year period, demonstrating a fiscally responsible approach to institutional development.

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### 10.1. Vision and Goals

The University's vision is to become a leading center of academic excellence and research. The primary goals of this development plan are:

- To establish robust physical and academic infrastructure, including state-of-the-art buildings and laboratories.
  - To ensure financial sustainability through diversified income streams and prudent expenditure management.
  - To foster a culture of inclusivity and support for students from diverse economic backgrounds through scholarships.
  - To attract and retain high-quality faculty and staff by providing competitive compensation.
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### 10.2. Financial Projections and Strategy

**Total Financial Outlay (2022-2027):** The total projected income for the five years is Rs. 4,77,14,25,000, with total expenditure estimated at Rs. 4,76,85,91,822. This results in a positive net surplus of Rs. 28,33,178.

**Income Generation Strategy** The university will pursue a multi-pronged approach to income generation:

- **Student Fees:** A stable and primary source of income, with a planned annual increase of 5% to account for inflation and operational growth.
- **Government Grants & Funds:** The institution will actively seek and secure funds from government bodies such as RUSA, DBT, DST, UGC, VGST, and SERB to support research and capital projects.
- **Government Salaries:** Salaries for government-appointed staff will be funded through dedicated government provisions.
- **Other Academic Incomes:** This includes revenue from various academic initiatives, which are projected to grow steadily over the period.

**Expenditure Management Plan** Expenditure is categorized into recurring and non-recurring heads, with a focus on strategic allocation:

- **Non-Recurring Expenditure (Capital Investment):**

- A total of Rs. 1,74,29,00,000 is earmarked for non-recurring expenses, primarily for buildings and other capital infrastructure.
- The most significant capital investments are scheduled in the initial years, particularly in 2023-2024 (Rs. 51,35,00,000), to rapidly establish the university's physical campus.
- **Recurring Expenditure (Operational Costs):**
  - Total recurring expenditure over five years is estimated at Rs. 3,02,56,91,822.
  - Salaries: A substantial portion is dedicated to salaries for management staff, which are set to increase annually, and government staff.
  - Infrastructure & Operations: Funds are allocated for critical areas like repair and maintenance, lab consumables, and administrative expenses to ensure smooth daily operations.
  - Academic Resources: Planned investments in the library and books will increase by 15% annually, reflecting a commitment to building a strong academic resource base.

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### 10.3. Scholarship and Social Responsibility

A key component of the institutional development plan is the Management Scholarship program. The university is committed to providing financial support to economically weaker students, with a projected increase in scholarship funds each year. This initiative reflects the university's social responsibility and commitment to accessible education. The total scholarship amount will increase from Rs. 1,50,00,000 in 2022-23 to Rs. 1,82,32,594 in 2026-27.

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### 10.4. Financial Outlook

The university's financial trajectory is characterized by significant initial investment followed by a period of deficit, and a return to profitability.

- **Initial Surplus (2022-23):** A large initial surplus of Rs. 45,00,00,000 will provide the foundational capital for early development.
  - **Transitional Deficit (2023-2026):** The institution anticipates operating at a deficit during this period, as capital and recurring expenditures outpace income. This is a strategic phase of heavy investment in infrastructure and staffing.
  - **Financial Stability (2026-27):** The plan projects a return to a surplus of Rs. 1,19,12,116 in the final year, indicating that the university is on a sustainable growth path and that its investments are beginning to yield positive returns.
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## 11. Enablers and action plans

### 11.1. Foundational Reforms: The Bedrock of Integration (Phase1-2)

The initial phase of the IDP will focus on creating the necessary structural and cultural environment for academic integration to flourish. This involves leveraging existing strengths and implementing targeted reforms.

#### 11.1.1 Structural Integration:

- Departmental Collaboration Matrix: Establish a formal system that maps potential collaborative touchpoints between departments. For example, connect the Department of Computer Science with the School of Social Sciences for research on digital ethics, or the Department of Environmental Science with the School of Management for sustainability projects.
- Inter-School Councils: Form working groups or councils with representatives from different schools (e.g., School of Humanities, School of Life Sciences, School of Physical Sciences). These councils will be responsible for identifying collaborative opportunities, reviewing proposals, and allocating seed funding for interdisciplinary projects.
- Open Electives Expansion: Systematically expand the existing Open Electives program to encourage students to explore subjects outside their primary discipline. The goal is to make a broader range of courses, such as 'Consumer Electronics' from the Department of Electronics or 'Cultural Heritage of India' from the Department of History, easily accessible to all students, regardless of their major.

#### 11.1.2. Curricular Reform:

- Mandatory Interdisciplinary Foundation Courses: Introduce mandatory first-year courses that expose all students to foundational concepts from different schools. For instance, a course on "Scientific Thinking and Society" could be co-taught by faculty from the Departments of Philosophy, Physics, and Sociology.
- NEP 2020 Implementation: Fully align the curriculum with the principles of the National Education Policy (NEP) 2020, particularly its emphasis on multidisciplinary education. This includes designing integrated degrees and providing options for students to choose from a wide range of subjects, breaking free from rigid streams. SJU already has a foundation for this with B.A. programs that combine subjects like Journalism, Economics, and Psychology. This will be the model for future curricular design.

#### 11.1.3. Faculty Development:

- Interdisciplinary Training Workshops: Conduct regular faculty development programs (FDPs) focused on team-teaching methodologies, interdisciplinary research design, and collaborative pedagogy. These FDPs will be led by internal and external experts to build a shared understanding of academic integration.
- Incentivizing Collaboration: Establish a system of incentives for faculty who engage in interdisciplinary work. This could include recognition in performance appraisals, a portion of research grants for collaborative projects, and support for co-authored publications in high-impact journals.

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### **11.2. Advanced Integration: Deepening Cross-Disciplinary Engagement (Phase 3-4)**

Once the foundational elements are in place, the IDP will move to a more advanced stage, focusing on high-impact initiatives.

#### **11.2.1. Research and Innovation:**

- **Interdisciplinary Research Clusters:** Establish research clusters that bring together faculty and students from different departments to work on specific, complex societal challenges. Examples could include:
  - "Urban Sustainability and Social Justice": Combining the expertise of the Department of Environmental Science, the Department of Economics, and the Department of Social Work.
  - "Digital Humanities and Computational Linguistics": Integrating the Department of English, the Department of History, and the Department of Computer Science to analyze historical texts or cultural narratives using computational tools.
- **Cross-Disciplinary PhD Programs:** The PhD program, which already offers disciplines like Biotechnology, Botany, Chemistry, and Zoology, will be expanded to formalize cross-disciplinary research. For example, a student could pursue a PhD in "Environmental Policy" with a co-supervisor from both the Environmental Science and Political Science departments.

#### **11.2.2. Curricular Innovation:**

- **Minor and Certificate Programs:** Introduce a range of interdisciplinary minors and certificate programs that allow students to gain specialized knowledge in a field outside their major. For instance, a "Data for Social Impact" minor could be offered jointly by the Departments of Statistics, Social Work, and Computer Science.
- **Project-Based Learning:** Implement mandatory interdisciplinary projects in the final year of undergraduate programs. These projects would require students to work in teams with members from different disciplines to solve a real-world problem, such as designing a sustainable waste management plan for a community or developing a mobile app to promote mental health.

#### **11.2.3. Student Engagement and Support:**

- **Interdisciplinary Competitions:** Organize inter-departmental competitions and hackathons focused on solving complex problems. These events will encourage creative collaboration and highlight the value of diverse perspectives.
- **Enhanced Career Counseling:** The career services department will be trained to guide students on how to leverage their interdisciplinary skills in the job market. This includes helping them articulate the value of a degree that combines, for example, Communicative English, Political Science, and Economics.

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### **11.3. Institutionalization and Measurement: Sustaining Integration (Phase 5 and beyond)**

The final phase will focus on embedding academic integration into the university's long-term operational and strategic framework.

#### **11.3.1. Policy and Governance:**

- Revised Academic Regulations: Update the university's academic regulations to formally recognize and reward interdisciplinary collaboration in teaching, research, and service.
- Annual Academic Integration Review: Integrate a review of interdisciplinary activities into the annual planning and appraisal process for departments and faculty. This ensures accountability and continuous improvement.

#### 11.3.2. Measuring Success:

- Quantitative Metrics: Track the number of co-taught courses, inter-school research projects, co-authored publications, and student participation in interdisciplinary programs and competitions.
- Qualitative Metrics: Conduct regular surveys of students, faculty, and alumni to gauge their perception of the effectiveness of academic integration. Success will be measured by an increase in student satisfaction with the curriculum's relevance and faculty's sense of collaboration.

#### 11.4 The plan to mobilize resources through:

1. RUSA
  2. Government Aid (salary of the staff from the State Govt.)
  3. Fee collections
  4. Bank Loans
  5. Consultancy done by faculty members
  6. Alumni, Benefactors, Donors and Philanthropic Contributions
  7. Endowment Funds
  8. Corporate Social Responsibility (CSR) funds
  9. MPLAD Funds
  10. DST, DBT, SERB, VGST, CSIR, ICSSR, UGC, and other governmental funding agencies
- 

## 12. Road map for extension activities: NCC and NSS

### 12.1 Phase 1: Strengthening the Foundation

The first year will focus on solidifying existing programs and establishing a robust framework for future growth.

#### 1. NCC (National Cadet Corps):

- Goal: Increase NCC cadet enrollment by 20% through targeted recruitment drives and enhanced communication about its benefits.
- Initiatives:
  - Launch a "Meet the Cadets" campaign during admissions to showcase the experiences and achievements of current NCC members.
  - Establish a formal partnership with the NCC Group Headquarters, Bengaluru to secure additional training opportunities and resources.
  - Introduce a mentoring program where senior cadets guide new recruits on a one-on-one basis.

#### 2. NSS (National Service Scheme):



- Goal: Expand NSS activities beyond traditional camps to include structured, year-round engagement in local communities.
- Initiatives:
  - Formalize a relationship with a nearby village or urban slum for long-term community development projects (e.g., sanitation drives, adult literacy programs).
  - Conduct a campus-wide survey to identify student interests and skills, matching them with specific community needs.
  - Introduce a mandatory training workshop for all NSS volunteers on ethical community engagement and project management.

### 3. Youth Activities and Social Concern:

- Goal: Create a centralized platform to coordinate and promote all youth clubs and social outreach initiatives.
- Initiatives:
  - Establish a "Student Activity Center" with a dedicated coordinator to oversee all student clubs (cultural, literary, sports, etc.).
  - Launch a university-wide "Service Learning" portal to document and showcase the social impact of various student-led initiatives, such as the "Bembala" outreach program.
  - Host a "Social Impact Fair" to connect student groups with NGOs and social enterprises for potential partnerships.

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## 12.2 Phase 2 : Integration and Diversification

This year will focus on integrating co-curricular activities into the academic framework and diversifying the range of offerings.

### 1. NCC:

- Goal: Integrate a component of NCC training into the university curriculum, possibly as an elective.
- Initiatives:
  - Propose a credit-based elective course on "Leadership and National Security," co-taught by NCC officers and faculty from relevant departments (e.g., Political Science).
  - Organize a university-level NCC inter-battalion competition to foster a sense of healthy rivalry and excellence.
  - Introduce specialized training for cadets in areas like disaster management or cyber security, leveraging the expertise of different departments.

### 2. NSS:

- Goal: Diversify NSS projects to address a wider range of social issues and integrate them with academic research.
- Initiatives:
  - Launch projects focused on mental health awareness, digital literacy, and environmental conservation, in collaboration with the Departments of Psychology, Computer Science, and Environmental Science, respectively.

- Offer an elective on "Community Development and Social Change," which would require students to participate in a hands-on NSS project as part of their coursework.
- Conduct a "Social Innovation Challenge" to encourage students to develop creative solutions for community problems, with seed funding for the winning ideas.

### 3. Youth Activities and Social Concern:

- Goal: Diversify student clubs to reflect emerging interests and global trends.
- Initiatives:
  - Encourage the formation of new clubs focused on areas like sustainability, data science, entrepreneurship, and global citizenship.
  - Organize a "Youth Leadership Summit" bringing together student leaders from SJU and other institutions to discuss contemporary social issues.
  - Establish a formal partnership with Jesuit universities abroad to facilitate student-led social service exchange programs.

## 12.3 Phase 3 : Specialization and Innovation

This phase will focus on developing specialized programs and innovative projects that showcase SJU's leadership in youth development and social concern.

### 1. NCC:

- Goal: Establish a "Center of Excellence" for NCC training, specializing in a specific area of national importance.
- Initiatives:
  - Partner with defense and security agencies to offer specialized, advanced training to a select group of cadets in a chosen field (e.g., urban search and rescue, drone operations).
  - Host a national-level NCC camp at SJU, attracting cadets from across the country.
  - Develop and publish a case study on SJU's NCC leadership model, contributing to the wider body of knowledge on youth development.

### 2. NSS:

- Goal: Launch an "Impact Incubator" for student-led social enterprises and community projects.
- Initiatives:
  - Provide seed funding, mentorship, and logistical support for NSS volunteers who want to turn their community projects into sustainable social enterprises.
  - Publish an annual "Social Impact Report" detailing the collective achievements and measurable outcomes of all NSS projects.

### 3. Youth Activities and Social Concern:

- Goal: Institutionalize a "Youth Development and Social Concern Certificate."
- Initiatives:
  - Create a non-credit certificate program that recognizes students' participation and leadership in co-curricular and social outreach activities.
  - Appoint a "Youth Ambassador" from the student body to represent SJU at national and international forums.

- Launch a university-wide "Social Innovation Fund" to support innovative, student-led projects that address pressing social issues.

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#### **12.4 Phase 4 : Regional and National Leadership**

This year will focus on positioning SJU as a leader in youth development and social responsibility on a regional and national scale.

##### **1. NCC:**

- Goal: Serve as a hub for NCC training and research in the region.
- Initiatives:
  - Organize a regional conference on "Youth and National Development," bringing together NCC officers, policymakers, and academics.
  - Offer consultancy services to other educational institutions on how to establish and run successful NCC units.

##### **2. NSS:**

- Goal: Publish best practices and research on community engagement.
- Initiatives:
  - Author a comprehensive "NSS Best Practices Guidebook" based on SJU's experiences, and share it with other institutions.
  - Host a national seminar on "University-Community Partnerships" to showcase SJU's model and foster dialogue on impactful collaborations.

##### **3. Youth Activities and Social Concern:**

- Goal: Launch a SJU-branded social campaign with a national scope.
- Initiatives:
  - Develop a long-term social campaign, such as "SJU Fights Hunger" or "SJU Goes Green," with clear goals and measurable outcomes.
  - Partner with national media outlets and corporate social responsibility (CSR) initiatives to amplify the campaign's reach and impact.

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#### **12.5 Phase 5 : Legacy and Sustainability**

The final year will be dedicated to ensuring the long-term sustainability and legacy of the programs.

##### **1. NCC:**

- Goal: Establish a permanent endowment or fund to support the NCC unit, ensuring its financial independence and long-term viability.

##### **2. NSS:**

- Goal: Create an "Alumni for a Cause" network, connecting NSS alumni with current students for mentorship and project support.

##### **3. Youth Activities and Social Concern:**

- Goal: Embed the principles of social concern and youth development into the university's core strategic plan for the next decade.
- Initiatives:

- Create a dedicated Center for Social Justice and Youth Development to institutionalize all co-curricular, outreach, and social concern activities.
- Publish a commemorative book or digital archive documenting the impact of SJU's youth activities over the five-year period

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### 13. Road map for sports and advanced sports training at SJU

#### 13.1 Phase 1: Foundation and Infrastructure Enhancement

The first year will focus on a comprehensive assessment of existing sports facilities and programs, followed by strategic investments to create a strong foundation.

##### 1. Infrastructure Development:

- Goal: Upgrade existing sports facilities and plan for new ones to accommodate a wider range of sports.
- Initiatives:
  - Conduct a detailed audit of all sports facilities, including the basketball court, football ground, cricket pitch, and indoor spaces.
  - Begin the process of renovating the main basketball court and establish a state-of-the-art indoor gym with modern equipment.
  - Develop a long-term master plan for a multi-purpose sports complex that could include a swimming pool, indoor badminton courts, and squash courts.

##### 2. Program Restructuring:

- Goal: Formalize the sports department structure and introduce a structured schedule for all sports.
- Initiatives:
  - Appoint a dedicated Sports Coordinator to oversee all athletic programs and team management.
  - Establish a schedule for regular practice sessions for all major sports teams and make it accessible to all students.
  - Introduce a university-wide "Sports Day" to re-ignite enthusiasm for athletics among the entire student body.

##### 3. Recruitment and Training:

- Goal: Scout for new talent and provide foundational training for all teams.
- Initiatives:
  - Hold open trials for all sports teams at the beginning of the academic year.
  - Secure qualified coaches for major sports like football, basketball, and cricket.
  - Introduce a mandatory fitness and conditioning program for all university team athletes.

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#### 13.2 Phase 2 : Integration and Expansion

This year will focus on integrating sports into the university's culture and expanding the range of activities.

##### 1. Academic Integration:

- Goal: Formalize the role of sports in a student's academic life.
- Initiatives:
  - Propose a credit-based elective course on "Sports Science and Management," co-taught by the Sports Coordinator and faculty from the Department of Management.
  - Introduce an academic scholarship for students who excel in sports, balancing both their academic and athletic commitments.
  - Encourage the use of university sports facilities for academic projects, such as a study on athletic performance or sports psychology by the Departments of Statistics or Psychology.

## 2. Diversity in Sports:

- Goal: Introduce and promote a wider range of sports to cater to diverse student interests.
- Initiatives:
  - Formally launch and support teams for sports like volleyball, table tennis, and badminton.
  - Organize inter-departmental tournaments in these new sports to encourage mass participation.
  - Host a "Sports and Games Fair" to showcase all the new sports and encourage student sign-ups.

## 3. University-Level Events:

- Goal: Establish SJU as a host for regional sporting events.
- Initiatives:
  - Bid to host inter-university tournaments in popular sports like football or basketball.
  - Organize a grand "SJU Sports Meet," inviting teams from other institutions in Bengaluru to compete.
  - Streamline the process for students to participate in external tournaments and provide them with necessary logistical and financial support.

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### 13..3 Phase 3 : Specialization and Excellence

This phase will focus on developing high-performance training programs and creating a brand identity for SJU sports.

#### 1. High-Performance Program:

- Goal: Create a specialized program to nurture elite athletes.
- Initiatives:
  - Launch a "High-Performance Athlete Program" offering advanced coaching, nutritional guidance, and physiotherapy services to top athletes.
  - Invest in a professional strength and conditioning coach to work exclusively with the university's main teams.
  - Partner with local sports academies and professional clubs to provide students with opportunities for advanced training and exposure.

#### 2. Branding and Recognition:

- Goal: Establish a strong brand identity for SJU sports.
- Initiatives:
  - Design and introduce a new, unified sports jersey and uniform for all university teams.
  - Create a dedicated "Hall of Fame" on campus to honor past and present SJU athletes who have achieved distinction.
  - Launch a "Sports Blog" or social media page managed by students to report on games, celebrate victories, and highlight the achievements of our athletes.

### 3. Community and Alumni Engagement:

- Goal: Build a strong network of support for SJU sports.
- Initiatives:
  - Organize "Alumni vs. Current Students" matches in different sports to foster a sense of community and support.
  - Establish a "Sponsor a Team" initiative, inviting alumni and corporate partners to provide financial support for specific sports.
  - Host coaching clinics for local schools and colleges to share expertise and build a pipeline for future SJU athletes.

## 13. 4 Phase 4 : Regional and National Dominance

This year will focus on positioning SJU as a leader in university sports on a regional and national scale.

### 1. Tournament Excellence:

- Goal: Achieve top rankings in regional and state-level inter-university tournaments.
- Initiatives:
  - Set ambitious but realistic goals for each team to win specific championships.
  - Provide teams with dedicated sports psychologists to enhance their mental preparedness for high-stakes games.
  - Host a national-level tournament at SJU, attracting top-tier teams from across the country.

### 2. Coach and Athlete Development:

- Goal: Become a hub for sports education and training.
- Initiatives:
  - Organize a "Coaches' Conclave" to share best practices and new coaching methodologies with coaches from other institutions.
  - Launch a scholarship program for students aspiring to pursue a career in sports, either as athletes, coaches, or managers.
  - Develop a comprehensive "Athlete Wellness" program focusing on injury prevention and mental health.

## 13..5 Phase 5: Legacy and Sustainability

The final year will be dedicated to ensuring the long-term sustainability of the sports and games program and embedding it into the university's permanent legacy.

### 1. Financial Sustainability:

- Goal: Establish a permanent endowment or fund for SJU sports.
- Initiatives:
  - Launch an annual "Sports Gala" to raise funds for the sports endowment.
  - Partner with sports brands and corporate sponsors for long-term sponsorships of SJU teams.

### 2. Institutionalization:

- Goal: Embed sports and physical fitness into the core identity of SJU.
- Initiatives:
  - Create a dedicated Center for Sports Excellence to institutionalize all sports, fitness, and wellness programs.
  - Publish an annual "SJU Sports Report" to document the achievements, records, and milestones of the university's athletic program over the five-year period.
  - Establish a "Sports Leadership Council" comprising faculty, coaches, and students to guide the program's future direction.

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## 14. Mentoring: Action driven approach

### 14.1 Phase 1: Foundation and Structure

The initial year will be dedicated to designing and launching the foundational elements of the mentoring program.

#### 1. Program Design and Structure:

- Goal: Create a formal mentoring framework with clearly defined roles and responsibilities.
- Initiatives:
  - Establish a "Mentoring Program Office" with a dedicated coordinator to oversee all mentoring activities.
  - Develop a comprehensive handbook: Mentors manual, outlining the program's objectives, mentor and mentee roles, and best practices.
  - Pilot a "Faculty Mentoring Program" where each first-year student is assigned a faculty mentor for academic guidance and personal support.

#### 2. Mentor and Mentee Onboarding:

- Goal: Recruit and train the first cohort of mentors and mentees.
- Initiatives:
  - Recruit faculty mentors through a formal application process, emphasizing their role in guiding students beyond the classroom.
  - Conduct mandatory training workshops for faculty mentors on topics such as active listening, goal setting, and maintaining professional boundaries.
  - Introduce the mentoring program to all incoming first-year students during orientation, explaining its benefits and encouraging active participation.

#### 3. Technology and Communication:

- Goal: Implement a digital platform to facilitate the mentoring process.

- Initiatives:
    - Identify and integrate a suitable software platform or university portal module for mentor-mentee matching, communication, and progress tracking.
    - Create a dedicated section on the university website and student portal with resources, FAQs, and success stories related to the mentoring program.
- 

## 14.2 Phase 2: Expansion and Specialization

Building on the foundation, the second year will focus on expanding the program's scope and introducing specialized mentoring tracks.

### 1. Peer Mentoring Program:

- Goal: Launch a peer-to-peer mentoring program to foster a supportive student community.
- Initiatives:
  - Recruit and train senior undergraduate students to mentor first-year students, helping them with the transition to university life, academic challenges, and campus navigation.
  - Establish a reward and recognition system for peer mentors, such as a certificate of service or a letter of recommendation.

### 2. Career Mentoring Program:

- Goal: Connect students with alumni and industry professionals for career guidance.
- Initiatives:
  - Partner with the SJU Alumni Association to create a database of alumni willing to serve as career mentors.
  - Organize "Career Mentoring Sessions" where students can interact with professionals from their desired fields.
  - Establish partnerships with local and national companies to connect students with industry mentors for internship and job-seeking advice.

### 3. Workshop Series:

- Goal: Supplement the one-on-one mentoring with structured developmental workshops.
  - Initiatives:
    - Develop and host a series of workshops for mentees on essential skills such as resume writing, interview preparation, public speaking, and time management.
    - Conduct workshops for mentors to refine their coaching skills and discuss common challenges they face in their role.
- 

## 14.3 Phase 3 : Integration and Impact Assessment

This year will focus on integrating the different mentoring programs and measuring their effectiveness.

### 1. Integrated Mentoring Model:

- Goal: Create a seamless mentoring ecosystem that combines faculty, peer, and career mentorship.
- Initiatives:



- Design a system where a student's faculty mentor can facilitate a connection with a peer mentor or an industry professional based on the student's needs.
- Host a "Mentoring Summit" to bring all mentors together to share insights, best practices, and collaborative opportunities.

## 2. Impact Measurement:

- Goal: Develop a robust system to track and analyze the program's impact on student success.
- Initiatives:
  - Implement a feedback mechanism through surveys and interviews to gather qualitative and quantitative data from both mentors and mentees.
  - Track key metrics such as student retention rates, academic performance, and placement success to correlate with mentoring participation.
  - Publish an annual "Mentoring Program Impact Report" to showcase the program's successes and areas for improvement.

## 3. Research and Publications:

- Goal: Contribute to the body of knowledge on mentoring in higher education.
- Initiatives:
  - Encourage faculty involved in mentoring to conduct research on the program's effectiveness and publish their findings.
  - Present SJU's mentoring model at national and international conferences to share best practices with other institutions.

## 14.4 Phase 4 : Specialization and Community Engagement

This year will focus on developing advanced mentoring tracks and expanding the program's reach to the wider community.

### 1. Advanced Mentoring Tracks:

- Goal: Introduce specialized mentoring programs for specific student groups.
- Initiatives:
  - Launch a "Research Mentoring Program" to connect students with faculty members for guidance on academic research and publication.
  - Develop a "Leadership Mentoring Program" for student leaders, linking them with senior administrators and community leaders.
  - Create a mentoring track for students from underprivileged backgrounds, connecting them with mentors who can provide tailored support and guidance.

### 2. Community Outreach:

- Goal: Extend the mentoring program's benefits to the local community.
- Initiatives:
  - Partner with local schools and NGOs to establish a "Community Mentoring Program" where SJU students mentor high school students.
  - Organize joint workshops and events with community partners to promote the importance of mentorship and personal development.

---

#### 14.5 Phase 5 : Institutionalization and Legacy

The final year will be dedicated to ensuring the long-term sustainability and legacy of the mentoring program.

##### 1. Financial Sustainability:

- Goal: Secure long-term funding for the Mentoring Program Office and its initiatives.
- Initiatives:
  - Establish an "Endowment Fund for Mentoring" with contributions from alumni and corporate partners.
  - Integrate the mentoring program's budget into the university's core operational expenses.

##### 2. Institutionalization:

- Goal: Embed the mentoring program into the university's permanent strategic framework.
- Initiatives:
  - Create a formal position for a "Director of Mentoring" to lead the program's long-term strategy.
  - Publish a comprehensive guide titled "The SJU Mentoring Model," to serve as a blueprint for future generations and other institutions.
  - Create a permanent "Mentoring Wall of Fame" to honor outstanding mentors and mentees, celebrating their contributions and success stories.

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### 15. Action plan: HRD for staff

#### 15.1 Phase 1: Foundational HRD and Incubation

##### 1. HRD Initiatives:

- Goal: Establish a robust framework for faculty and staff development.
- Actions:
  - Launch a "Faculty Development Program (FDP) Series" with workshops on modern pedagogy, digital tools (e.g., AI in education), and NEP 2020 compliance.
  - Introduce a mentorship program where senior faculty guide new recruits on teaching methods and research.
  - Formalize a performance appraisal system that includes a dedicated section for professional development goals.

##### 2. Innovative Programs:

- Goal: Create an environment that encourages and supports new program ideas.
- Actions:
  - Establish an "Innovation Cell" to review and incubate proposals for new interdisciplinary courses or student projects.
  - Allot seed funding for faculty to develop pilot programs or research initiatives.

- Organize a university-wide "Innovate SJU" competition to crowdsource creative ideas from students and faculty.

---

## 15.2 Phase 2 : Specialization and Cross-Functional Training

### 1. HRD Initiatives:

- Goal: Develop specialized training for faculty and staff in key areas.
- Actions:
  - Offer advanced FDPs on specialized topics like research methodology, grant writing, and intellectual property (IP) rights.
  - Conduct cross-functional training sessions to enhance communication between administrative staff and faculty.
  - Introduce a "Leadership Development Program" for mid-level faculty and staff aspiring to take on administrative roles.

### 2. Innovative Programs:

- Goal: Pilot a new academic and an outreach program.
- Actions:
  - Launch a new interdisciplinary minor or certificate program based on a successful proposal from the Innovation Cell (e.g., a "Digital Humanities" minor).
  - Initiate a "Social Innovation Project" in collaboration with the NSS, encouraging students to apply their academic knowledge to solve a real-world community problem.

---

## 15.3 Phase 3 : Global Integration and Research Focus

### 1. HRD Initiatives:

- Goal: Enhance international exposure for faculty and staff.
- Actions:
  - Facilitate partnerships with foreign universities for faculty exchange programs and joint research projects.
  - Offer language and cultural training to faculty involved in international collaborations.
  - Host a global conference or workshop at SJU to attract international experts.

### 2. Innovative Programs:

- Goal: Integrate innovation into the research ecosystem.
- Actions:
  - Establish a "Research and Innovation Fund" to support long-term, high-impact interdisciplinary projects.
  - Launch a university-wide "Research Day" to showcase faculty and student innovations.
  - Introduce an "Innovation Showcase" as part of the annual convocation, celebrating groundbreaking student and faculty projects.

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## 15.4 Phase 4: Institutionalization and Scaling

### 1. HRD Initiatives:

- Goal: Embed HRD into the university's permanent policy framework.
- Actions:
  - Integrate HRD as a key component of the university's strategic plan for the next decade.
  - Create a formal "HRD Center" to manage and sustain all professional development programs.
  - Offer paid sabbaticals for senior faculty to pursue research or professional training.

2. Innovative Programs:

- Goal: Scale successful pilot programs into full-fledged offerings.
- Actions:
  - Convert the successful pilot minor or certificate into a full-time, credit-based program.
  - Secure external funding and grants for the Social Innovation Project to ensure its long-term viability and impact.
  - Establish an SJU "Innovation Awards" to formally recognize and reward innovative contributions from faculty and students.

---

## 15.5 Phase 5 : Legacy and Sustainability

### 1. HRD Initiatives:

- Goal: Create a self-sustaining culture of learning and growth.
- Actions:
  - Launch a peer-led training program where faculty and staff who have attended external workshops share their knowledge with colleagues.
  - Publish a commemorative report on the impact of the HRD initiatives over the five-year period.

### 2. Innovative Programs:

- Goal: Ensure the long-term sustainability of the innovation ecosystem.
  - Actions:
    - Establish an "Alumni Innovation Fund" to support new student and faculty ventures.
    - Create a digital archive of all innovative projects and programs to serve as a resource for future generations.
- 

## 16. Action plan: HRD for students

### 16.1 Phase 1: Foundation and Self-Discovery

The initial year will focus on establishing the foundational framework and empowering students to understand their own potential.

#### 1. HRD Program Design & Structure:

- Goal: Create a formal, campus-wide student HRD framework.
- Actions:

- Establish a Student Development and HRD Center as a central point for all related programs and initiatives. This will be different from the career services office, focusing on a broader range of skills.
- Integrate a "Self-Discovery and Career Alignment" module into the first-year orientation program. This module will use psychometric assessments and workshops to help students identify their strengths, interests, and potential career paths.
- Pilot a "Skills Passport" system, where students can track their development in key areas (e.g., communication, leadership, problem-solving) through workshops, projects, and extracurricular activities.

## 2. Core Competency Training:

- Goal: Provide mandatory training in fundamental professional and life skills.
- Actions:
  - Launch a series of compulsory workshops on Effective Communication, Teamwork, and Critical Thinking. These will be integrated into the first-year curriculum or offered as a mandatory non-credit module.
  - Offer training in Digital Literacy, including advanced software skills, data analysis basics, and cyber ethics, to prepare students for a technology-driven world.

## 3. HRD Mentoring:

- Goal: Link students with faculty mentors to guide their overall development.
- Actions:
  - Expand the faculty mentoring program (as per the earlier roadmap) to specifically focus on HRD. Mentors will help students set personal and professional goals, track their skills passport, and navigate their university experience.

---

## 16.2 Phase 2 : Specialization and Hands-on Application

This year will focus on allowing students to specialize in their areas of interest and apply their skills in practical settings.

### 1. Career-Track Development:

- Goal: Offer specialized training that aligns with specific career tracks.
- Actions:
  - Introduce "Career-Specific Skill Modules" in collaboration with different departments. For example, the Department of Management could offer modules on "Project Management," while the Department of English could offer one on "Content Creation and Technical Writing."
  - Organize "Industry-Specific Panels and Workshops" where professionals from various sectors can share insights into the skills and competencies required in their fields.

### 2. Experiential Learning:

- Goal: Provide hands-on opportunities for skill application.
- Actions:

- Partner with companies to create a structured "SJU Internship Program" with a focus on learning outcomes, not just task completion.
- Launch an "SJU Social Innovation Lab" where students can apply their skills to develop and implement solutions for community problems, with mentorship from NGOs and social entrepreneurs.

### 3. HRD Mentoring:

- Goal: Introduce peer and alumni mentoring to diversify the guidance students receive.
- Actions:
  - Launch a Peer Mentoring Program where senior students, who have successfully navigated their early university years, guide juniors in academic and personal matters.
  - Partner with the Alumni Association to launch an Alumni Mentoring Network, connecting students with graduates who can provide career-specific advice and networking opportunities.

## 16.3 Phase 3 : Global Exposure and Leadership Development

This phase will focus on developing a global perspective and leadership capabilities.

### 1. Global Competence Development:

- Goal: Prepare students to thrive in a globalized world.
- Actions:
  - Offer workshops on Cross-Cultural Communication and Global Etiquette to students interested in international exchange programs or careers abroad.
  - Launch a "Global Challenges Program", where students work in interdisciplinary teams to propose solutions to global issues like climate change or poverty.

### 2. Leadership and Management Training:

- Goal: Nurture the next generation of leaders.
- Actions:
  - Introduce a "Student Leadership Program" for club presidents, team captains, and other student leaders. This will include training on team management, conflict resolution, and strategic planning.
  - Host a "Youth Leadership Summit" at SJU, inviting student leaders from other universities to share ideas and best practices.

### 3. HRD Mentoring:

- Goal: Provide specialized mentorship for leadership and innovation.
- Actions:
  - Connect student leaders with senior university administrators for one-on-one mentorship.
  - Pair students in the innovation lab with industry experts and venture capitalists.

## 16.4 Phase 4 : Institutionalization and Impact Measurement

This year will focus on solidifying the programs and measuring their long-term impact.

#### 1. Institutionalization:

- Goal: Formally integrate student HRD into the university's strategic plan.
- Actions:
  - Mandate that all departments include a student HRD component in their curriculum.
  - Create a university-wide "Student HRD Committee" with representation from faculty, staff, and students to guide future programs.

#### 2. Impact Measurement:

- Goal: Quantify the effectiveness of the HRD program.
- Actions:
  - Conduct comprehensive surveys and focus groups with current students and alumni to gather data on their career readiness and personal development.
  - Track key metrics such as placement rates, alumni career progression, and student satisfaction with the program.

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### 16.5 Phase 5 : Sustainability

The final year will be dedicated to ensuring the long-term sustainability and legacy of the student HRD program.

#### 1. Sustainability:

- Goal: Secure long-term funding and resources for the Student Development and HRD Center.
- Actions:
  - Launch a dedicated "Student Development Fund" with contributions from alumni and corporate partners.
  - Create a "Best Practices Guidebook" on the SJU student HRD model to share with other institutions.

#### 2. Legacy:

- Goal: Establish a permanent culture of continuous development.
- Actions:
  - Launch an annual "SJU Student HRD Awards" to recognize students who have shown exceptional growth and leadership.
  - Establish a permanent "SJU Alumni Mentoring Portal" to serve as a lifelong resource for all SJU graduates.

## 17. Roadmap for Alumni Engagement: Leveraging SJU's Rich Legacy

St. Joseph's University's rich, 140-year legacy is embodied in its vast and successful alumni network. The strategic roadmap for the next five years will focus on transforming this network from a passive resource into an active, dynamic force for institutional growth. The core strategy will be to build a vibrant, two-way relationship with alumni, moving beyond fundraising to create a mutually beneficial ecosystem of mentorship, collaboration, and ambassadorship. This will be achieved by establishing a professional Alumni Relations Office, creating a robust digital platform, and organizing targeted engagement programs that connect alumni with current students and faculty, allowing them to contribute their

expertise and experience to the university's future. The goal is to make every alumnus an active partner in SJU's continued journey of excellence.

#### 17.1 Co curricular : Phase 1 : Foundation and Community Building

The initial year will focus on creating a supportive and structured environment for co-curricular activities.

##### 1. Club Governance and Structure:

- Goal: Formalize the governance and operational structure of all student clubs.
- Actions:
  - Establish a Student Activities Office with a dedicated staff member to serve as a liaison between student clubs and the university administration.
  - Develop a comprehensive "Club Handbook" outlining the process for club registration, event planning, and financial management.
  - Mandate that all clubs have a faculty advisor to provide guidance and oversight.

##### 2. Community Engagement:

- Goal: Increase student awareness and participation in co-curricular activities.
- Actions:
  - Host a large-scale "SJU Club Fair" during the first week of classes to showcase all clubs and encourage student sign-ups.
  - Launch a centralized digital platform or portal where students can discover clubs, view event calendars, and register for activities.
  - Organize a "Club Leadership Workshop" to train club presidents and secretaries on effective management, public relations, and event execution.

##### 3. Resource Allocation:

- Goal: Provide clubs with dedicated resources to support their activities.
- Actions:
  - Create a standardized process for clubs to apply for and receive funding for events and projects.
  - Designate dedicated spaces on campus, such as meeting rooms and multi-purpose halls, that clubs can book for their activities.

---

#### 17.2 Phase 2: Integration and Diversification

Building on the foundation, the second year will focus on integrating co-curricular activities with the academic curriculum and diversifying association offerings.

##### 1. Academic Integration:

- Goal: Link co-curricular activities with academic learning outcomes.
- Actions:
  - Introduce a "Co-Curricular Transcript" to formally document student participation in clubs, leadership roles, and awards. This will be a valuable asset for future job applications and postgraduate studies.



- Offer an elective or non-credit course on "Event Management and Leadership", where students can gain theoretical knowledge to apply in their club activities.
- Encourage clubs to partner with academic departments for events (e.g., a debate club partnering with the Political Science Department for a policy discussion).

## 2. Diversity in Clubs:

- Goal: Expand club offerings to cater to a wider range of student interests.
- Actions:
  - Incentivize the formation of new clubs in emerging areas such as technology (e.g., coding club, robotics), entrepreneurship, and sustainability.
  - Organize a "Clubs for a Cause" initiative to encourage and support clubs that focus on social outreach, in collaboration with the NSS and other social concern groups.

## 3. Performance and Recognition:

- Goal: Establish a system to recognize and reward outstanding club performance.
- Actions:
  - Launch an annual "SJU Club Awards" ceremony to celebrate the achievements of individual clubs and their members in categories like "Best Event," "Most Innovative Club," and "Club of the Year."
  - Create a "Club Spotlight" section on the university website and social media to highlight the activities and successes of various clubs.

## 17.3 Phase 3: Specialization and Innovation

This phase will focus on developing specialized programs and encouraging innovative co-curricular initiatives.

### 1. Specialized Leadership Programs:

- Goal: Nurture advanced leadership skills in student leaders.
- Actions:
  - Launch a "Student Leadership Academy" offering intensive training workshops and mentorship opportunities with university administrators and external experts.
  - Establish a "Co-Curricular Research Grant" to support student-led projects that are both innovative and impactful, such as a student-run publication or a new campus-wide initiative.

### 2. Inter-University Collaborations:

- Goal: Position SJU as a hub for co-curricular excellence in the region.
- Actions:
  - Organize and host inter-university festivals, competitions, and conferences across various domains (e.g., cultural, literary, technical).
  - Establish a "Co-Curricular Exchange Program" with other Jesuit institutions to share best practices and foster collaboration.

### 3. Innovation Fund:

- Goal: Provide a financial mechanism to support groundbreaking student ideas.

- Actions:
    - Establish an "SJU Innovation Fund" specifically for student-led projects that are not tied to a specific club but have the potential for significant campus or community impact.
- 

#### 17.4 Phase 4: Institutionalization and Impact Measurement

This year will focus on embedding co-curricular activities into the university's permanent strategic framework and measuring their effectiveness.

##### 1. Institutionalization:

- Goal: Formalize the role of co-curricular activities in the university's strategic mission.
- Actions:
  - Integrate co-curricular engagement as a key performance indicator in the university's accreditation and quality assurance processes.
  - Create a permanent "Center for Co-Curricular Development" to oversee and sustain all co-curricular activities and programs.

##### 2. Impact Measurement:

- Goal: Quantify the impact of co-curricular activities on student development.
  - Actions:
    - Conduct a comprehensive survey of graduating students to assess how co-curricular involvement contributed to their skills in leadership, teamwork, and problem-solving.
    - Track the career outcomes of students who held leadership roles in clubs, highlighting the value of co-curricular experience in the job market.
- 

#### 17.5 Phase 5 : Legacy and Sustainability

The final year will be dedicated to ensuring the long-term sustainability and legacy of the co-curricular program.

##### 1. Financial Sustainability:

- Goal: Secure long-term funding for co-curricular activities.
- Actions:
  - Launch a dedicated "Co-Curricular Endowment Fund" with contributions from alumni and corporate partners.
  - Create an "Alumni Mentor Network" specifically for club leaders, connecting them with successful alumni who can provide guidance and resources.

##### 2. Legacy and Celebration:

- Goal: Commemorate the achievements of the co-curricular program and its impact on the SJU community.
- Actions:
  - Publish a comprehensive report titled "The SJU Co-Curricular Story," showcasing the growth, achievements, and impact of student activities over the five-year period.
  - Create a permanent "Co-Curricular Hall of Fame" to honor students and clubs who have made exceptional contributions to campus life.

## 18. Development strategic roadmap for Bembala the outreach programme

### 18.1 Phase 1: Consolidation and Strategic Planning (Phase 1:)

This phase will focus on strengthening the existing Bembala framework and laying the groundwork for future expansion.

#### 1. Team and Leadership Restructuring:

- Goal: Formalize the Bembala team structure and enhance leadership training.
- Actions:
  - Appoint a dedicated team of coordinators, including faculty and a student leadership body, to oversee the program's strategic direction.
  - Establish a Bembala Advisory Board composed of faculty from relevant departments (e.g., Social Work, Sociology, Economics), community partners, and experienced alumni to provide strategic guidance.
  - Develop a specialized training program for student leaders on community development theory, ethical engagement, and project management.

#### 2. Program Integration:

- Goal: Integrate Bembala activities more formally into the academic and co-curricular structure.
- Actions:
  - Work with academic departments to identify and create opportunities for students to earn academic credit for their Bembala projects. This could involve case studies, research papers, or project-based learning.
  - Mandate a preparatory module on social concern and community engagement for all first-year students to sensitize them to the program's vision.

#### 3. Community Partner Assessment:

- Goal: Systematically evaluate and strengthen relationships with community partners.
- Actions:
  - Conduct a thorough assessment of existing partnerships to ensure they align with Bembala's mission and are producing measurable outcomes.
  - Identify new NGOs, government agencies, and community-based organizations that can provide students with diverse and impactful outreach experiences.

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### 18.2 Phase 2: Expansion and Impact Diversification (Phase 2-3)

Building on the foundation, this phase will expand Bembala's reach and diversify its thematic areas of work.

#### 1. Thematic Focus Areas:

- Goal: Launch new, specialized outreach projects in response to pressing social issues.
- Actions:
  - Based on faculty and student expertise, launch new thematic projects. Examples include:

- "Digital Literacy for All": In collaboration with the Department of Computer Science, a program to teach basic computer skills and cyber safety to marginalized youth.
- "Environmental Stewards": Partnering with the Department of Environmental Science, a project focused on waste management and sustainable practices in a specific urban slum or village.
- "Healthcare & Hygiene": Working with the Department of Life Sciences, a program to conduct health awareness camps and hygiene workshops in underserved communities.

## 2. Project-Based Learning:

- Goal: Institutionalize a system for students to undertake long-term, project-based work.
- Actions:
  - Introduce a "Bembala Fellowship" for a select group of students to undertake an intensive, year-long social project, with mentorship from faculty and a stipend to cover expenses.
  - Create a "Bembala Impact Lab" to serve as a hub for students to design, prototype, and implement innovative social interventions.

## 3. Public Advocacy and Awareness:

- Goal: Use Bembala as a platform for public advocacy and policy dialogue.
- Actions:
  - Organize public events, seminars, and conferences on social issues, inviting experts, policymakers, and community leaders.
  - Launch a student-led social media campaign to raise awareness about specific social issues and the work being done by the Bembala team.

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## 18.3 Phase 3: Research, Innovation, and Legacy (Phase 4-5)

The final phase will focus on embedding Bembala into the university's research agenda and ensuring its long-term sustainability and legacy.

### 1. Research Integration:

- Goal: Position Bembala as a source of community-based research and intellectual inquiry.
- Actions:
  - Encourage faculty to base their research on Bembala's community projects, generating new knowledge and insights into social problems.
  - Publish an annual "Bembala Research Journal" to showcase student and faculty work in social concern and community development.
  - Host an annual "Action-Reflection-Praxis Conference" to bring together academics, students, and community members to reflect on their experiences and plan future interventions.

### 2. Sustainability and Scalability:

- Goal: Ensure the financial and operational longevity of the Bembala program.

- Actions:
  - Establish a dedicated "Bembala Endowment Fund" with contributions from alumni, corporate partners (through CSR initiatives), and individual donors.
  - Develop a comprehensive "Bembala Best Practices Guidebook" to document the program's successes and serve as a model for other educational institutions.
  - Explore the possibility of scaling successful Bembala projects into independent, non-profit organizations led by passionate alumni.

### 3. Legacy and Alumni Network:

- Goal: Create a lifelong connection between Bembala and its alumni.
  - Actions:
    - Establish an "Bembala Alumni Network" to connect past volunteers and leaders, creating a powerful network for social impact.
    - Host an annual "Bembala Alumni Meet" to celebrate the program's legacy and provide opportunities for networking and mentorship
- 

## 19. Vision for Institutional Growth and Development

### 19.1 IQAC Criteria Coordinators' Inputs and Strategic Vision

#### 19.1. S-Curve Analysis for Institutional Growth

The S-Curve model will be used to monitor and evaluate the institution's developmental trajectory. The model identifies three stages: initial slow growth, accelerated development, and eventual saturation. This allows for:

- Proactive resource allocation.
- Intervention in lagging areas.
- Strategic planning for long-term sustainability.

#### Action Plan:

- Annual review of academic, infrastructural, and research milestones.
- Identification of stagnating areas and intervention strategies.
- Adoption of data dashboards for growth monitoring.

#### 19.2. Thrust Areas for Funding Focus

Research and innovation funding will focus on trend-based and high-impact areas.

#### Action Plan:

- Form a committee to identify emerging funding trends (e.g., AI, biotechnology, climate resilience).
- Encourage interdisciplinary research proposals.
- Collaborate with funding agencies and industries for joint projects.

#### 19.3. Alignment with SDGs and Viksit Bharat

All institutional plans will align with Sustainable Development Goals (SDGs) and India's Viksit Bharat mission.

Focus Areas:

- SDG 4: Quality Education
- SDG 8: Economic Growth through Innovation
- SDG 9: Infrastructure for Research
- SDG 10: Equity and Inclusion
- SDG 12: Sustainability in Campus Operations

Action Plan:

- Integrate SDG themes in curriculum and research.
- Initiate projects for inclusive education and green campus practices.

#### **19.4. Skilling for Students and Faculty**

Students:

- Provide soft skill and technical skill training.
- Prioritize support for underprivileged students.

Faculty:

- Offer internships, workshops, and certifications.
- Provide financial and logistical support.

Action Plan:

- Launch a 'Skill+' certificate program.
- Partner with industry for training modules.

#### **19.5. Increasing Intake of Foreign Nationals**

Action Plan:

- Offer scholarships and international exchange programs.
- Create a dedicated International Relations Cell.
- Simplify visa and accommodation processes.

#### **19.6. Interdisciplinary and Transdisciplinary Courses**

Action Plan:

- Develop new programs combining tech, business, environment, and social sciences.
- Involve NGOs and industry in course design and delivery.

#### **19.7. Developing Future-Ready Problem Solvers**

Action Plan:

- Embed project-based learning across all programs.
- Introduce AI, data analytics, and automation courses.
- Upgrade infrastructure to support tech-enabled learning.

### **19.8. Audit of Faculty Time Management**

Action Plan:

- Conduct regular audits of faculty time usage.
- Reduce administrative overload through support staff hiring.
- Automate processes with digital tools.

### **19.9. Improving the Seed Money Grant System**

Action Plan:

- Make it mandatory for seed-funded projects to seek external grants.
- Offer grant-writing assistance.
- Establish a 'Research Support Unit' to guide funding efforts.

### **19.10. Effective Human Resource Management**

Action Plan:

- Restructure and rationalize committees.
- Define clear SOPs and deliverables for each committee.
- Ensure balanced participation to prevent overload or disengagement.

### **19.11. Encouraging Tech-Driven Subjects and Papers**

Action Plan:

- Introduce elective papers on AI, coding, data science.
- Promote tech-enabled research projects.
- Create interdisciplinary tech-labs.

### **19.12. Start-Up Box and Think-Tank Initiatives**

Action Plan:

- Set up a Start-Up Box with seed funds and mentorship.
- Launch a Think Tank with faculty, students, and industry mentors.
- Organize hackathons, ideation camps, and demo days.

### **19.13. Organizing an Annual Industry Day**

Action Plan:

- Invite industry leaders to review student and faculty projects.
- Arrange lab demos and poster presentations.
- Facilitate internships and job recruitment.

### **19.14. Infrastructure and Space Optimization**

Initiatives:

- Gallery-style stone seating for students with shaded areas.
- Smart lab upgrades with AI-enabled tools and IoT.
- Digital scheduling systems for resource management.

Action Plan:

- Conduct a space-utilization audit.
- Integrate smart systems and automate maintenance.
- Expand seating and green spaces near student zones.

#### **19.15. Parking Space Management**

Action Plan:

- Expand student and staff parking in the science block basement.
- Monitor usage to improve access and flow.

#### **19.16. Green Campus Initiatives**

Action Plan:

- Plant pollinator-friendly flora with accurate nameplates.
- Introduce indoor plants in labs, corridors, and staff rooms.
- Improve solid waste management with regular monitoring and segregation units.

#### **19.17. Future expansion in infrastructure:**

1. **Expansion to the Bannerghatta campus:** A detailed report on the plan is available on campus.

The plan includes the following details:

- (i) Development of facilities for Sports
- (ii) Development of the First Phase includes the following:
  - (a) The Administration block
  - (b) The Business School block
  - (c) The Engineering/ IT Studies block
  - (d) Hostels for Boys and Hostels for Girls
- (iii) Development of the Second phase

#### **19.18. Future expansion in infrastructure: Double road campus:**

- Restructuring of the entire Campus School-Wise
- A bigger infirmary facility with emergency medicines with a few beds and a male and a female nurse to be hired.
- Smart ID cards to enter the campus, library, campus wallet and visitor pass to be introduced.

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## **20. Development Plan with Process for IQAC**

### **20.1 Phase 1: Foundational Setup**

#### **Objectives**

- Establish core structure and governance of IQAC
- Lay groundwork for policies and procedures

#### **Action Steps**

- Constitute IQAC team with academic, administrative, and external members
- Draft and approve IQAC Charter and Quality Policy Manual



- Develop standard operating procedures (SOPs) aligned with NAAC/UGC/AICTE
- Apply for all rankings NIRF and other private ranking.
- Map quality culture in every domain of the institution for the integration and adoption of best practices with a view to enhancing the performance of the University.
- Organize awareness workshops for stakeholders on quality concepts

## **20.2 Phase 2: Policy Framework & Capacity Building**

### **Objectives**

- Build institutional frameworks for quality assurance: AQAR/document repository for Department
- Develop faculty and administrative capacity in recruitment with suggestions given to HR office

### **Action Steps**

- Finalize all policies on academics, research, governance, and student support.
- Launch Faculty Development Programs (FDPs) focusing on pedagogy and OBE with consultation from NAAC team
- Initiate partnerships with government and accreditation bodies
- Create a dashboard for policy compliance tracking

## **20.3 Phase 3: Curriculum & Technology Integration**

### **Objectives**

- Enhance academic offerings and adopt tech-enabled quality tools

### **Action Steps**

- Track departments to conduct curriculum revision workshops involving industry experts
- Implement CBCS/electives/ skill papers and OBE frameworks across departments as soon as possible
- Upgrade our Linways: Learning Management System (LMS) and campus ERP for tracking evaluations
- Begin analytics-based tracking of academic performance

## **20.4 Phase 4: Research & Student-Centric Quality**

### **Objectives**

- Drive institutional research culture and focus on student outcomes

### **Action Steps**

- Have meetings with Innovation & Incubation Centres, and Research Ethics Committee
- Track progress of allotment and completion of seed grants and publication support for faculty research
- Strengthen structured mentorship and alumni engagement programs
- Roll out multi-channel student feedback systems with actionable loops

## **20.5 Phase 5: Quality Benchmarking & Institutional Audit**

### **Objectives**

- Establish internal benchmarking and external audit frameworks

### **Action Steps**

- Conduct first comprehensive internal academic audit for all papers
- Benchmark against peer institutions (national & global)
- Publish Annual Quality Assurance Report (AQAR) at least for once in three years
- Initiate mock accreditation exercises with peer review experts when we are due for NAAC

## **20.6 Phase 6: Community Engagement & Sustainability**

### **Objectives**

- Root institutional practices in sustainability and social responsibility

### **Action Steps**

- Help departments collaborate with local communities, NGOs, and industry partners for outreach
- Audit institutional practices for environmental and social compliance and Aim for NIRF ranking
- Review strategic outcomes and update Quality Manual for the next cycle

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## **21. Conclusion**

This Institutional Development Plan for St Joseph's University is a dynamic and evolving roadmap. It reflects the collective vision of coordinators, stakeholders, and leadership. Each goal outlined here is both aspirational and actionable—focused on inclusive growth, academic excellence, sustainability, social concern and global engagement. Execution will be tracked periodically with feedback mechanisms in place to ensure continuous improvement and responsiveness to future challenges.

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*IDP collated and documented by Dr. Madappa MB. IQAC Director SJU*