

CRITERION – VII

INNOVATION AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the College conduct a Green Audit of its campus?

Though eco conscious, the college has not formally conducted Green audit of its campus.

7.1.2 What are the initiatives taken by the College to make the campus eco-friendly?

- * Energy conservation
- * Use of renewable energy
- * Water harvesting
- * Check dam construction
- * Efforts for Carbon neutrality
- * Plantation
- * Hazardous waste management
- * E-waste management
- * Any other

⌘ Energy conservation

Energy conservation has been treated as a priority area, both in terms of adopting concrete energy saving strategies on the campus and also in creating awareness among students and staff about its critical significance.

Energy saving Strategies

- Use of natural lighting and ventilation to avoid day time lights.
- Florescent bulbs are replaced with Compact Fluorescent Light bulbs.
- Optimal usage of Air-Conditioners
- Seminar halls are fitted with energy efficient split air-conditioners.
- Old monitors are replaced with energy efficient models
- Conscious efforts are made to check whether the electrical and electronic devices of the campus are duly switched off when not in use.

Promoting Environmental awareness

- A guest lecture on **Save Yourself and Save the Mother Earth** was delivered by Dr. Ramakrishna, Director, Geological survey of India on 10th July 2008.
- In collaboration with A P Productivity Council, Dept of English and Dept of Science jointly organized a one-day workshop on **Energy Awareness** on 16th Dec 2009.
- An essay writing competition on climate change was conducted on 16th June 2009
- A Cartoon drawing competition and an essay writing competition on environmental awareness was conducted as a part of Science day Celebration on

9th Nov 2009.

- An Awareness Campaign on World Ozone Layer Safety Day was organized for the preservation of the ozone layer on 16 September 2010.
- Eco- Club has been established in 2013 to promote eco-consciousness among students.

☞ Efforts for Carbon neutrality

The college has trees and plants that make the environment carbon dioxide free.

☞ Plantation

- Despite the constraints of space the College maintains a substantial green cover
- The green foliage includes an impressive array of old trees alongside a well maintained garden of flowering plants and crotons
- A full time gardener is appointed to take care of the garden.

☞ E-waste management

- The college has emphasis on paperless office to save carbon emission in printers.
- Reuse of one -side- printouts
- All e-waste is disposed to the Municipal Corporation
- The non-working computer spare parts and other non-working equipments are safely disposed outside.
- The cartridge of laser printers are refilled outside the college campus
- UPS Batteries are recharged / repaired / exchanged by the suppliers.
- Waste compact discs are used by students for decoration and participation in competitions like ‘Art from Waste’.

☞ Any other

- Student volunteers of our NSS Unit conducted Clean and Green Programme in Thatti Annaram Village in the year 2010.
- Value added courses like Environmental Studies and Renewable Energy Sources are offered to the students
- A tree plantation programme was conducted by our students volunteers of NSS Unit in Jogipet on 25th July 2008 and in Chengicherla Village from 25th – 31st Dec 2011.
- The college organized the Bio-diversity Day on 11th Oct, 2012 in order to generate awareness about green and peaceful earth. Various competitions like Rangoli, essay writing and Poster Making on Bio-diversity were conducted.
- Students participated in a two day symposium on Energy conservation on 6th and 7th October 2012, organized by The Institute of Engineers (India), Petroleum Conservation Research Association.
- Students participated in the World Environment Day rally conducted by Red Cross Society on 5th June 2009.

7.2 Innovations

7.2.1 Provide details of innovations introduced during the last four years which have created a positive impact on the functioning of the College.

Innovation is certainly the institution's cutting edge which reinforces and sustains its 'distinctive environment of excellence' in education. In fact 'academic flexibility' and 'scope for innovations' have been the primary reasons for the college to seek the Autonomous status in the year 2011.

- M.Com course was introduced in the year 2009- 2010.
- Going beyond the existing conventional UG courses new job oriented courses like B.Sc (NHAEM), B.Com (Professional), BA – Mass Communication & Journalism, BA(Journalism, Psychology, English Literature), BBA and MCJ were introduced under autonomy
- Post Autonomy all existing UG courses were re-introduced with newly designed curriculum
- Unique papers were introduced in emerging areas viz. 'AVR Micro Controller in Embedded System' in BSc(Electronics); 'Event Management' in BBA; 'Corporate Governance, 'Right To Information', 'Inflation Accounting', 'Management Reporting', 'Cost Audit' etc., in B.Com course. Practical component were introduced in some of the theory papers in Commerce.
- Certificate courses on wide ranging topics from Speed Typing to Numerical Ability were introduced to promote global competencies, employability and skill development. Interdisciplinary papers were also introduced to promote integrated learning and job potential among students.
- With the advent of Autonomy the college has adopted the policy of establishing the statutory bodies viz Boards of Studies, Academic Council, Finance Committee and Governing Body along with following the relevant procedures.
- Through value education classes and motivational talks/orientation sessions on goal setting, time management etc., the college inculcates essential life skills that help to promote social harmony, family relationships, religious tolerance and individual well-being.
- Use of open resources like NPTEL has paved way for exploring new realms in innovative teaching.
- Projects are made mandatory to instil research spirit among students.
- To promote research among the faculty seed money for research was granted for 8 faculty and an appreciation award was given to a faculty for completing Ph.D. Principal was felicitated by the Chairman for completing his second Ph.D.
- To promote quality research among students and faculty, the institution has invited resource persons of International eminence like Prof. Patrick Jaska from Mary Hardin- Baylor, Texas, USA & Prof. Tony Lobo, Swineburne University, Australia and Prof. Ravi Seethamraju from University of Sydney, Australia
- Having declared 2012 -2013 as year of research, there has been a significant rise in research output with increased number of publications and paper presentations
- To promote and reward excellence in teaching the college initiated the practice of Best Teacher Award in the year 2012

- Increased access to Free internet , INFLIBNET and other Library e- resources
- Expanding the scope of language lab
- Language cell is setup for counseling students on common errors in English, resume building, tips on interviews etc.
- Experiential learning is promoted through internships and increased field visits/industrial visits etc.,
- With the advent of autonomy an Examination branch with a strong room and adequate equipment was setup
- Pre-Autonomy where the examination system was governed by Osmania University, the scope for continuous assessment, though not mandatory, was created through slips tests, two term exams and a Pre-final examination.
- Shift from Year Wise Scheme to Semester System gave scope for Continuous Internal Assessments
- Under Autonomy major examination reforms were introduced in the college, predominantly seen in a shift from paper-based tests to skill -based tests which are graded on basis of innovative assignments to gauge multiple intelligences of students.
- Online results
- The College promotes College-neighborhood network through Lab to land and college – community oriented research projects.
- To promote social conscious and community engagement the college has encouraged the students to conduct 5K run, Street plays, documentary fest on themes of social issues.
- As part of corporate social responsibility towards the disadvantaged, the college repaired and refurbished a Hall with audio/Video equipment in St. Joseph's Telugu Medium School (Girls) Gunfoundry on 25th Feb 2013, incurring an expenditure of Rs 1,50,000.
- EZ School software was implemented to computerize student attendance and admissions
- Installation of Bio metric system, ID card printer, Currency Counting Machine and Fake note detector.
- Increase in the number of ICT enabled classrooms, LCDs and Wi-Fi campus have promoted extensive use of ICT and use of Open E-learning resources for innovative teaching.
- Statistical Package for Social Sciences(SPSS) Lab was set up with 20 systems
- State – of- the – Art Mass Communication studio with advanced production unit and publication software was set up.
- Psychology lab was set up with necessary equipments.
- To encourage and acknowledge academic excellence, Gold medals have been instituted to felicitate meritorious students.
- To promote safety Fire alarm and Extinguishers have been installed
- Campus extended with an additional block in the neighborhood
- Canteen renovated with improved services and extended area of operation
- The position of Dean Commerce was created in the year 2012 for the effective administration.

- Student Quality Assurance Cell was set up in the year 2013 to promote student involvement and leadership.
- MOUs with premier Institutes like iGATE and Deloitte have been entered to enhance placements
- Campus recruitment training programmes are being taken up as a part of pre-placement help
- The College started the tradition of an Interface Day in the year 2012, to encourage increased parental involvement and guidance.
- The tradition of hosting Annual Academic and cultural fest Josephiesta and annual short film making festival CinEvolution began in the years 2011 and 2012 respectively.
- Through the intake of foreign students the institution has diversified its student profile and promoted cosmopolitan culture.
- International student cell has been setup to cater to the needs of the international students on the campus so that they harmoniously blend into the college environment.
- Students of Mass Communication have brought out a college magazine titled Joseph Heights along with maintaining wall magazine.
- The college hosted an International Academic and Cultural exchange event for students from Duke University to promote a healthy dialogue between the youth of East and West.

7.3 Best Practices

7.3.1 Give details of any two best practices which have contributed to better academic and administrative functioning of the college.

Two of our Best practices are

1. To reinforce and sustain a culture of excellence the management follows standardized procedures for periodic quality checks of Teaching – Learning
2. Faculty Enrichment Programmes.

I. BEST PRACTICES:

1. Title of the Practice

Standardized procedures for periodic quality checks of Teaching – Learning

2. Objectives of the Practice

The objectives/intended outcomes of this best practice are:

- To ensure standardized quality learning and teaching experiences across all courses and programs and across differed mores of delivery.
- To improve student's learning experiences and outcomes.
- To assist in curriculum planning
- To identify and address professional development needs.
- To provide staff with reliable, consistent and timely evidence of the quality of their teaching and student learning which may be used in deciding pay

- incentives/promotion processes and also best teacher awards
- To gather information and evidence for reporting purposes, specifically for demonstration to the University by the college of effective quality assurance processes in relation to the learning and teaching environment.

3. The Context

Quality teaching is defined in terms of effective pedagogical techniques to achieve desired learning outcomes of students. It involves several dimensions, including the effective design of curriculum and course content, a variety of learning contexts (including guided independent study, project-based learning, collaborative learning, experimentation, etc.), soliciting and using feedback, and effective assessment of learning outcomes. Institutions need to ensure that the education they offer meets the expectations of students and the requirements of employers, both today and for the future.

One of the most challenging paradoxes in the world of academics is the fact that while innovativeness in teaching is largely agreed upon as the most desired aspect of teaching, it is also equally a fact that innovativeness as a tangible teaching component cannot be defined or promoted. To meet the challenge of promoting innovativeness of teachers, the best way was found to be insisting on documentation of individual teaching plans/lessons which in turn help to identify the most effective methodologies /approaches that can be shared with others who are not very successful in their teaching.

Under the system of standardized procedures the pedagogical tools adopted by most creative teachers get to be systematically documented and this can work as frame of reference for teachers who are not spontaneously creative.

Senior faculty or sometimes even the youngest faculty coming from diverse backgrounds like industry etc., explore alternative pedagogies or adapt student-support to varied student profiles and pedagogical competencies. Their alternative teaching methodologies can serve as training models to other teachers.

The individual performance of each faculty member is a crucial factor in quality teaching. The unit plan designed by the faculty becomes the frame of reference to make the teacher accountable for the status of syllabus completion.

In the context of teachers moving towards greener pastures / IT Sectors, the need for adopting standardized procedures was deeply felt as transition becomes smooth when there is a switch of teachers as the former teacher's records becomes a ready reference for the new teacher.

Through constant checks of teacher's documents which include their unit planners, academic records, teaching dairies, monthly appraisal etc., the institution finds scope to identify areas of deficiencies and also take up appropriate FDP programmes for the betterment of their professional effectiveness and also for the quality enhancement of the academic programme.

4. The Practice

The procedures which constitute the implementation of the practice are as follows:

- The institution has a meticulously organized and clearly planned teaching, learning and evaluation schedule, well integrated into the total institutional scheme. At the end of each academic year, the management holds consultations with the faculty and the examination section to plan the Almanac for the forthcoming academic year
- The course outlines and the course schedules are drawn well ahead of the course commencement. Each faculty of the department has an individually drafted unit planner, which reflects how each unit is taught by indicating the time frame along with a mention of methodologies/ references used and modes of evaluation practiced. The course outlines are spelt out to the students by the course teacher in the orientation session.
- Self – appraisals and Monthly appraisals, submitted by the individual teachers gives a clear indication of the teachers’ contributions in various categories - academic, administrative and extension activities. Teaching dairies which have lesson plans of the topics handled that week are meticulously maintained by the individual teachers.
- The HOD/Dean/Director of each department ensures the effectiveness of the process by weekly checks of the teaching diaries, academic records, monthly appraisals and syllabus completion statements submitted by the faculty. The effectiveness is further ensured through cross verification by the head of the institution
- The teaching- learning process is continuously reviewed by the Principal, Vice Principal, Director /Dean by taking into account the feedback given by the students.
- Each department submits an annual report on the activities comprising academic activities, research and extension activities, innovations in teaching/learning, publications, staff and student achievements, extra and co- curricular activities to the IQAC.
- To ensure quality sustenance and enhancement, the college periodically conducts the performance audit of the departments which includes course review, Review of Teaching – learning methodologies, Result analysis, Research output, Faculty Development Programmes attended/conducted and Extension activities, Co-curricular and extra-curricular activities conducted during the year. The audit checks the progress and quality of departmental performance against the specifications spelt out in the Almanac and departmental vision.
- Departmental meetings are conducted once a month and whenever needed. The minutes are documented and signed by Principal.
- Result analysis is submitted by the individual faculty. The result analysis of each department is submitted to the Principal after each semester.
- Syllabus completion statements are also periodically submitted by the individual teachers in order to ensure timely completion of the syllabus.
- Feedback is taken from the students at the end of every semester for teacher evaluation.

Thus the regulatory mechanism of timely checks on teacher quality has the double advantage of improving not only teacher but also student performances.

II. BEST PRACTICE

☞ Title of the Practice

Faculty Enrichment Programmes (FEP)

☞ Objective of the Practice

The Management annually organizes **Faculty Enrichment Programmes** for promoting teacher quality through a three pronged strategy that aims at personal, profession and holistic development of teachers thereby facilitating their role as educators and mentors responsible for grooming the future citizens with right knowledge, attitude and skills.

The institution conducts Orientation Programme annually apart from conducting various faculty enrichment programmes with the following objectives:

- To update their knowledge
- To inculcate professional ethics
- To promote technical expertise
- To orient them towards quality research
- To enhance their effectiveness in content designing and delivery
- To sensitize them towards social responsibilities
- To conscientize them towards showing extra care and concern for the improvement of disadvantaged students.

☞ The Context

A number of factors have brought quality teaching to the forefront of higher education policies. Almost every education system has experienced substantial growth of student numbers in recent decades and the student profile has become more diverse. At the same time, higher education faces greater challenges and expectations from students, parents, employers to account for their performance and demonstrate their teaching quality.

Experience showed that fostering quality teaching is a multi-level endeavor. Support for quality teaching takes place at three inter-dependent levels:

- **At the institution-wide level:** includes the right policy making like setting up of Internal Quality Assurance Cell.
- **Programme level:** comprises actions to measure and enhance the design, content and delivery of the programmes.
- **Individual level:** includes initiatives that help teachers achieve their mission, encouraging them to innovate and to support improvements to student learning and adopt a learner oriented focus.

These three levels are essential and inter-dependent. However, supporting quality teaching at the programme level is key to ensure improvement in quality teaching at the discipline level and across the institution.

Support for quality teaching can be manifested through a wide range of activities that are likely to improve the quality of the teaching process, of the programme content, as well as the learning conditions of students.

Institutions engage in fostering quality teaching essentially for the following reasons:

- To respond to the growing demand for meaningful and relevant teaching. Students as well as employers want to ensure that their education will lead to gainful employment and will equip them with the skills needed to evolve professionally over a lifetime.
- To demonstrate that they are reliable providers of good quality higher education, while operating in a complex setting, with multiple stakeholders, each with their own expectations

Current factors influencing the quality of teaching include:

- The internationalization of higher education
- The increasingly broadening scope of education and greater diversity of student profiles
- The rapid changes in technology, which can quickly make programme content and pedagogies obsolete
- The demand for greater civic engagement of graduates and regional development of higher education
- The increased pressures of global competition, economic efficiency
- The need to produce a skilled workforce to meet the challenges of the 21st century.
- Encourage teachers to link innovations in their teaching practice to the institutional teaching and learning goals.

Education at present is undergoing tremendous change that demands from the faculty a need to update and keep abreast of the latest developments. The institutions are therefore keen to provide professional development to faculty. But the reality is that professional development for teachers is often disconnected from the educational objectives of the programmes – even though the support provided may be in response to specific requests received from faculty. Thus a well-designed professional development programme needs to be an outcome of a collaborative reflection on the quality of teaching and learning that is aligned with university values, identity and faculty expectations.

🌀 The Practice

It's a long tradition at St. Joseph's to begin the academic year by hosting faculty Orientation Programme before the classes commence, not only for their own staff but also for faculty of two other colleges, which come under the umbrella of HAES. The collaborative process not only provides a firm foundation for determining the

pedagogical competencies that teachers need to develop and the support they will require but also helps to build collective commitment across faculty to the objective of improving teaching quality.

The 2-3 days staff orientation programme includes workshops, interactive sessions and motivational lectures from eminent persons on topics like **Role of information and Communication Technology in Teaching, Sharing Best Practices, Spiritual Qualities of Teacher, Team Building of Teachers in Global Perspective , Interpersonal Effectiveness, Art of Living , Holistic Transmission of Knowledge**, etc. which acquaint the teachers with updated Teaching –Learning Practices and also the need for cultivating right attitude apart from instilling a research aptitude for promoting personal and professional effectiveness.

To sustain high teacher quality the teachers are regularly sent to refresher courses international seminars, conference, workshops to track the latest developments in their domain areas. Constant encouragement and monetary incentives are given by the management to upgrade their qualification and enrich their research profiles through publication of books, articles and paper presentations.

The college also conducts National Seminars to gather the best of academic and industry perspectives on current topics. Faculty also benefits from regular workshops/guest lectures by National and International academicians on topics like **Case Studies and Teaching Methodologies, Research Insights, Statistical Applications for Research Methodology** etc., Eminent people from community like priests, IAS officers, distinguished research scholars are invited to enrich the staff on multidimensional roles that they need to play as teachers and role models. FDPs are also organized with in-house faculty, for instance faculty from Department of English conduct Communication Skills/Presentation Skills sessions for their peers; Department of Computer Science too has the tradition to hold a workshop for all the staff of the College to train them in the use of computers for e- content development. Experienced academic/ administrative peers from University and other colleges are also invited to initiate the staff into the processes of Autonomy- Curriculum designing, Examination system, etc.

The staff is given free membership to prestigious professional bodies/libraries like Hyderabad Management Association, British Library, All India Management Schools Association etc. for their academic enrichment.

∞ Evidence of Success

The two best practices adopted by the college - standardized procedures of internal quality checks and faculty enrichment programmes - which span sixteen years of the college history, are indicative of the rich academic culture of the college. The positive outcomes of these programmes are reflected through the various initiatives taken by the faculty and the management towards a relevant, enriched and holistic teaching -learning process.

The evidence of success is also seen in achieving the targets / benchmarks / distinctions mentioned below:

- NAAC accreditation with A Grade of CGPA 3.51
- Academic Flexibility with the advent of Autonomy.
- Availability of increased options with diversification of courses
- Industry relevant curriculum with thrust on employability skills.
- Word of mouth publicity through successful Alumni.
- Increased college reputation with Mega Annual youth fests like CineEvolution, Josephiesta etc.
- Enhanced reputation among academicians with regular conduct of seminars/guest lectures.
- University ranks
- Commerce and Science have been ranked among top colleges in twin cities by India Today magazine.
- The College has emerged as a trusted name for discipline & value-based /holistic education.

The following are the ranks achieved by the college:

- Ranked 4 in Hyderabad and Ranked 49 in the country among the Top Commerce Colleges by India Today magazine, June 28, 2010.
- Ranked 10 in the city of Hyderabad among the Top Science Colleges by India Today magazine, June 28, 2010 & June, 2013
- Ranked 3 in Hyderabad and Ranked 44 in the country among the Top Commerce Colleges by India Today magazine, June 18, 2012.
- Emerging 3rd perceptual rank as Best Commerce College and 1st Perceptual rank as Best Science College in India by India Today magazine June 2013.

❧ Problems Encountered and Resources Required

Being a self financed college the financial constraints in implementation/adoption of high quality Teaching–Learning and Evaluation resources pose a major challenge. The college management nonetheless has given faculty enrichment its due priority, releasing the critical significance of Faculty Development Programmes in achieving its vision of “Distinct Environment of excellence in education”.

Apart from financial challenges, availability of adequate time, human resources and infrastructural facilities are the other limitations. Improvement of teacher quality has psychological dimensions like individual teacher’s self motivation and openness to the development programme. The right attitudes/response to the FDPs not only depends on individual teachers but also deans, heads of programmes and other team leaders who are drivers of change.

The Management apart from spending substantial amounts on FDPs from its own funds, also arranges for quality FDPs drawing upon its goodwill with eminent scholars, Industrialists and university Professors who are on its Statutory bodies and otherwise.

The efforts and interest of the college management in enhancing teacher quality is reflected in the NAAC Sponsored Seminar on **Role of IQAC in Quality Sustenance and Enhancement in HEIs** which had a focus on the following topics

- Role of Higher Education in Nation Building
- Quality enhancement through Teaching – Learning Process
- Sharing of Best practices
- Innovative practices in Teaching and Learning Methods for Quality Education
- Faculty Development Programmes in Quality Sustenance and Enhancement
- Panel discussion: Role of Management in Quality Improvement
- Role of Students in Quality Movement

∞ Notes

Taking the FDPs to the next level the teachers of St. Josephs have played a key role as facilitators/resource persons to improve teacher quality of faculty across colleges

- The Department of Commerce contributed to the Osmania University curricular reforms through organizing **Workshop on New Curriculum** in collaboration with OU in 2009. 169 faculty from 40 different colleges gained insights into the revised curriculum of subjects like Accounting package in Tally, Taxation, Business Statistics and Banking and Insurance. In 2010 (pre Autonomy) the Department of Commerce collaborated with Osmania University in organizing Workshop on New Curriculum in Business Economics for degree college teachers of twin cities.
- Dr. Sangeetha from Department of English was the resource person for UGC Staff Refresher Course, Academic Staff College, OU.

In-House Faculty Development Programs

Date	Details of the Topic	Resource Person
Academic Year 2008-2009		
5 th to 7 th June 2008	Faculty Orientation on Time Management , Self Awareness , IQ, EQ, Mentoring	Prof. Divya Paul Sampurna Montfort PG College, Bangalore.
16 th July 2008	Workshop on Research Methodology	Prof. P. Puroshottam , Prof. Sulochana
16 th July 2008	Workshop on New Curriculum	Professors from OU
Academic Year 2009 - 2010		
5 th June to 7 th June 2009	Faculty Orientation on Self Realization 'One to One Help'	Rev. Fr. Dr. Divya Paul , Sampurna Montfort PG College ,Bangalore
29 th Dec 2009	Research Concepts	Rev. Fr. V.K. Swamy , Principal, St. Joseph's Degree & PG College
29 th Dec 2009	Research Insights	Dr. Seethamraju , University of Sydney, Australia

Dec 2009	Statistical Applications for Research Methodology	Dr. V. Patrick Jaska, University of Mary Hardin Baylor , Texas, USA
5 th & 6 th June 2009	Faculty Orientation on Importance of Compassion and commitment among teachers	Rev.Fr.J. Pakiaraj SJ, Prof. Meena Hariharan, HCU, Rev. Fr. K. Stanislaus SJ , Loyola Academy
8 th to 11 th July, 2009	Workshop on New Curriculum in Commerce Courses	Prof. Achalapati, Prof.Akbar Ali Khan , Prof. Shankaraiah, OU
20 th June 2009	Workshop on Computer Awareness	Department of Computer Science
21 st Aug 2009	Communication Skills	Mrs. Mary Kutty,Rtd Principal Malla Reddy College of Education
21 st Aug 2009	Presentation Skills	MS. Kiran Khaidem , Dept. Of English , Malla Reddy College of Education
5th Oct.2009	Workshop on Yoga and Meditation	----
Academic Year 2010 – 2011		
2 nd July 2010	Workshop on New Curriculum in Business Economics	Prof. M. Sulochana, Head Dept.of Commerce, OU
22 nd July to 25 th July , 2010	Workshop on New Curriculum in Commerce	Professors , Department of Commerce, OU
4 th & 5 th June 2010	Conceptual insights in Mathematics & Statistics	Prof. K. Satyanarayana, Prof. V. Srinivas , and Dr. Dorothy Roy
9 th June 2010	Collaborative and Cohesive Work- A Spiritual Perspective.	Rev.Fr.Packiaraj ,
10 th June 2010	Team Building for Teachers in the Global perspective	M. Gopala Krishna , IAS
10 th June 2010	Towards Better Teaching	Rev.Fr.Sandanaswamy, SJ.
11 th June 2010	Quality Teaching with ICT in Commerce	Prof.M.Sulochana, HOD Department of Commerce, OU
Academic Year 2011 – 2012		
7 th & 8 th June 2011	The Dignity & Role of teachers	Rev. Fr. Balanandam
9 th & 10 th June 2011	Workshop on Teaching Techniques – Case Methods	Dr. Ramesh G Tagat IIM Bangalore & Dr. P. Narayan Reddy ,CBIT
26 th Sep 2011	Orientation on SPSS	Prof. V.V. Haragopal, Head, Dept of Statistics, OU
Jan 2011	Workshop on SPSS	Mr. Bhaskar Reddy
29 th July 2011	Inspirational Seminar on Creating Excellence	Ms. Shailaja Lakshmi of One World Academy
Academic Year 2012 - 2013		
6 th & 7 th June	Enchanting Quality of Education in	Dr. Bernard Samy , Dr. Vincent

2012	Autonomous Colleges	Loyola College Chennai
25 th & 26 th Sep 2013	National Seminar on Role of IQAC in Sustenance & Enhancement of Quality Education in HEIs	Prof. V.S.Prasad, Former Director NAAC, Dr. G.Srinivas , Jt. Director UGC-SERO , Prof. S. Abhirama Krishna, Director SSB
Academic Year 2013 - 2014		
24th August 2013	NAAC Preparation for Re-accreditation	Rev.Sr. Alphonsa, Principal, St.Francis College for Women, Begumpet.
4 th July 2013	Mentoring	Rev.Fr. Julian Studdon , an eloquent orator in the Archdiocese of Hyderabad
5 th June 2013	Orientation Programme on Building Truly Engaged Teachers	Prof. S. Abhiram Krishnan, Director, South State Business School, Hyderabad.

☞ **Contact Details :**

Rev.Fr.Vincent Arokiadas

Principal

St. Joseph's Degree & PG College

Basheerbagh - King Koti Road, Hyderabad – 500 029

Tel. # 040 – 23234860

Fax # 040 23230569

E-Mail ID: info@josephscollege.ac.in