

SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

ST.ANN'S COLLEGE FOR WOMEN

**SANTOSHNAGAR COLONY MEHDIPATNAM HYDERABAD
500028**

www.stannscollegehyd.com

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The emergence of St. Ann's College for Women from the cradle of CSSA missionary society is a tale of a vision and a mission of the Sisters committed to the cause of empowering women through education.

The college, which made a humble beginning in 1983, with just two rooms and two combinations has three thousands students in thirty program options. The college, located in the heart of Hyderabad city- the IT hub and land of pearls and Biryani, is spread over 4 acres. It is a minority institution affiliated to Osmania University, Hyderabad and is recognized by UGC under 2 (f) and 12 (B).

Having achieved success and recognition in the form of two successive 'A' grades by NAAC and being designated as "College with potential for Excellence" (CPE) by the UGC in 2010 and 2014, the college was now ready to embark on the next journey in its quest for excellence – the journey to establish brand 'St. Ann's'. The management and faculty at St. Ann's has always been ready to explore changes and challenges, and Autonomy, as a part of a post accreditative initiative, presented a comprehensive strategy to expand student outcomes.

Vision

Academic Excellence, Skill Enhancement and Value Enrichment to help the girl student embark on life's journey as an empowered woman.

Mission

By adopting a need based approach, synthesis of academics and ethics, innovation in learning methods and a diversified curriculum, the college aims at providing a learning environment that integrates body, mind and spirit.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Excellent social accreditation**
2. **Accreditation by NAAC** and CPE status, 2010 and 2014
3. Steady and **higher enrollment** of students

4. **Dynamic Curriculum** - Wide range of programs offered

5. **Good Infrastructure**

6. **Teaching – Learning**

1. ICT enabled teaching and availability of resources
2. Large number of international and national conferences, guest lectures
3. Faculty attend and present papers in as many International and National Level seminars.
4. Exceptional track record in academics

7. **Human Resources**

1. Competent, experienced and committed faculty who have been working in sync with the mission and the vision of the institution
2. Representation by faculty members in Board of Studies at parent university contributing to curriculum design

8. **Research**

1. Research facilities – Research Centre
2. Seed money and incentives
3. Good number of publications
4. Online journal

9. **The IQAC**

1. A robust Feedback system to reach out to all the stakeholders such as industry, parents, students, peers, and faculty and suggestions are taken up
2. Every year the college has a theme and plans activities accordingly

Institutional Weakness

- Lack of PG programs in social sciences
- Paucity of time for the teachers for research work
- the failure to generate income through consultancy services
- The land available is insufficient for further construction, and there is no land available adjacent to the college to be procured for extension.

Institutional Opportunity

- Strengthening academia-industry linkages
- Exploring possibility of collaborative research with research institutions
- To introduce more job oriented and skill development, self -employment courses and other emerging courses
- Expanding the Coaching for Civil Services/ NET- SET/Bank/PSC Examinations
- To start more Post Graduate courses
- On-line Certificate courses

- Collaborations with foreign universities, research institutes and industries.
- Centre for Quality Research

Institutional Challenge

- Ensuring that there is a prudent use of technology coupled with the teacher's inputs
- The students who do not get admission in the professional courses opt for the regular degree program which leads to a general disinterest and a laid back approach.
- Attracting quality students
- Providing resources for marginalized students
- Research is a challenge in a degree college for want of time .
- To sustain the Social Sciences and Humanities stream in the wake of the apprehension of its immediate employment prospects

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum design is dynamic and aims to inculcate the highest intellectual standards through rigorous academic commitment and compliance. Located at Hyderabad, the hub of IT, pharmaceuticals Industries and Financial Institution, St. Ann's used its geographical advantage in introducing new courses to meet local / national / regional / global needs.

A new core curricular structure, inclusion of Ability Enhancement Courses, restructured syllabi with assignments, seminars, Internships, research and projects to assure hands on industrial exposure and focus on employability, finishing school, programme with international collaboration were some of the initiatives post autonomy.

Choice Based Credit System, Credit Based Semester System with a provision to earn extra credits, provide the academic flexibility. Curriculum enrichment is ensured through Ability Enhancement Compulsory Courses addressing cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics whereas Skill and Career Oriented Courses focus on employability, entrepreneurship and skill development. Value addition is further attained by imparting transferable and life skills and inculcating sense of social responsibility by Co-curricular activities. Active participation is ensured through credits to be earned for these courses to complete the degree.

Curriculum restructuring is a continuous process that is deliberated by Planning and evaluation committee. Through discussions with experts from academic and industrial domains and alumni, the courses are reviewed to be contemporary and relevant. College involves all stakeholders in curricular reforms through a structured feedback system, SAFIRE and the suggestions are presented in Board of Studies for action.

Teaching-learning and Evaluation

The institution has transparent admission process catering to students from diverse backgrounds and geographies, many from economically disadvantaged sections of society, first generation learners and sports achievers. The institution assesses the learning needs of students after admissions by analyzing student profile and reviewing the performance has internalized a number of initiatives to meet the needs of slow and advanced learners. Academic calendar, annual teaching plans, and course profile are in place and being monitored by Principal and IQAC for its meticulous execution.

College follows Choice Based Credit System and Semester System. The teaching pedagogy adopted is student centric and witnessed 102 workshops/ training programs, 157 field/industrial trips and 430 guest/extension lectures organized in last five years. More than 90% of teachers extensively use e-learning resources for effective teaching. Participation in intra/intercollegiate competitions, research based activities, industrial visits, educational tours and exhibitions have made learning experiential. It is heightened with internship/project /seminars and progressive examination reforms are in place. Mentorship program is successful with mentor: mentee ratio of 1:27.

The faculty are highly qualified, committed and experienced. Faculty development programs are organised to induct teachers in continuous learning and has recorded enhanced participation and presentation of papers in seminars and conferences at the national and international levels. The college has collaborated with institutions of national and international repute to create comprehensively aware students. Regular feedback on TLE process is reviewed to stay focused on its vision and mission.

Research, Innovations and Extension

The incubation hub, SACReD provides conducive work environment, financial and material assistance, online journal ANNQUEST and platform for interdisciplinary research which integrates information, techniques, perspectives and concepts. Sustained focus on research has resulted in over fifty publications in UGC recognized National and International Journals. 9 faculty members and 3 students have been recipients of innovation awards and have bagged 47 National and State awards in the past 5 years and authored 27 textbooks.

Over 40% of the faculty are actively engaged in offering their expertise to various institutions and industries as BOS members, Workshop trainers, researchers and resource persons for seminars and conferences.

The institution has 13 linkages and 30 collaborations with national and state level agencies to promote interdisciplinary research, offer student exchange and internship programs. The college has over 37 functional MOU's that help in the conduct of seminars, workshops, field trips, student projects, faculty training and designing and offering new courses.

Outreach Cell SAHHARA is involved in conducting extension events along with Eco club, Science club, Rotaract club, Center for Women's Studies, NSS and NCC and the departments. The core areas addressed include environmental awareness and protection, women empowerment and gender sensitization and health and well being with 80% of the students being involved in over 100 activities have been carried out in the span of 5 years. 18 awards have been received by our faculty and students in recognition of their services towards community.

Infrastructure and Learning Resources

Sustainable development through institutional policies for infrastructure use, maintenance and expansion is strategically sound for growth. A compact aesthetic building and central quadrangle with a stage is center of all that's fun and learn. Optimal use of its resources is made to organize academic, curricular, co-curricular and extracurricular activities.

A Wi-Fi campus, TVs on each floor, Student information software provides information to the students and faculty. 74 classrooms, marked rooms for centres of excellence, cells and clubs, health and recreation, 39 LCDs, 3 AV Seminar halls, 500+ computer systems connected to LAN with internet connectivity, UPSs and Generators for power back complement the plans. Ramps and lifts provide easy access for those in need. The institution makes sure that the available infrastructure with classrooms, labs, auditorium, office rooms and libraries are optimally utilized by suitable time-table. Biometric machines are installed for staff and PG students' attendance. CCTV surveillance and the intercom provide additional security.

The College library with more than 75000 books, 2600 CDs, and 306 journals is computerized and provides access through INFLIBNET-Nlist to 313500 e-books and 6000 e-journals. The library has inter-library loan facility and opens its doors to senior citizens and neighbourhood community.

Gymnasium, basketball, volleyball and badminton courts, indoor games room provide the finest environment for sports and games. The College is eco-friendly and has solar lights, rain water harvesting, organic manure and vermicomposting units. Most incandescent lighting has been replaced by LED.

Student Support and Progression

The institution facilitates welfare measures to support the deserving students with fee concessions/ waivers besides government scholarships. Academic mentoring, Remedial coaching provide guidance for students with learning challenges. Communication skills, critical thinking, and decision making abilities are sharpened in the activities of the various Cells and student clubs.

Placement Cell conducts training on competency building and employability skills. 70% of the registered students get placed in reputed firms. Deans, Student Affairs, coordinate student welfare, redressal of student grievances including prevention of sexual harassment and anti-ragging cases.

The college encourages students to participate in sports, cultural and literary activities by providing excellent infrastructure, coaching, facilities and opportunities. Sports students have brought laurels to the institution by receiving Arjuna award, Padmasri award, international and national medals and university championships.

Converging on inter- and intracollegiate technical, literary, sports, and cultural activities, provide an opportunity to build confidence, teamwork and gives them a strong sense of achievement. Activities of Outreach, Eco club, health centre, CWS, NCC and NSS units orient the students towards community and national development. Alumni association "Annsoiree" members mentor the students and help in resource mobilisation. The Student Quality Assurance Cell plays a pivotal role in organising the activities of the College. Students are members in official bodies like BOS, IQAC and academic and administrative committees.

The support system the institution offers will help the students with demands of the present as well as of the future.

Governance, Leadership and Management

The governance of the institution is focused on fostering academic excellence, innovation and professionalism, strategizing for growth, benchmarking with other institutions on quality parameters, team work and adaptation to change. A roadmap for the future is drawn up in consultation with all the stakeholders.

Management is participative with faculty contributing at all levels to institutional governance. The organizational set-up is divided into academics, administration, student affairs and examinations headed by Deans/Controllers who coordinate committees constituted for specific functions.

Welfare measures including financial support, medical insurance and group insurance have been put in place for personal well being. Support mechanisms by way of grants, seed money, incentives and increments for research activities, financial support for training and professional development programs for teaching and non-teaching staff.enable delivery of academic standards.

A systematic performance appraisal system based on student feedback and self appraisal followed by feedback from HOD/ office in charge and Dean, Administration helps the management in assessing employee effectiveness.

The institution taps various sources to mobilize funds like government /UGC grants, other funding agencies, and organizations besides lending the use of its premises for specific purposes .The accounts are audited regularly internally and externally.

The IQAC identifies quality benchmarks relevant to the vision and mission of the college and works for a structured planning framework to implement them and review mechanisms to monitor compliance with quality processes . Recognizing that the need for innovation is of paramount importance, there are constant efforts to promote and enhance quality initiatives.

Institutional Values and Best Practices

The College takes measures to ensure the safety and dignity of the girls. Discipline being the hallmark of the institution, posters display, performance of skits and vigilance by staff and SQAC create a ragging free atmosphere. Providing facilities for Divyangjan integrates them into mainstream.

In its green initiative, segregation of waste, recycling of kitchen waste into organic manure and vermicomposting, rain water harvesting, solar and LED lights, effective waste management system, paperless office, various awareness activities, walks, competitions, work towards enhancing eco-consciousness.

The spirit of national integrity is instilled by organizing national festivals, celebration of culture and heritage, socially relevant events and birthdays of illustrious Indians.

To make the curriculum more holistic -nurturing the mind, heart and spirit – structured community developmental activities are an integral part of the educational program. Outreach activities provide a platform for students to understand the communities around them, identify themselves with its aspirations, needs, problems, resources and to reach out with a helping hand

Recognised by the distinction in sports college enjoys, aided by the best practices of value enrichment courses, ICT integrated teaching, focus on academic extension and networking, green greetings, an innovative IQAC; the college, with its vision of empowering women through holistic education, has equipped generations of women to be torchbearers of future with knowledge, wisdom and munificence, and as our girls sing college song -

‘ we are the torch bearers of the future , the light of light belongs to the Lord’

NAAC

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | St.ann's College For Women |
| Address | Santoshnagar Colony Mehdipatnam Hyderabad |
| City | Hyderabad |
| State | Telangana |
| Pin | 500028 |
| Website | www.stanncollegehyd.com |

| Contacts for Communication | | | | | |
|----------------------------|----------------|-------------------------|------------|--------------|---------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Sr. P. Amrutha | 040-23513020 | 8008161972 | 040-23517919 | stann_college@yahoo.co.in |
| IQAC Coordinator | Smita Asthana | 040-23513547 | 9849064849 | 040-23511419 | smitaasthana@yahoo.com |

| Status of the Institution | |
|---------------------------|--------------|
| Institution Status | Grant-in-aid |

| Type of Institution | |
|---------------------|-----------|
| By Gender | For Women |
| By Shift | Regular |

| Recognized Minority institution | |
|--|-----------|
| If it is a recognized minority institution | Yes |
| If Yes, Specify minority status | |
| Religious | Christian |
| Linguistic | |
| Any Other | |

| Establishment Details | |
|---|------------|
| Date of Establishment, Prior to the Grant of 'Autonomy' | 05-10-1983 |
| Date of grant of 'Autonomy' to the College by UGC | 29-04-2015 |

| University to which the college is affiliated | | |
|--|--------------------|-------------------------------|
| State | University name | Document |
| Telangana | Osmania University | View Document |

| Details of UGC recognition | |
|-----------------------------------|------------|
| Under Section | Date |
| 2f of UGC | 30-10-1987 |
| 12B of UGC | 08-04-2014 |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|--|---|--------------------------------|--------------------|--------------------------------------|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| AICTE | View Document | 30-03-2017 | 24 | Extension of Approval given annually |

| Recognitions | |
|---|------------|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | Yes |
| If yes, date of recognition? | 19-03-2014 |
| Is the College recognized for its performance by any other governmental agency? | No |

| Location and Area of Campus | | | | |
|------------------------------------|--|------------------|-----------------------------|---------------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Santoshnagar Colony Mehdipatnam Hyderabad | Urban | 4.36 | 16112 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,English | 36 | Intermediate | English | 70 | 70 |
| UG | BA,Economics | 36 | Intermediate | English | 130 | 130 |
| UG | BA,History | 36 | Intermediate | English | 90 | 90 |
| UG | BA,Psychology | 36 | Intermediate | English | 80 | 80 |
| UG | BA,Political Science | 36 | Intermediate | English | 230 | 230 |
| UG | BA,Public Administration | 36 | Intermediate | English | 60 | 60 |
| UG | BCom,Commerce | 36 | Intermediate | English | 40 | 40 |
| UG | BCom,Commerce | 36 | Intermediate | English | 60 | 60 |
| UG | BCom,Commerce | 36 | Intermediate | English | 110 | 110 |
| UG | BCom,Commerce | 36 | Intermediate | English | 60 | 60 |
| UG | BCom,Commerce | 36 | Intermediate | English | 40 | 40 |
| UG | BBA,Business Management | 36 | Intermediate | English | 60 | 60 |
| UG | BSc,Botany | 36 | Intermediate | English | 140 | 140 |
| UG | BSc,Chemistry | 36 | Intermediate | English | 370 | 310 |
| UG | BSc,Zoology | 36 | Intermediate | English | 170 | 170 |
| UG | BSc,Applied Nutrition And Public Health | 36 | Intermediate | English | 100 | 100 |
| UG | BSc,Bioche | 36 | Intermediate | English | 30 | 30 |

| | | | | | | |
|----|-----------------------------|----|---------------|---------|-----|-----|
| | mistry | | | | | |
| UG | BSc,Biotechnology | 36 | Intermediate | English | 30 | 30 |
| UG | BSc,Genetics | 36 | Intermediate | English | 60 | 60 |
| UG | BSc,Microbiology | 36 | Intermediate | English | 90 | 90 |
| UG | BSc,Computer Science | 36 | Intermediate | English | 195 | 195 |
| UG | BSc,Mathematics | 36 | Intermediate | English | 255 | 195 |
| UG | BSc,Physics And Electronics | 36 | Intermediate | English | 110 | 50 |
| UG | BSc,Statistics | 36 | Intermediate | English | 95 | 95 |
| PG | MCom,Commerce | 24 | Undergraduate | English | 52 | 47 |
| PG | MSc,Chemistry | 24 | Undergraduate | English | 39 | 31 |
| PG | MSc,Mathematics | 24 | Undergraduate | English | 52 | 46 |
| PG | MBA,Mba | 24 | Undergraduate | English | 60 | 60 |
| PG | MCA,Mca | 36 | Undergraduate | English | 60 | 52 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 1 | | | | 9 | | | | 2 | | | |
| Recruited | 1 | 0 | 0 | 1 | 0 | 9 | 0 | 9 | 0 | 2 | 0 | 2 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 117 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 115 | 0 | 117 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 24 |
| Recruited | 11 | 13 | 0 | 24 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 57 |
| Recruited | 19 | 38 | 0 | 57 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 7 |
| Recruited | 6 | 1 | 0 | 7 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| Ph.D. | 1 | 0 | 0 | 0 | 8 | 0 | 1 | 13 | 0 | 23 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 0 | 14 |
| PG | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 87 | 0 | 90 |

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

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

| Details of Visting/Guest Faculties | | | | | |
|---|-------------|---|---------------|---|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | | | | | |
| | 0 | 0 | 0 | 0 | 0 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|-------------------------------|--------------|---------------------|-------|
| PG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 257 | 9 | 0 | 0 | 266 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| UG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 1018 | 27 | 30 | 0 | 1075 |
| | Others | 0 | 0 | 0 | 0 | 0 |

Provide the Following Details of Students admitted to the College During the last four Academic Years

| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
|-----------|--------|--------|--------|--------|--------|
| SC | Male | 0 | 0 | 0 | 0 |
| | Female | 95 | 104 | 86 | 63 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 27 | 16 | 11 | 13 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 0 | 0 | 0 | 0 |
| | Female | 338 | 407 | 376 | 277 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 0 | 0 | 0 | 0 |
| | Female | 401 | 298 | 286 | 293 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 480 | 495 | 538 | 537 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 1341 | 1320 | 1297 | 1183 |

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| Department Name | Upload Report |
|-------------------------------------|-------------------------------|
| Applied Nutrition And Public Health | View Document |
| Biochemistry | View Document |
| Biotechnology | View Document |
| Botany | View Document |
| Business Management | View Document |
| Chemistry | View Document |
| Commerce | View Document |
| Computer Science | View Document |
| Economics | View Document |
| English | View Document |
| Genetics | View Document |
| History | View Document |
| Mathematics | View Document |
| Mba | View Document |
| Mca | View Document |
| Microbiology | View Document |
| Physics And Electronics | View Document |
| Political Science | View Document |
| Psychology | View Document |
| Public Administration | View Document |
| Statistics | View Document |
| Zoology | View Document |

3. Extended Profile

3.1 Programme

Number of programs offered year wise for last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 30 | 30 | 30 | 30 | 30 |

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

Response : 30

How many self-financed Programmes does the institution offer

Response : 28

Number of new programmes introduced during the last five years, if any

Response : 2

Number of UG programmes offered by the College, which are not covered under the Autonomous status of UGC

Response : 0

Number of PG programmes offered by the College, which are not covered under Autonomous status of UGC

Response : 0

Whether the College is offering professional programme

Response : Yes

3.2 Student

Number of students year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 3472 | 3320 | 3119 | 3077 | 2831 |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1097 | 955 | 823 | 955 | 926 |

Total number of outgoing / final year students**Response : 4756****Number of students appeared in the University examination year wise during the last five years**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 3434 | 3227 | 3030 | 2973 | 2623 |

Number of revaluation applications year wise during the last 5 years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 428 | 396 | 236 | 212 | 169 |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 396 | 298 | 260 | 264 | 266 |

Number of courses offered by the institution across all programs during the last five years**Response : 1484****Number of full time teachers year wise during the last five years**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 125 | 119 | 119 | 117 | 111 |

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

Response : 67

Number of teachers recognized as guides during the last five years

Response : 4

Number of sanctioned posts year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 125 | 119 | 119 | 117 | 111 |

Total number of publications during the last 5 years, which are included in online databases such as SCOPUS, web of science or PubMed/ Indian Citation Index

Response : 58

3.4 Institution

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 2777 | 2730 | 2226 | 2241 | 2184 |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 528 | 518 | 414 | 425 | 392 |

Total number of classrooms and seminar halls

Response : 74

Total number of computers in the campus for academic purpose

Response : 499

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 239.919 | 706.989 | 532.884 | 483.870 | 420.515 |

Annual lighting power requirement (in KWH)**Response : 26814****Annual power requirement of the institution (in KWH)****Response : 220256**

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

“Educating the mind without educating the heart is no education at all.” - Aristotle

Curriculum and Teaching at college present a need to ensure that the curriculum offered meets expectations of all stakeholders today and in future. In pursuit of its vision of academic excellence the college has transitioned from affiliating to autonomous system. This has provided flexibility in re-designing and restructuring curricula making them globally competent, locally relevant and catering to the requirements of employers in particular and society in general by blending core values of Higher Education and vision & mission of the institution.

We envisage our graduates, the first generation women learners in particular emerging as empowered women with the ability of independent thinking, decision-making, effective communication with strong foundation of knowledge and skills.

Hyderabad is the destination for a host of Information Technology (IT) companies with Central Business District (CBD) housing more than 1,000 IT companies. Seizing this opportunity & preparing students to fulfill their IT dreams, the college offers a number of undergraduate programs **in Physical Sciences** with Computer Science as one of the core subjects, B.Com with Computer Science specialization, Master of Computer Application and compulsory Course in Computer Skills to all other students.

"Genome Valley of India", Hyderabad has emerged as a pharmaceutical and biotechnology hub. **Bachelors in Biological Sciences students** have restructured curriculum strengthened by practicals, project work, internships which help students choose research as a career with many national research labs besides ample employment opportunities in corporate sector and Research & Development.

Bachelors in Commerce with Specializations in Accounting, Foreign Trade, Computer Applications, International Accounting & Finance and Honors and Business Management programs equip students with professional competence in the field of business and commerce and develop in them an active interest for self-employment and creation of employment for others. The need for trained professionals is more urgent in the current context of bifurcation of the State with both states incentivizing expansion of industries.

Bachelors of Arts programs give students a multidisciplinary foundation that helps build in them critical thinking, administrative acumen and effective citizenship.

Post Graduate programs are designed to create professionals in industry, academia, research, and

entrepreneurs. The PG Diploma in Nutrition & Dietetics in specific equips students for careers in Corporate Hospitals and Lifestyle industry globally.

Ability Enhancement Compulsory Courses are fundamental in creating awareness on critical issues in environmental concerns, Soft-skills, Gender, Human Values and Culture and Heritage. The curriculum also caters to equip students by imparting skills to promote entrepreneur culture and employability competence through a range of *Skill and Career oriented Courses*. A sense of social responsibility is ingrained through value enrichment courses under *Co-Curricular Activities*. Sports is an integral part of our curriculum, as a testimony to this, our students Padmasri P.V.Sindhu, Ruthvika, Shivani and Sikki have made our country proud.

Curriculum at St. Ann's paves way for a "comprehensive enriching learning experience" through transformational learning and growth. The holistic approach moulds the learners to be critical, confident and a conscious individual for a better society.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

Response: 100

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

Response: 30

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

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development

Response: 43.43

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 212 | 148 | 103 | 100 | 97 |

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

1.2 Academic Flexibility

| <p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years</p> <p>Response: 5.26</p> | |
|---|-------------------------------|
| <p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 78</p> | |
| File Description | Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Minutes of relevant Academic Council/BOS meetings | View Document |
| <p>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>Response: 100</p> | |
| <p>1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.</p> <p>Response: 29</p> | |

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

1.3 Curriculum Enrichment

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

Response:

St. Ann's sensitizes and equips the students with an understanding of self and society and prepares them for good citizenship . The College has been the pioneer in providing holistic education through an array of value added courses.

Women empowerment is part of our vision and being a women's college it is aware of the immense responsibility of providing necessary knowledge, skills, emotional preparation, and legal awareness. In order to provide an appreciation of the concept of Gender and have a bird's eye view of living in a gendered society for women, Centre for Women Studies was upgraded from Women Cell in the year 2009. Under its aegies a number of courses and activities are offered.

- **Certificate Course –“WomenStudies”**
- **Career Oriented course –“Women&Career”**
- **Ability Enhancement Course –“Gender Studies”**

St. Ann's adopts an extensive strategy for dissemination of knowledge on Gender issues through projects, seminars/panel discussions/ magazine/ journals/ and newsletters.

The need for sustainable development is the key to mankind's future. None can afford to be ignorant of serious environmental issues like pollution, loss of forests, solid waste disposal, and degradation of environment, global warming, and loss of biodiversity. Keeping this in view the following courses/activities have been integrated into the curriculum:

- **U.G.C-Add On Certificate Course on “Environment Management”**
- **Ability Enhancement Compulsory Course on “Science and Environment”**
- **CCA- Environment Education**
- **Add-on course for P.G Students on “Environment Management”**
- **Inter disciplinary course for P.G students on “Environment Ethics and Law”**

Apart from these courses, the Eco-Club and few departments organize Conferences/Friendship Day/Green Greeting/Swatch Bharath and Awareness Programs. Institution observes annual

- Eco-week in nurturing ethical values towards our environment in students
- Bio-safety week in order to impart safety values and measures

In the context of globalization and digitalization there has been a felt need to nurture the youth to face the complexities of the rapidly changing environment. It is essential for Higher Education Institutions to prepare them for life by focusing on development of knowledge, behavior, competencies and attitudes as the purpose of learning. In order to address this issue and recognizing the importance of life skills acquisition, relevant courses are integrated in the curriculum.

- **Ability Enhancement Compulsory Course on “Human Values and Ethics”**
- **Ability Enhancement Compulsory Course on “Human Rights”**
- **Co-Curricular Activities - NCC, NSS, Outreach**

Certain departments, cells, clubs and other units organize structured activities to develop qualities of Character, Secular Outlook, Spirit of Adventure and the ideals of Selfless Service amongst the Youth of the Country and thus prepare the youth for *Nation building*. The students imbibe characters of a *good citizen* through their community centered programs Outreach –SAHHARA.(St. Ann’s helping Hands and Reaching Arms)

Book titled **Science & Environment** has compiled by Dr. Elizabeth Margaret, Head, Department of Botany and Dr.D.Sarala, Head, ICT Centre and **Value education** by Dr Rani George, Department of Nutrition is used as reference.

"Education, or enrichment, is a dynamic, evolving, lifelong process. Every time you look, sensitively with awareness, your vision grows" - John Paul Caponigro

| File Description | Document |
|---|-------------------------------|
| Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum | View Document |
| Any additional information | View Document |

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

Response: 103

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 103

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

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

Response: 100

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 3472 | 3320 | 3119 | 3077 | 2831 |

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |
| List of students enrolled | View Document |

1.3.4 Percentage of students undertaking field projects / internships

Response: 65.33

1.3.4.1 Number of students undertaking field projects or internships

Response: 2333

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

1.4 Feedback System

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

A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

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

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: B. Feedback collected, analysed and action has been taken

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrolment and Profile

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

Response: 1.71

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 60 | 51 | 41 | 50 | 66 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

List of students (other states and countries)

[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 1.76

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1367 | 1421 | 1409 | 1357 | 1334 |

File Description

Document

Demand Ratio (Average of Last five years)

[View Document](#)

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

Response: 83.16

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 527 | 473 | 353 | 368 | 207 |

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

2.2 Catering to Student Diversity

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

Response:

The college identifies the special learning needs of both the advanced learners and slow learners by taking into consideration the

- Performance of the students in the previous Board/ university examinations,
- Internal examinations
- Analysis of Students Profile
- Faculty Interaction with students during lecture sessions and practical classes.

Special Education/Learning needs of **advanced learners** are addressed through the following initiatives:

- All departments have designed an advanced learner program into the curricula with an extra credit to meet the needs of advanced learners.
- Department of commerce provides guidance to advanced learners to take up professional courses such as CA, CS, ICWAI, CIMA etc.
- Departments of social sciences and life sciences involve them in peer tutoring and preparation of question banks and test question papers.
- Restructured courses such as Genetics, Bio chemistry, Bio Technology, Nutrition and Microbiology assists the advanced learners to undertake mini research project.
- Business Management department provides/assists these students to take up project work in collaboration with industry and internship.
- All the departments facilitate students to represent the college in various inter collegiate competitions, panel discussion, at the university/ state/ national levels.
- They are encouraged to classroom seminars, assignments and in house projects on advanced topics and also provide them with necessary assistance.
- The advanced learners/ students are deputed to attend workshops conducted in their respective areas and thus they get exposure to advanced areas in the subject.
- They are facilitated to attend summer/ winter internship and On-the-job training programmes in good research laboratories/institutes, industry and hospitals.

- Students are involved in organizing exhibitions, workshops and conferences. Departments organise interactive sessions with experts in the fields of industry, business and academics.
- Seed money is provided to students to work on research projects.
- Students are guided to prepare research papers for presenting in National/ International seminars and conferences. They are also encouraged to publish research articles in leading journals/College magazine and newsletters.
- They are directed to become members of TASK.
- Students excelling in academics are encouraged and motivated by the college by due recognition among their peers by instituting Gold medals and prizes in every subject.

Initiatives for **slow learners** adopted by the institution are

- Slow learners are given personal and academic counselling.
- Mentors/ course teachers build rapport with the slow learners through one to one interaction.
- Remedial coaching and tutorials are offered exclusively for slow learners as per a time-table. These sessions are focused on concept clarification and problem solving exercises by way of discussions and interactions.
- Bilingual explanations are provided whenever required. Provision is made to supply course material and question banks.
- Detailed revision sessions of theory and practicals are conducted before examinations.
- Peer tutoring, home assignments, trial tests, mock examinations and parent meet are conducted regularly and the performance/progress is monitored at every level.

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

2.2.2 Student - Full time teacher ratio

Response: 27.68

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.2

2.2.3.1 Number of differently abled students on rolls

Response: 7

| File Description | Document |
|---|-------------------------------|
| List of students(differently abled) | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

2.3 Teaching- learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

The pedagogy adopted by the college faculty college is student centric involving the learners at all the levels of teaching-learning process providing an enriched learning experiences to students.

Experiential learning Process: *Internships:* Departments have utilized their collaborations/linkages for internship; 184 internships were pursued by students in various industries/research labs. **Field Trips/Industrial Tours:** 157 field trips were conducted by all the departments enabling them to gain practical knowledge. **Surveys:** Departments encourage students to take surveys for obtaining firsthand information on emerging issues for concept clarity. **Role plays:** Departments of Social sciences and languages use this method by selecting the incidents for enactment to be realistic for maximum benefit. **Simulations:** Electronics & physics students work on the animated experiments to illustrate in- depth knowledge. Mock parliament and stock exchange simulations are used by commerce and management departments. **Hands on Training Workshops:** 96 Workshops were conducted to train students with hands on learning experience and provide a platform for interaction with experts.

Participatory Learning includes Innovative methods like *Quiz, Debates and Group discussions- brain storming sessions, presentations* – written and audiovisual, *book reading* and *film reviewing*, to involve every student to interact as per their level of enthusiasm and participation. **Team Activity:** Departments involve students in collecting information from newspapers, research and online journals, on the topics dealt in the syllabus along with applied aspects. Students are on the editorial board of eight newsletters of the college. **Seminars:** Student seminars are conducted on regular basis by the departments to promote the skill of “Learning to Learn” enables the students to thoroughly understand the topic, organize and present with confidence. **Assignments:** Departments ear mark certain topics for student assignments to enhance the ability of using e - resources. **Active Learning:** Nutrition Department prepares students for Diet Counseling where students apply their fundamentals to practice. Botany Department displays plants as ‘know your plant’ to impart training in identification of plants, Mathematics Department gives “Puzzle of the Week” to sharpen the cognitive skills of the students. **Mind-mapping:** Few departments use mind mapping with the full range of visual and sensory tools available. **Projects:** In-house research projects form a part of curriculum to promote a sense of enquiry, experiment, making observations and drawing inferences. **Extension / Outreach:** Departments involve students in various extension activities to enhance sense of civic responsibility.

Problem Based learning: Students are given the real life problems to identify, learn and research the information in developing problem solving skills. **Case Studies:** Used by social sciences, Biochemistry and Microbiology departments ensure active learning.

Integration of ICT: E-learning resources are developed by the department – for students and staff reference. Extensive use of ICT in teaching/ learning is involved; apart from faculty students are encouraged to make power point presentation for class seminars. Both faculty and students have registered in NPTEL (SWAYAM) for various online courses. Usage of apps is encouraged for timely submission of assignments, maintenance of Digital Herbarium, Use of Power boards, Flip Class rooms, Video presentations, Viewing and discussions of documentary films and movies.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

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

Response: 94.57

2.3.2.1 Number of teachers using ICT

Response: 122

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

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

Response: 28.57

2.3.3.1 Number of mentors

Response: 125

| File Description | Document |
|--|-------------------------------|
| Year wise list of number of students, full time teachers and mentor/mentee ratio | View Document |
| Any additional information | View Document |

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

Response:

Academic Calendar serves as an information source and planning document for faculty, departments and students. It highlights important dates and details of activities throughout the year on campus. College Almanac lists out important dates about college reopening, teaching days in each term, examination dates, annual features, holidays etc is prepared in consultation by Principal with the help of IQAC and examination cell, is circulated to all departments at the beginning of the academic year. The details of these are included in students handbook uploaded on college website.

Teaching Schedule are prepared by the Time table committee, both department and course wise schedules by the end of the previous year for smooth conduct of the classes from the day of reopening of the new academic year .After approval by Principal; it is circulated in advance to all the departments.

Teaching plans are prepared by every faculty member of the department before the commencement of the academic year for each course. Teaching plan includes the topic, sub-topic, number of lecture hours required, teaching methodology and teaching aids to be used, co-curricular and extracurricular activities planned. The Teaching Plans have two annexures one for the instructor and the other for the information of students, these are first scrutinized by the respective HOD and then reviewed by the Principal of the college after which annexure B is displayed on the departmental notice boards at the beginning of the year. Teaching plans are maintained in the departments for execution and monitoring.

Course profiles are prepared by the course instructor, which contains objectives of the course, expected outcome, teaching methodology, teaching tools used, and hourly teaching schedule, curricular and extracurricular activities, guest /extension lectures planned, field trips if any.

Evaluation schedule are prepared by the Examination Committee /Exam cell of the college at the beginning of the academic year.

The schedule has details of continuous internal evaluation and end semester evaluation. This is communicated to students well in advance and displayed on notice boards, student handbook and college website.

Evaluation Blue print for continuous internal assessments is prepared by the course teacher along with question paper and gets it approved by the Head of the department. The head makes sure that the scheme of evaluation is followed by the course teachers for evaluating the answer scripts and the same is made available for the students as it ensured transparency in evaluation process.

II. Adherence to Academic Calendar and Teaching Plans.

- IQAC of the college meets every month to monitor and review the plans as per academic calendar.
- The Principal periodically convenes meeting with Heads of the Department to review the institutional plans regarding Teaching Learning and Evaluation.
- The annual plan and teaching schedules are reviewed from time to time by the head of the department and Principal of the college.
- Teaching Dairies and attendance registers with the topic covered are submitted to the head of the

institution during first week of every month.

Link for Almanac- <http://www.stannscollegehyd.com/almanac.htm>

2.4 Teacher Profile and Quality

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

Response: 100

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

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

Response: 17.09

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 22 | 21 | 18 | 21 | 19 |

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

2.4.3 Teaching experience of full time teachers in number of years

Response: 8.44

2.4.3.1 Total experience of full-time teachers

Response: 1088.25

| File Description | Document |
|---|-------------------------------|
| List of Teachers including their PAN, designation,dept and experience details | View Document |

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

Response: 8.2

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 27 | 12 | 8 | 2 | 1 |

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

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 22.24

2.4.5.1 Number of full time teachers from other states year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 33 | 33 | 23 | 22 | 21 |

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

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years

Response: 39.8

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 40 | 38 | 46 | 38 | 37 |

File Description

Document

List of programs and date of last semester and date of declaration of result

[View Document](#)

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

Response: 7

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 210 | 243 | 236 | 212 | 169 |

File Description

Document

Number of complaints and total number of students appeared year wise

[View Document](#)

2.5.3 Average percentage of applications for revaluation leading to change in marks

Response: 44.11

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 147 | 184 | 119 | 89 | 80 |

| File Description | Document |
|--|-------------------------------|
| Year wise number of applications, students and revaluation cases | View Document |

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

Response:

The institution is conferred autonomy from the academic year 2015 – 2016, until then it was affiliated to Osmania University and adhered to the University system.

The major **evaluation reforms** initiated by the college under autonomy -

1. Semester and Choice based Credit system has been introduced along with grades.
2. Continuous and comprehensive evaluations – Continuous internal assessment has two written internal tests for twenty marks each and third one includes innovative and diverse assessments through *assignments, group discussions, presentations, surveys, quiz, model making, poster presentation and Computer based examinations are being left to the discretion of the departments* for ten marks.
3. Integration of IT in examination procedures like issue of Examination forms, Hall tickets and declaration of results.
4. Introduction of Advanced Learner Program and award of extra credit.
5. Awards of credits for AECC, SEC and IDC

Positive Impact

The evaluation of the students has become internal as well as an integral part of the teaching-learning process. The assessment of the students has taken into account a number of essential abilities such as drive and capacity for hard work, leadership and team-work, motivation, quality of imagination, skill based testing etc,

Semester, Choice based credit system and grading system -

- Semester system improves regular study habits among the students. Students will not have more burden of syllabus. This system develops skill and subject related knowledge in a better way. More emphasis is laid on class interaction because of constant engagement between teachers and students.
- The choice based credit system (cafeteria approach) provides wide range of program options for the students. And also enables the students to opt for more courses and earn extra credits.

- The grading system is “better” and “desirable” as it facilitates student mobility across institutions within the country and across other countries, and also enable potential employers to assess the performance of students.

Continuous assessment being an important component of semester system -

- Encourages the students to work systematically throughout the course.
- There is increased self reliance on the part of the students in respect of schedule, evaluation and performance improvement.
- Abilities that are not tested otherwise are tested under this system.
- Students have the opportunity to discuss their answers through all accepted tools of internal evaluation thus adds reliability and also transparency of the system.
- Holding of examinations is much simplified and regularized and results could be declared as per the predetermined date specified in the academic calendar.
- Provides more opportunities to the teacher to get feedback as to the progress of the students and their performance and apply mid-course correction, if necessary

Integration of IT in examination procedures

Software has been developed and integrated by the exam cell to manage the student information system. This enabled in

- Computerized examination process has made the system almost error free
- Fairness and transparency have been assured
- Timely declaration of the examination results online;
- Online declaration of results
- Communication to examiners through mail
- SMS Alerts/ notification to Students/parents
- Internal question papers through mail
- Departments CIA Marks to exam cell is sent by mail

Advanced learners programme: Promotes Students to pursue summer/winter internships, Projects and a spirit of enquiry/ inculcates thirst for knowledge.

Credits are allotted for various AECC courses such as COC, CCA, SOC and IDC ensures active participation and is a value addition to their graduate/ post graduate program on overall performance of students.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

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

B. Only student registration, Hall ticket issue & Result Processing**C. Only student registration and result processing****D. Only result processing**

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

| File Description | Document |
|--|-------------------------------|
| Current manual of examination automation system and Annual reports of examination including the present status of automation | View Document |
| Current Manual of examination automation system | View Document |
| Annual reports of examination including the present status of automation | View Document |

2.6 Student Performance and Learning Outcomes

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

Response:

The college has developed learning objectives, program outcomes, program specific outcomes and course outcomes for all its programs after thorough discussions with all stake holders like faculty, alumni, industry and academic peers.

College works for the identity of future graduates along with the attributes they must possess, which are to be achieved through a relevant curriculum, apt teaching-learning pedagogy, assessment and evaluation techniques, and a comprehensive approach towards holistic development. The programs are based on competence, skills, attitude, research, ethics and values, enriched with Environment and Sustainability consciousness. It also emphasis on student capacity to work independently as well as to be a team player, with an aspiration for Lifelong learning, thus enabling students to be empowered women.

At the commencement of the academic year all the faculty members will prepare the course files that contains department vision, objectives, unitised course syllabus, individual time table, program objectives, expected outcomes, direct and indirect assessments, reference and reading material, e- and other resources, model question papers, plans for slow and advanced learners, project work and assignments planned, result analysis, and feedback. This is presented in heads' meeting with Dean, Academics and then further communicated to students.

Program outcomes, program specific outcomes and course outcomes of all the programs offered by the institution are communicated to both teachers and students as follows -

Mechanism adopted to communicate to Teachers are

- Department Meetings with Principal are held at the beginning of the semester to discuss the teaching schedule and course outcomes specified for the courses.
- College Deputes the Heads or senior faculty members to attend annual department meetings organised at the parent university, Osmania University.
- Coffee with IQAC Coordinator is organised at the beginning of every semester to review Annual Academic Plans/Course Profiles.
- General Staff meetings at the beginning of every semester are held to discuss at length the PO's, PSO's and CO's.
- All PO's, PSO's and CO's are discussed, reviewed and approved in Board of Studies meetings
- Heads of the department present the PO's, PSO's and CO's in Academic Council meetings.
- PO's, PSO's and CO's are also displayed on Institutional website
- Evaluation and attainment of the PO's, PSO's and CO's are reviewed in the department meetings with Principal at the end of every semester.

Mechanisms adopted to communicate to Students are

- The PO's, PSO's and Co's are communicated to students through institutional and departmental websites.
- At the beginning of the I semester induction program is organised to educate the students and parents about PO's, PSO's.
- Co's and objectives are discussed with the students by the course coordinators or in chargers during department orientation.
- From time to time they are reminded by mentors and course coordinators during remedial and tutorial sessions.
- They are also displayed on Notice boards (Annexure B-Teaching Plans), Digital display boards
- Copy of syllabi Booklets are made available to students in department library and Library and Information centre.

| File Description | Document |
|---|-------------------------------|
| COs for all courses (exemplars from Glossary) | View Document |
| Link for Additional Information | View Document |

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

The institution ensures the attainment of PO's, PSO's and CO's by appointing qualified and experienced staff. College provides and maintains latest infrastructure and augments in tune to the curricular needs. Efforts are made in embedding ICT tools and techniques along with regular chalk and board for affective teaching learning process.

Departments aim to provide exposure to current technologies /developments and organise guest lectures, seminars, conferences, field trips workshops, exhibitions etc. Good Placement facility and counselling/training is made available for students from placement cell.

Direct evaluation is a combination of 70 - 80% by End Semester Exams and 20 – 30 % by three Continuous Internal Assessments and question papers are set to cover all course outcomes. Student participation in seminars/workshops, paper presentation, outreach and other activities, assignments, project reports are evaluated as part of Continuous Internal Assessment 3.

Post Autonomy College is moving to **Outcome Based Education** where the institution has taken an initiative to evaluate and measure the attainment levels of PO's, PSO's and Co's.

- **Course outcomes** evaluation varies based on the respective course objectives. They relate to skills, knowledge and behaviour a student acquires through the course. These are measured by the performance of students in both Continuous Internal Assessment and End Semester Examinations. Skill development is ensured and evaluated by student seminars, assignments, group discussions, extension lectures, Laboratory performance (Internal & Externals) ,Model making, Poster presentations and Power point presentations ,student participation within and outside college, mini projects, field visits and family/household surveys. Departments design model question paper for the courses keeping in view the course outcomes.

Attainment of **Course Outcomes** is obtained by **Direct Method** (90%) and Indirect Methods (10%). Direct Method is measured on a **three** point scale, where the Attainment Level 1 has- 3 Points : 70% of students secure \geq B+ Grade, **Two** points: 50 to 70 % of students secure \geq B grade and **one** point: less than 50% score \leq B grade.

Indirect Method – by Student Feedback being measured on a **three** point scale. 3 points: 70% of students are satisfied with course content, delivery and evaluation, 2 points: if 50 to 70 % of students are satisfied and one point : if less than 50% of the students are satisfied.

Program Specific Outcomes is evaluated by review of student performance in department and general staff meetings. Students performance in various competitive examinations, progression to higher studies and placement records enables the institution to evaluate program specific outcomes.

Attainment of **Program Specific Outcomes is** measured on a three point scale, 1-3 and taking the average of constituent courses (for UG programs).

- **Program outcomes** are measured both by direct and indirect assessment methods.
 1. **Direct Assessment** (90% weightage). It is obtained by the level of attainment of Course outcomes and Program Specific outcomes. The average of CO's & PSO's of all the courses.
 2. **Indirect Assessment (10%) includes** Feedback from students, faculty, employers, parents, peers and alumni on program outcomes and placements to various companies and students progression to higher studies.

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

2.6.3 Average pass percentage of Students

Response: 83.23

2.6.3.1 Total number of final year students who passed the university examination

Response: 913

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

Response: 1097

| File Description | Document |
|---|-------------------------------|
| List of programs and number of students passed and appeared in the final year examination | View Document |
| Link for annual report | View Document |

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

| File Description | Document |
|---|-------------------------------|
| Database of all currently enrolled students | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response: Yes

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

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

Response: 0.41

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| .8 | .9 | .05 | .075 | .225 |

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

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

Response: 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

3.1.4 Institution has the following facilities

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

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

Response: A. Any four facilities exist

3.2 Resource Mobilization for Research

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

Response: 0.06

3.2.1.1 Total Grants for research projects sponsored by the government/non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year wise during the last five years(INR in lakhs)

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| .055 | 0 | 0 | 0 | 0 |

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

| 3.2.2 Number of research centres recognised by University and National/ International Bodies | |
|---|-------------------------------|
| Response: 1 | |
| 3.2.2.1 Number of research centres recognised by University and National/ International Bodies | |
| Response: 1 | |
| File Description | Document |
| Names of research centres | View Document |
| Any additional information | View Document |

| 3.2.3 Percentage of teachers recognised as research guides | |
|---|-------------------------------|
| Response: 3.1 | |
| 3.2.3.1 Number of teachers recognised as research guides | |
| Response: 4 | |
| File Description | Document |
| Details of teachers recognized as research guide | View Document |
| Any additional information | View Document |

| | |
|--|--|
| 3.2.4 Average number of research projects per teacher funded by government and non-government agencies during the last five years | |
| Response: 0.57 | |
| 3.2.4.1 Number of research projects funded by government and non-government agencies during the last five years | |
| Response: 38 | |

| File Description | Document |
|---|-------------------------------|
| List of research projects and funding details | View Document |
| Supporting document from Funding Agency | View Document |
| link to funding agency website | View Document |

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

Incubation centre SACReD is a dynamic ecosystem where people and technology meet and interact to catalyze creativity, trigger invention and accelerate innovation across disciplines. Incubation centre in tune with our vision of academic excellence has proved to be useful to faculty and students come together without barriers of disciplines and work for theme of their interest.

Centralised facility named as SACReD (St. Ann's Center for Research and Development) was established in 2011 and is well equipped with advanced instruments and Wi-Fi connectivity. Workstations provide students and faculty their own space for experimentation. LCD projector, computing facilities and library are additional features . UGC Network Resource centre has been established for easy access to global research communities and literature.

It is headed by a Research Coordinator who monitors smooth functioning of this platform for exchange of research ideas, project works, also looks for opportunities with academia-industry tie ups.

Centralized research platform disseminates information about conferences, workshops, refresher courses conducted at local/state/national/international level and updates on schemes of various funding agencies like DST,ICMR,UGC. Research coordinator encourages research faculty and guides to enlist themselves on reviewer's panel and members in the editorial board of international and national journals.

Journal 'Annquest' with ISSN 2321-3043, Impact factor 4.35 (Cosmos). www.stannsannquest.com was launched by the research centre in 2012 to provide an avenue to publish research work online and network with researchers across the globe.

Research centre makes its visibility especially the services and expertise available with the institution through the college website as well as brings out "Annfolio" annually.

Institution under the aegis of IC (Incubation centre) recognises quality research work in the form of "Award for Excellence in Research", Incentives for faculty on paper

publication, seed money for Ph.D, provision for flexible timings and grant of leave.

Some High lights of SACReD:

Increased interdisciplinary Minor Research Projects were undertaken by the faculty of Psychology and Nutrition, Botany and Microbiology, Genetics and Zoology, Physical education and Nutrition. To mention a few Soil, water and Air Analysers were used to measure the amount of pollution in the collected samples from water bodies and air samples collected from Industrial areas. Density measurements for biological compounds using UV spectrophotometers, Cooling centrifuge was used to separate biological components from plant derived samples which led to a good number of publications. Some of the publications are Effect of Brilliant blue FCF food colour on plant and human DNA by students of III year degree students (Viz: Rubina Gilani et al), Effect of Polyphenolic components from Kiwi fruit Extract on plant and human DNA (Sai pujitha et al)

Student research project received National acclaim by DST in the form of Innovation award.2017. Research labs at Botany, Statistics, Zoology and Commerce departments have been set up as independent cells for research. Facilities of departments like well maintained Museums and exhibits, gardens are centre of attraction on Open day for visit to many school children.

SACReD is also open for researchers of other institutions. Such as Post graduate students and Research Scholars from University and other colleges .

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

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

Response: 17

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 4 | 3 | 6 | 4 | 0 |

| File Description | Document |
|--|-------------------------------|
| List of workshops/seminars during the last 5 years | View Document |
| Report of the event | View Document |

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

Response: 7

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 5 | 0 | 2 | 0 | 0 |

File Description**Document**

List of innovation and award details

[View Document](#)

e- copies of award letters

[View Document](#)**3.3.4 Number of start-ups incubated on campus during the last five years****Response: 4**

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 0 | 0 | 2 |

File Description**Document**

List of startups details like name of startup, nature, year of commencement etc

[View Document](#)

Contact details of the promoters for information

[View Document](#)

e- sanction order of the Institution for the start ups on campus

[View Document](#)**3.4 Research Publications and Awards**

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes**File Description****Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**Response:** Yes

| File Description | Document |
|------------------------------------|-------------------------------|
| List of Awardees and Award details | View Document |
| e- copies of the letters of awards | View Document |

3.4.3 Number of Patents published/awarded during the last five years**Response:** 0**3.4.3.1 Total number of Patents published/awarded year wise during the last five years**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| List of patents and year it was awarded | View Document |

3.4.4 Number of Ph.D.s awarded per teacher during the last five years**Response:** 0.5**3.4.4.1 How many Ph.Ds are awarded within last 5 years**

Response: 2

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

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years**Response:** 0.1

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 24 | 9 | 8 | 8 | 9 |

File Description

List of research papers by title, author, department, name and year of publication

Document

[View Document](#)

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

Response: 0.36

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 101 | 60 | 33 | 15 | 11 |

File Description

List books and chapters in edited volumes / books published

Document

[View Document](#)

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

Response: 0.29

3.4.7.1 Total number of citations received by publications in the last 5 years, which are included in online databases such as SCOPUS, web of science or PubMed/ Indian Citation Index

Response: 17

File Description

BiblioMetrics of the publications during the last five years

Document

[View Document](#)

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

index of the Institution**Response:** 17.57

3.4.8.1 Number of citations received by individual research publications in the last 5 years

Response: 123

3.4.8.2 Number of publications receiving proportionately maximum number of citation in the last five years

Response: 7

File Description**Document**Bibliometrics of publications based on Scopus/
Web of Science - h-index of the Institution[View Document](#)**3.5 Consultancy****3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual****Response:** Yes**File Description****Document**

Soft copy of the Consultancy Policy

[View Document](#)Minutes of the Governing Council/ Syndicate/Board
of Management related to Consultancy policy[View Document](#)

URL of the consultancy policy document

[View Document](#)**3.5.2 Revenue generated from consultancy during the last five years****Response:** 4.06

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1.362 | 1.28 | 0.725 | .415 | 0.28 |

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

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

Response: 2.6

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1.2 | 1.4 | 0 | 0 | 0 |

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

3.6 Extension Activities

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

Response:

With an objective of providing a platform for students to understand the communities around them, identify themselves with its aspirations, needs, problems, resources and to reach out with a helping hand, St. Ann's Helping Hands And Reaching Arms, SAHHARA, the outreach wing was conceived in the year 2005. Over the years the involvement, commitment and range of activities have grown exponentially with clubs such as Eco-club Dharini, Dhruvi, Women's cell and Rotaract club being brought under the umbrella of SAHHARA. NSS and NCC are other wings which join hands. True to our motto, *Heart to God, Hand to man* we strive to serve the community

Empowerment of women-SAHAARA has taken up Vocational training for skill development in Collaboration with N.G.O "W.O.M.E.N" and Rotary International District 3150 in slum areas of Mallepally and Attapur. The training was imparted in paper bag, candle and chalk making, fabric

painting, tailoring, Tie and dye. Students developed creative skills, leadership, managerial strategies, evaluation of meaningful activities for the women.

Public health and Nutrition- Students actively participated in awareness drives and counselling sessions and demonstration of nutritious low cost recipes to women especially for reproductive age group, Diabetes and Anemia screening and counselling for girl child and adult women. Other Public health outreach activities conducted were observation of World AIDS day, Hepatitis day in collaboration with Nizam Institute of Medical Sciences, AP AIDS control society, Pulse polio administration in collaboration with Rotary International. Health camps at government schools. Observation of World Hand wash day at schools and orphanages is a new initiative.

Education- Extension activities were aimed at providing 'learning by doing' experience to students as they became teachers. Student volunteers carried out demonstration of experiments, science exhibitions, value education and computer literacy classes with voluntary organisation Vignyan Vahini, for school children at neighbouring schools.

Environmental activities focussed on awareness campaigns, walk and talk in neighbourhood, plantation drives and rallies, indexing of green coverage of the campus, celebration of environmental days, distribution of handmade cloth bags at college and vegetable markets in neighbouring community, Solid Waste Management, making biodegradable Ganesh idols and its sale have created aware student campaigners.

WOW – Wellbeing out of Waste is a collaborative project carried out with ITC in which dry waste of the college is collected and recycled.

Student volunteers and Rotaractors have attended Leadership conclaves, Rotary Youth leadership Award, leadership in action workshops to sharpen their skills as better social messengers.

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

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

Response: 15

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 8 | 4 | 3 | 0 | 0 |

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

3.6.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

Response: 103

3.6.3.1 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 28 | 19 | 20 | 19 | 17 |

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

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

Response: 50.24

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 2300 | 2225 | 732 | 1798 | 1020 |

| File Description | Document |
|---|-------------------------------|
| Average percentage of students participating in extension activities with Govt. or NGO etc. | View Document |
| Report of the event | View Document |

3.7 Collaboration

| 3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year | | | | |
|--|-------------------------------|---------|---------|---------|
| Response: 14.8 | | | | |
| 3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year wise during the last five years | | | | |
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 20 | 18 | 16 | 11 | 9 |
| File Description | Document | | | |
| Any additional information | View Document | | | |
| Number of Collaborative activities for research, faculty etc. | View Document | | | |

| 3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years | | | | |
|---|-------------------------------|---------|---------|---------|
| Response: 46 | | | | |
| 3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years | | | | |
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 13 | 10 | 10 | 8 | 5 |
| File Description | Document | | | |
| Details of linkages with institutions/industries for internship | View Document | | | |
| e-copies of linkage related Document | View Document | | | |

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

Response: 64

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 21 | 15 | 13 | 7 | 8 |

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institution's physical infrastructure is in tune with the perspective plan for academic growth, the diversity of students and vision of the college.

The college ensures adequate physical facilities in fulfillment of the statutory regulations/norms of various inspecting bodies from AICTE, Osmania University and State government.

All departments are provided with adequate class rooms, while science departments are well equipped with efficiently maintained laboratories too. The timetable committee oversees the suitable allocation and utilization of classrooms and laboratories and facilities are put to optimal use by structuring the timetable for various teaching learning purposes and other classroom activities which are all planned well ahead.

Infrastructure facilities viz; auditoriums, seminar halls and conference halls are shared across departments as per requirement, by booking ahead in the log book maintained for such purposes.

The facilities are also used for conducting education programmes, hosting UPSC, Osmania University, Bank examinations, Polling booth etc. The play grounds and sport facilities are used for summer coaching camps, by neighborhood schools and for conducting national, regional, university sporting events and competitions.

Lecture Halls/Classrooms/Seminar Halls/Audio Visual rooms/Auditorium

Learning infrastructure on the campus includes a total of

- 64(49+15) lecture halls/ classrooms/labs with ICT.
- 6 seminar halls with Interactive power boards and other communication equipment,
- 3 specially equipped audio visual seminar halls
- St. Joseph Auditorium, indoor auditorium to seat 1200
- SALTT (St Ann's Lunch Time Theatre) - a spacious open quadrangle with stage to hold general assembly, awareness programs, cultural events, competitions .

Laboratories

- There are 27 well-organized and equipped science laboratories. Each lab is equipped to match the requirement of the curriculum and to develop the required skills. Departments also have dedicated gardens, museums, simulation labs, pond etc
- 1 Commerce laboratory and a research cell- Various accounting compilation books/proformas/formats /documents/ to comply for banking, filing Income Tax returns, taxation. It is also equipped with computers, Wi-Fi& LAN, LCD , LEDTV, OHP,
- 1 Psychology lab

- 3 language labs for English and of Arabic, French, Hindi, Sanskrit, Telugu departments
- 8 computer labs for the Commerce, Electronics and Computer Science departments

Library -

- Central library with a rich collection of **76336** books **126** periodicals, journals and Magazines **2621**CDS/DVDS **1184** back volumes, projects, 12 newspapers, and N-list through e-resources. (**6,000 + e-journals, 31, 35,000+ebooks**) and NDL.
- Library E-resource centre with 20Computer Systems with LAN and Wi-Fi connection
- 1 library exclusively for PG students
- Departmental libraries
- Reprographic facilities

Media Studio

Media Studio Centre provides educational video recording facilities as well as technical assistance for e-content development and online hosting

Centers of Excellence

- SACReD - St. Ann's Centre for Research and Development
- SAHAARA - St. Ann's Helping Hands and Reaching Arms
- SAInT - St. Ann`s ICT Centre
- CWS – (Dhruthi)Center for Women Studies
- ED Cell –Entrepreneur Development Cell
- Sanskriti- The Culture Hub
- SAKSHAM – St. Ann's Knowledge Skill and Hands on Movement

are provided with separate accommodation and necessary AV aids, ICT facilities and other requirements.

Support facilities

Conference Hall, Exam Cell, IQAC Office, Placement cell, Network Resource Centre Health Centre, Prayer room, Bank/ATM, Stationary shop, Cafeteria

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

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

Response:

The college provides facilities for both indoor as well as outdoor games.

A separate indoor sports room with all necessary equipment, computer facility, LCD & TV is available.

Facilities for Indoor Games

| S.No. | Facility | Sport/Games | Area Available | Year Establishment | Description | Us |
|-------|-------------|----------------|----------------|--------------------|--|---------|
| 1 | Indoor room | • Chess | 10 mts X10 Mts | 1986 | Provision for Chess | 30 |
| | | • Carrom | | | Provision for Carrom | Us |
| | | • Table Tennis | | | 2 International standard Table Tennis Tables | P.C. 34 |

Facilities for Outdoor Games

| S.No. | Facility | Name of the game | Area Available | Year Establishment | Description | Us |
|-------|------------------|--|---|--------------------|---|-------|
| 1. | Open Play ground | • Volleyball • Throwball | • 18mts X 9 mts | 1987 | • Mud Court with two Iron Goal Posts | 30 |
| 1. | | • Handball • Kho-Kho • Kabbadi | • 40mts X 20 mts • 37 mts X 22mts • 12 mts X 6mts | 1987 | • Mud Court with two iron Goal Posts • Mud Court with two wooden poles | Us P. |
| 1. | | • Tennikoit | • 40feet X 18feet | 1987 | Concrete Court with two iron moveable poles | |
| 1. | | • Basketball | • 28 mts X 15mts | 1987 | Concrete courts with cement posts | |

Gymnasium and Yoga Centre

Gymnasium with a gym instructor and all modern and fully functional equipment is available for the

students and the faculty.

Facilities for Fitness

| S.No. | Facility | Sport/Games | Area Available | Year Establishment | Description |
|-------|----------------|-------------|----------------|--------------------|-------------------------------|
| 1 | Fitness Center | • Yoga | 19mts X 60m | 2006 | Yoga mats= 20 |
| | | • Gym | 19 mts X 32m | 2006 | A Multi gym with workstations |
| | | • Judo | 19mts X 60m | 2009 | Judo mats =10 |

Facilities for Cultural Activities

| S.No. | Facility | Area Available | Year Establishment | Description of cultural curricular/Awareness campaigns/association activities |
|-------|-----------------------------|----------------|--------------------|--|
| 1. | St. Joseph Auditorium | 7020 sqft | 1989 | <ul style="list-style-type: none"> • Intra and Intercollegiate events • Sponsored programs – Radio event, Fresh Face of the year • Screening of movies • Freshers and Farewell Party • Party • Annofesta Celebrations • SPIC MACAY and Sanskrit activities • NCC events • Awards function • Ann Soiree Alumni meets <p>Awareness Programs</p> <ul style="list-style-type: none"> • She Team Counselling • AIDS Awareness Campaign • Legal rights orientation • Drug Abuse menace <p>Contests</p> <ul style="list-style-type: none"> • National sports meet- Chess <p>Skill Oriented Activity</p> <ul style="list-style-type: none"> • Yoga • Dance • Aerobics |
| 2. | SALTT (St Ann's Lunch Time | 7800 sqft | 1983 | |

| | | | | |
|----|-----------------------------|-----------------|------|---|
| | Theatre) Open Quadrangle | | | <ul style="list-style-type: none"> • General Assembly • Awareness campaigns • Green Greetings stalls • Ecoclub ,sanskriti and Ann activities • Flash Mobs • Music events -DJ • Cultural and Literary comp |
| 3. | AV Room: | 1822.11 sqft | 1983 | <ul style="list-style-type: none"> • Academic activities • National/International Sem • Guest lectures • Panel discussions • Book release • Felicitations • Round table meetings • Celebrations of Extra- and curricular events • Women's day • Language days • NCC events • NSS activities • Activities of clubs and cen Excellence • Placements • General Staff meetings • Departmental orientation • Parents Meet |

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

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

Response: 60.81

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 45

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

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

Response: 41.33

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 198.23 | 244.37 | 156.90 | 173.29 | 101.81 |

| File Description | Document |
|---|-------------------------------|
| Details of budget allocation, excluding salary during the last five years | View Document |
| Audited utilization statements | View Document |

4.2 Library as a Learning Resource

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

Response:

The college has a spacious central library facility for the UG and an additional extension for the PG students. It is fully automated with barcodes system in place. The library has a well lit and ventilated reading cum stack room with a rich collection of **76336 books**, **126 periodicals/journals/magazines**, **2621 CDS/DVDS**, **1184 back volumes**, projects, 12 newspapers, and online e-resources.

The **Library & Information Science Centre is a rich repository of knowledge which is** automated with SOUL2.0 (Software for University Libraries) software developed by INFLIBNET (Information for Library Network – UGC) and is also equipped with online public access catalogue (OPAC).

| Physical / Software description of the library | Details |
|--|----------|
| ILMS | SOUL 2.0 |
| Version | 2.0 |
| Year of Automation | 1996 |
| Nature of Automation | FULLY |
| Total carpet Area of the library | 6811 sft |
| Stack area | 2460 sft |
| Reading Area | 1960 sft |
| Circulation | 676 sft |
| Reprographic section | 144 sft |
| Store Room | 32 sft |
| E-Resources Hub | 274 sft |
| Computers for E Access | 18 |
| Cubicles | 28 |

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

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

Response:

The library is having rich collection of **rare books, manuscripts, special reports**, encyclopaedias, biographies, dictionaries, multiple sets of volumes in various subjects. Books on personality development, career development, soft skills, TOEFL, GRE, SAT, MAT, IELTS, and other competitive exams, Indian Culture, heritage. Religious books like Upanishads, Mahabharata, Ramayana, Quran, Bible etc. All atlases and maps, globes are available in the library

| | |
|---------------------|----|
| 1.Rare books- | 36 |
| 2. Manuscripts- | 3 |
| 3.Special reports- | 18 |
| 4. Encyclopaedias - | 67 |

| | |
|---|-----|
| 5. Biographies - | 75 |
| 6. Dictionaries - | 197 |
| 7. Ph.D Manuscripts | 20 |
| 8. Conference proceeding/volumes | 8 |
| 9. Reports of Minor Research Projects - | 15 |
| 10. Student Projects | |

| S.No | Class | No. of Projects |
|------|--|-----------------|
| 1 | MBA | 274 |
| 2 | MCA | 108 |
| 3 | MCom | 173 |
| 4 | BBM/B.Com/ B.Com Honours | 164 |
| 5 | BA | 135 |
| 6 | Second Languages: Hindi, Sanskrit, English | 26 |
| 7 | Maths, Statistics, Computer, Physics | 62 |
| 8 | Sciences: (Botany, Zoology, Chemistry, Nutrition, Microbiology, Biochemistry, Biotechnology, Genetics) | 133 |
| | Total Projects | 1156 |

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

4.2.3 Does the institution have the following

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

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

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

Response: 6.23

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 6.158 | 3.901 | 8.176 | 7.500 | 5.392 |

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

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

Response: Yes

| File Description | Document |
|--|-------------------------------|
| Details of remote access to e-resources of the library | View Document |
| Any additional information | View Document |

4.2.6 Percentage per day usage of library by teachers and students

Response: 10.05

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

Response: 372

| File Description | Document |
|---|-------------------------------|
| Details of library usage by teachers and students | View Document |
| Any additional information | View Document |

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The IT facilities have been upgraded in several phases during the past five years.

Hardware Up gradation:

Hardware upgradation is being carried out on a regular basis, as per requirements of individual departments. Systems have been replaced with new models with advanced configurations (**1 GB RAM, intel dual core chipsets,500 GB hard drives**) Older and Cathode Ray Tube based Computer monitors have been replaced with **LCD monitors**.

Software Up gradation:

- :Multisim ,SPSS, Adobe CS5 and Adobe Master Collection CS6, Adobe readers, C, C++, JAVA, Wings, Tally ERP 9 and R-Programming are available.
- Customized ERP software developed in-house for student and faculty detail is used in administration
- Antivirus is deployed through a centralized server and updated annually.
- The Operating system is updated in a phased manner.
- Clarity software is installed in English language lab.
- Srilipi - Hindi Department
- Open source software is deployed in conducting practical sessions.

The Net Resource Centre,for students is equipped with 20 computers, 15 systems (configuration – Intel Dual Core Processor 3.06 GHz, 2GB RAM, 500GB Hard disk), 5 systems (Configuration – Intel Core I3 Processor 3.06 GHz, 4GB RAM, 500 GB Hard Disk), 1 printer, 1 AC, 1 Camera.

LAN Facility – All the computers are connected and on local area network

Wi-Fi Campus - With broad band connection providing a band width of 6 Mbps in 2012,

the campus at present is enabled through Wi-Fi service with a dedicated 20 Mbps leased line from BSNL under the NMEICT scheme (two leased connections of 10 MBPS) using Fibre optic cables .

Access points are periodically monitored, and augmented as per the additional requirements.

The Long range Unifi Access points are mounted to the ceiling enabling the Wifi connectivity in the campus. Wired antenna type dongles have been replaced with 150 Mbps Wireless USB adapters. Licensed Fortinet firewall installed since 2014 provides information security, all services within the institution are accessed through the firewall.

| Year | Date of updation/renewal | Nature of updation | |
|---------|---|---|--|
| 2012-13 | 01/04/2013 | 3 Shared lines of Broad band connections of 6 Mbps from private local internet service provider (Admin office, College) | |
| 2013-14 | 01/04/2014 | 3 Shared lines of Broad band connections of 6 Mbps from private local internet service provider (Admin office, College) | |
| 2014-15 | 28/04/2015 | 1 Leased line 4 Mbps from Airtel, 5 Shared Broad band connections of 40 Mbps from IQAC, Admin office, College | |
| 2015-16 | 28/04/2016 | 1 Leased line 4 Mbps from Airtel, 5 Shared Broad band connections of 40 Mbps from IQAC, Admin office, College | |
| 2016-17 | 28/04/2017 | 1 Leased line 4 Mbps from Airtel, 5 Shared Broad band connections of 40 Mbps from IQAC, Admin office, College | |
| | 01/05/2017 –BSNL Leased line NMEICT scheme under MHRD, Govt. of India . | 2 leased lines 10 Mbps each BSNL, 5 Shared Broad band connections of 40 Mbps from IQAC, Admin office, and exam cell. | |

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

4.3.2 Student - Computer ratio

Response: 7.16

| File Description | Document |
|--------------------------|-------------------------------|
| Student - Computer ratio | View Document |

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

<5 MBPS

5 MBPS - 20 MBPS

20 MBPS - 35 MBPS

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

| File Description | Document |
|--|-------------------------------|
| Details of available bandwidth of internet connection in the Institution | View Document |

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

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

4.4 Maintenance of Campus Infrastructure**4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 10.46

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 53.364 | 51.774 | 35.882 | 39.624 | 32.924 |

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

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic

and support facilities - laboratory, library, sports complex, computers, classrooms etc.**Response:**

The **Correspondent** is the designated officer for maintenance of infrastructure and oversees the maintenance of buildings, classrooms, laboratories and other physical facilities on the campus.

- Periodically and also at the end of the academic year, the IQAC and all the HoDs submit report to the Principal in the departmental meetings on the maintenance of furniture, fixtures and fittings to be carried out. These are discussed with the correspondent and necessary maintenance is carried out.
- Infrastructure in-charge at the administrative office supervises the staff employed to keep the classrooms, staffrooms, laboratories, seminar halls, library and other facilities operative and clean.
- The College has evolved its own mechanism for maintenance and minor repairs of its infrastructure and equipment.
- The institutional policy for the upkeep of the physical facilities comprises of appointment of regular staff , need based outsourcing and maintenance contract.

Appointment of regular staff -

The following are **on the rolls** of the college -

- **Hardware Engineer and System Supervisors** in charge of the computers and networking on the campus and servicing of computers and accessories.
- Qualified technician for computer technical trouble shooting.
- Software support trouble shooting personnel at exam cell.
- Lab Assistants, Herbarium keeper, Gas plant operator, Museum Keeper and lab attenders to maintain labs and related facilities.
- Two Gardeners and auxillary staff to maintain the campus green and clean.
- Four security staff for 24/7 security and CCTV surveillance in place for safeguarding the facilities, infrastructure and equipments of the college round the clock
- Qualified electrician to upkeep electrical fittings and execution of electrical complains.
- Trained support staff for the upkeep of sports arena and equipment.
- Department heads are authorized to make arrangements for minor repairs of Equipment / systems in their departments.
- The college has a transformer installed in the campus for efficient power Management

Outsourcing and maintenance contract -

The College outsources/has AMC for some of its maintenance requirement as follows

- College has an AMC with P24/7 , IT Solutions Private Limited, Hyderabad for maintenance of Website.
- Maintenance of Telecommunication facilities is contracted to ACS Communication systems.
- Maintenance of ACs is done through AMC by J K Confort Airconditioners, Masab Tank,

Hyderabad

- Interactive power boards are sustained by Max Business Systems, Hyderabad.
- To avoid instrument damages due to voltage fluctuations sufficient number of

stabilizers and UPS are installed. Maintenance of UPS is done by Power One Systems, Hyderabad

- A Generator of 125 KV is installed and is serviced by Uma Diesel Engineering, Narayanguda, Hyderabad.
- AMC is given to JD's Infrature, Aliabad, Hyderabad for painting, repairs and maintenance of college grounds, furniture, building, electrical and light fittings, green initiatives, water storage and distribution.
- Lifts maintained by Delight Elevators, Hyderabad.
- Whitewashing of the buildings, plumbing and electrical lines are done regularly.
- During the vacations, **regular upkeep and maintenance activities are undertaken.**

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 16.41

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 462 | 682 | 525 | 516 | 413 |

| File Description | Document |
|--|-------------------------------|
| Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years | View Document |
| upload self attested letter with the list of students sanctioned scholarships | View Document |

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

Response: 3.84

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 123 | 117 | 170 | 74 | 121 |

| File Description | Document |
|---|-------------------------------|
| Number of students benefited by scholarships and freeships besides government schemes in last 5 years | View Document |

5.1.3 Number of capability enhancement and development schemes –

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

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

| File Description | Document |
|---|-------------------------------|
| Details of capability enhancement and development schemes | View Document |
| Link to Institutional website | View Document |

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

Response: 20.97

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 882 | 754 | 528 | 622 | 555 |

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

5.1.5 Average percentage of students benefitted by Vocational Education and Training (VET) during

the last five years

Response: 1.15

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 32 | 37 | 35 | 40 | 37 |

File Description

Document

Details of of students benefited by Vocational Education and Training (VET)

[View Document](#)

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

Response: Yes

File Description

Document

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 32.34

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 351 | 393 | 296 | 234 | 260 |

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

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

Response: 23.88

5.2.2.1 Number of outgoing students progressing to higher education

Response: 262

| File Description | Document |
|--|-------------------------------|
| Details of student progression to higher education | View Document |
| Upload supporting data for student/alumni | View Document |

5.2.3 Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOFEL/Civil Services/State government examinations)

Response: 76.1

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 266 | 272 | 256 | 249 | 207 |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 331 | 340 | 355 | 315 | 300 |

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

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years

Response: 97

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 13 | 11 | 40 | 27 | 6 |

| File Description | Document |
|--|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years | View Document |
| e-copies of award letters and certificates | View Document |
| Any additional information | View Document |

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The students have a voice in governance through their representations on academic and administrative committees of the college. The IQAC has student representation consisting of the Student Quality Assurance Cell President and a PG representative and they are part of important decisions taken therein.

The College has a Student Council, **SQAC** (Student Quality Assurance Cell) that acts as an interface between the student community and faculty and management. Two representatives from each class make up the body of the Student Council and has a President, Vice-Presidents and secretaries. It meets

periodically with the Principal, Deans and committee convenors to take stock of various curricular, co-curricular, and extra-curricular activities on the campus and offers valuable suggestions. They mobilise students to coordinate events, participate in inter and intracollegiate activities and represent students at meetings, and suggest and implement solutions to problems related to campus life. SQAC members facilitate all the major technical, cultural, literary and sports activities organized in the college premises and play a vital role in organizing seminars, conferences and workshops.

Some of the programs where SQAC plays a key role are:

- Anti Ragging activities
- flashmob and panel discussions
- Drug Abuse Awareness Campaign
- Health and Environment awareness camps
- Initiatives taken by the police for Women's safety
- Social Responsibility programs such as Donations and visits to homes for street children, 'save nature' by planting saplings,
- Swatch St. Ann's – Swatch Bharat
- Administration of Oaths and Pledges
- Celebration of Special Days
- Teachers' day
- Annual Fest
- Freshers and Farewells
- At the forefront of all events at the college

Students@committees -

Literary and Magazine committee - Students are on editorial board of college magazine "Ann Ascension", and **newsletters** of various departments. Apart from this, they design brochures, posters, banners and other publicity material for various events/workshops/ seminars, organized by their respective departments and represent the college to the world outside.

Cultural: Organize cultural activities at intra and inter collegiate level, screening the talent for the events, advertising events and recruiting volunteers.

Grievance Redressal : An interface between students and management and freely access the Principal for their concerns.

Clubs and Cells : Students play an important role in the activities of the various clubs and cells like Dhruva and Science Clubs which promote scientific temper, Sanskriti and Parampara which preserve culture and heritage, Ecoclub and NSS which aid in awareness of environmental protection, Rotaract and SAHHARA in outreach activities, Dhvani and Dhruvi on Social issues and Women's Studies, Equinox, CHEERs, ED cell and Consumer Cell, etc. Membership in these clubs help them gain invaluable leadership, social and personal skills.

Class Representatives: Act as a bridge between the faculty member and the class, updates students with academic information, assists teachers and takes initiatives in organizing events.

Most of the departments also have a **Departmental Association/ Club/Cell** with **students** elected/nominated. Under the guidance of Staff Coordinator, they plan and execute various activities of their department.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

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

Response: 30.6

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 26 | 36 | 34 | 34 | 23 |

| File Description | Document |
|--|-------------------------------|
| Number of sports and cultural activities / competitions organised per year | View Document |
| Report of the event | View Document |

5.4 Alumni Engagement

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

Response:

The Alumni Association of the college “**Annoiree**” with the Motto- “**Reunite, Renew, Reflect**”, was established in 1986 and was registered on 17th June 2005, registration No. : 933/2005. The institution maintains a database of alumni and provides online registration of alumni on the college website. The college takes pride in having alumni spread across a variety of organizations occupying positions as Scientists , IAS officers, Media personnel, Company Secretaries, Chartered Accountants , Nutritionists, Software Engineers and Entrepreneurs. Centre for Women Studies felicitates illustrious alumni on International Women’s Day with Sreyasi Award every year.

Non-Financial support

- **Curriculum Development:**

Alumni serve in different statutory bodies like Board of Studies and IQAC. As members of boards of studies they contribute for redesigning the curriculum and industrialists alumni as member in BOS give inputs to redesign the syllabus as per requirements of the industry.

- **Industry- Academia connect :**

Alumni are industrialists who participate in **the Industry-Institute Interface meetings** and also provide **on-the-job training of students** in the industries run by them or in the industries known to the them. They also assist in student **internships**.

Dr.Iravathy, currently working as the Head of Dept of Molecular Biology and Genetics at Apollo Hospitals ,Jubilee Hills provided an opportunity to students from II year BBC to undergo 45 days summer internship in her department .

- **Resource Persons :**

Alumni render their services as resource persons during conferences, seminars and guest lectures.

- **Placements:**

They help in the placement of students in the organizations where they are

currently working. Mrs Lata Reddy , President of the alumni Association helped in organizing placement programme with CVR English news channel in the college premises.

- **Feed-back:**

They offer valuable feedback to the institution about the relevance of the

curriculum , curricular and extracurricular activities and the need for infrastructural development.

- **Mentors:**

Many alumni give their time and emotional support and provide mentorship.

Financial support

- The ex -annites contribute and motivate the students by instituting **gold medals** for topping in the final examinations of different subjects and sponsor the education of **economically weak** students .
- The association helps in **raising funds** to various activities and projects of the College.
- To share their knowledge ,expertise and experience ,they are involved as resource persons in conferences/academic events organized by the college. Many alumni come forward to be resource persons at these events without any honorarium/remuneration. They also **sponsor** such events.

Dr.Deepa, Consultant Nutritionist, at Nova Hospitals, Jubilee Hills was instrumental in organizing a one day State Level Symposium on” Weight Loss and Obesity Management” at The Park hotel on 29th June 2014, which made all Nutrition students to get exposure to latest trends in Bariatric surgery and bariatric nutrition. This Symposium helped the students to understand the requirements of the research organizations and career prospects.

- The college library has a collection of books contributed by the alumni.
- Their assistance is also extended in Organizing Health Awareness and Medical Check-up Camps for teaching, non-teaching staff and students.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

5.4.2 Alumni contribution during the last five years (Amount in rupees)

<2 Lakhs

2 Lakhs - 5 Lakhs

5 Lakhs - 10 Lakhs

10Lakhs - 15 Lakhs

Response: 2 Lakhs - 5 Lakhs

| File Description | Document |
|---------------------------------------|-------------------------------|
| Alumni association audited statements | View Document |

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 5

5.4.3.1 Number of Alumni Association /Chapters meetings held year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 1 | 1 |

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

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision

Academic excellence, skill enhancement and value enrichment to help the girl student embark on life's journey as an empowered woman.

Mission

By adopting a need based approach, synthesis of academics and ethics, innovation in learning methods and a diversified curriculum, the college aims at providing a learning environment that integrates body, mind and spirit.

With its vision of empowering the girl student, the management has set about establishing values, culture and climate, identifying core competencies, keeping operations focused, unleashing the full potential of its human resources through training and development and encouraging and supporting the use of technology.

The leadership's strategy to accomplish the mission of the college is rooted in creating a favorable academic environment to promote teaching, learning and research, monitoring standards to make quality an integral part of the institution, carrying out periodical evaluations, reviews and feedback, formulating development strategy and inspiring and motivating commitment and dedication.

The management works untiringly towards providing an environment conducive to learning, teaching, academic inquiry and innovation, maintaining academic excellence and professionalism, ensuring adequate facilities for existing programs and strategizing for growth and expansion without any compromise on standards in ambience, infrastructure, technology that supports advanced teaching-learning and its unique curriculum, benchmarking with other leading institutions of higher education for improvement, enhancing quality of operations by active participation of stakeholders, continuous improvement through creativity, team work and adaptation to change.

The Principal is at the helm of affairs and is responsible for the governance and management of the institution. As a leader, she is progressive, dynamic and competent to handle the mammoth task of running an institution of this magnitude.

The existing academic programs, new courses, add on courses, ability enhancement courses and interdisciplinary courses are all designed for empowering and sensitizing the girl student.

The perspective plan is made in tune with the vision and mission and involves consultations with stakeholders, feedback from academicians and employers and inputs from inspection teams, audits. These inputs are analyzed carefully by the Principal, the IQAC, heads of departments and senior faculty and a

roadmap is developed for new academic programs, strengthening the existing programs, developing the necessary infrastructure, deploying resources optimally and the financial ramifications and viability of the proposal.

The management recognizes that **participative management** creates a sense of ownership and instills pride and motivates the faculty. The Principal works closely with the Deans, IQAC, Heads of departments and conveners of the various committees.

Senior faculty members serve as Deans/Controllers of exams to take charge of Administrative, academic, examination and student related matters. They oversee the activities of the committees relating to their respective areas of operation. Senior teachers are also members of Governing Body, Academic council, Finance committee, Purchase Committee and Planning and Evaluation Committee and thus contribute to the governance of the institution.

Heads of departments in consultation with members of the department plan all the activities, and serve as Chairs of their respective Boards of Studies. All faculty members are members of their respective BOS and are thus empowered to make decisions on curricular aspects.

All academic, administrative and student activities involve various committees with members drawn from across the various departments and students. This helps the faculty gain a wider view of the organization and increases their commitment.

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

6.1.2 The institution practices decentralization and participative management

Response:

For effective governance every institution needs a comprehensive, clear and integrated planning system, which enunciates objectives to be pursued and plans of action to be adopted and a clear organizational structure that unambiguously defines lines of authority and accountability.

The entire spectrum of activities at St. Ann's has been divided into 4 units- Administration, Academics and student affairs, and Examination Cell each coordinated by a Dean/Controller. The Principal works closely with the Deans, heads of departments and conveners of the committees constituted for specific functions and has her finger on the pulse of the institution.

Case Study

We present here the functioning of the Dean of Student Affairs as an illustration of decentralized and participative style of working at St. Ann's.

St. Ann's education is characterized by academic excellence, focus on regularity and discipline, a friendly and enabling campus atmosphere, a plethora of activities for skill development, co-curricular and extracurricular activities, sensitivity towards social issues and care for the environment.

The major function of the Dean is to support every student for a successful and rewarding experience in the college. Through a well-defined and cohesive plan, she is involved closely with student activities in multiple dimensions to give them an enriching experience inside and outside the classroom. She coordinates processes that uphold institutional values, proactively addresses issues and responds to grievances, and makes students aware of the opportunities available.

The Dean, Student Affairs works closely with the conveners of committees concerned with student activities. In the course of her duty, she

- interacts with attendance and discipline committee conveners to ensure smooth functioning of the college. She screens and forwards requests for leave on genuine grounds to the Principal.
- works with literary and cultural committees to oversee activities and plans for major events and observing national days and other important activities mandated by the Govt./Commissionerate and the intercollegiate extravaganza Annofesta hosted by the college.
- counsels students and meets with parents/guardians wherever necessary.
- organizes annual alumni meet and parents meet
- interacts with the coordinators of NSS, NCC, Outreach and Eco Club.
- organizes the morning assembly
- plans for intercollegiate events with relevant committees and for participation of our students in events outside the college.
- addresses newly admitted first year students to introduce to them the culture and ethos of the institution.
- ensures that no ragging takes place .
- is responsible for handling student grievances
- works closely with the Student Quality Assurance Cell, which is a team of students selected from worthy applicants with leadership qualities and guides this team to help in organizing various activities .

Thus the responsibility of the day to day running of the institution is shouldered by her. By closely interacting with her, the Principal has a 360 degree view of the happenings in the college and is able to concentrate on larger policy concerns of the institution

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

6.2 Strategy Development and Deployment

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

Response:

The institutional strategic plan is processed in accordance with the vision and mission of the college, the local context, needs and priorities.

The planning and decision process involves several rounds of consultations with faculty members, staff, students and parents, feedback from experts, academicians, employers, NAAC peer team's recommendations, internal and external academic audits, suggestions and inputs from the local community.

These inputs are analyzed carefully by the Principal, the IQAC, Planning and Evaluation committee, the heads of departments and senior faculty and a roadmap is developed.

Case Study: Plan for Autonomy

The institutional perspective plan envisaged the college going autonomous post its submission of Self – study Report to NAAC in 2011. We present here our process of planning, working, preparing, applying and eventually getting the grant of autonomous status.

- The work on proposal for autonomy was first taken up in June 2012 after the Governing Body of the institution in its meeting of February 2012 approved the idea.
- A core committee was constituted with the Principal as the chairperson.
- The committee took up the immediate responsibility of putting together the necessary information for the proposal.
- In February 2013 the President of the governing body of the institution was apprised of the progress with regard to the proposal and its implications.
- With the approval of the President, preparation work went ahead full steam. Several rounds of meetings were conducted to work out a rich and diversified curriculum under the CBCS system while keeping the institutional objectives in sight.
- Extensive discussions and deliberations preceded the approval by the committee of an effective evaluation system with continuous internal assessment as an integral component.
- Seminars were organised for preparations at faculty, department and institutional levels .
- Resource persons were invited from successful autonomous colleges across country to address the faculty on different aspects of working under autonomy.
- Teams of staff members from the core committee visited autonomous colleges in Chennai, Pune and Mumbai for a first- hand insight into the actual implementation.
- Members were identified for the statutory bodies.
- Departments started the work on syllabus restructuring.
- After extensive discussions a core structure consisting of five parts was arrived at.
- Groups were constituted to work on baskets of courses to be offered under skill enhancement.
- The need for physical infrastructure and human resources and the financial implications were worked out, since the institution now had to play the role of the University,
- A suitable location was identified for the examination cell and construction was started.
- The proposal was submitted on **28th July 2012** and the team came for inspection on **18th and 19th of August 2014**.
- The letter granting autonomy to the institution was received on **29th April 2015**, marking the culmination of months of dedicated effort.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Strategic Plan and deployment documents on the website | View Document |
| Link for Additional Information | View Document |

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

Response:

Institutional Governance

From policy making to implementation

•

Governing Body

- Principal
- Deans/IQAC/Controller of Examinations
- Heads / Conveners of Committees
- Staff Members

The entire continuum of activities is classified under Academics, Administration, Student Affairs and Examinations.. The committees constituted for specific functions are coordinated by each dean as shown in the organogram featured in the college website.

Following is a brief description of the major committees.

- **Internal Quality Assurance Cell** to coordinate and monitor quality of the institutional processes.
- **Placement Cell:** career counseling and placement activities.
- **Research committee:** Matters of faculty improvement, grants for research projects and related matters.
- **Certificate Courses - SOC/COC/IDC/CCA: Headed by a senior faculty member to ensure**

smooth conduct of these courses

- **ICT and Multimedia:** ICT infrastructure and systems to meet administrative and academic needs of the college.
- **Seminars and Workshops: In-house seminars, workshops, FDPs**
- **Student Quality Assurance Cell** is the student wing of the IQAC.
- **Discipline:** ensures smooth conduct of day-to-day activities
- **Cultural Committee:** Cultural and literary activities of the college.
- **Anti ragging Committee:** To ensure campus is ragging free.
- **NCC , NSS and Outreach SAHHARA** for cocurricular activities.
- **Student Welfare committee:** Matters of student welfare, guiding students in matters of scholarships and fee concessions in deserving cases.
- **Student Grievance Redressal Committee:** Addresses student grievances conveyed through mentors or class representatives or SQAC or in the complaint box provided. and their speedy redressal.
- **Bible/Prayer Committee (Minority Cell):** Organizes morning assembly and Christmas programs. Responsible for matters concerning Christian minority students.
- **Dean, Administration** coordinates Prospectus, Admission Stock Verification,
- Health Centre, Canteen and Magazine committee, Public Relations, Press & Media activities.
- **Finance committee:** for financial matters like allocation of funds and purchase , payment of bills etc.
- **Staff welfare and Grievances:** This committee headed by Dean, Administration caters to issues relating to teaching and non teaching staff. A well-structured redressal mechanism in coordination with the Principal and management ensures timely action
- **Service rules, promotional policies and recruitment** Faculty recruitment notifications are given in leading news papers. The procedure laid down by Osmania University and the Government of Telangana is followed for appointment of faculty
- Ad-hoc faculty are recruited when faculty proceed on study leave or maternity leave or avail long leave on health grounds or resign for personal reasons, by a panel constituted within the college.
- Service rules and promotional policies are in accordance with the procedures and protocols prescribed by the UGC, Osmania University, Telangana State Council of Higher Education and the State Government of Telangana.

Controller of Examinations

The examination cell is the nerve centre of the autonomous institution. It takes care of the following:

- Examinations : Responsible for fair conduct of internal and end semester exams, evaluation and publication of results.
- Framing policies for the evaluation system
- Convocation
- Awards and Medals : Declaring winners of awards and medals

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |
| Link to Organogram of the Institution webpage | View Document |

6.2.3 Implementation of e-governance in areas of operation

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

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 4 of the above

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

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

Response:

Case Study – Implementation of Career Oriented Courses

At St. Ann's, planning and organization involve selecting missions, structuring activities, creating roles for effective performance and allocating necessary authority and responsibility for results. The various committees and cells constituted for specific purposes work for a systematic plan of action and its

execution. As an illustration we present here the working of the committee constituted for implementation of career oriented courses.

While planning the course structure under autonomy, the Planning and Evaluation Committee held extensive discussions regarding introduction of career oriented components under Ability Enhancement Courses in the curriculum. With the mission of empowering the girl student and preparing her for career or self employment, this had to be planned meticulously and implemented smoothly. The plan was for different departments to offer these courses and for all second year undergraduate students to choose one course as part of fulfilling the requirements for award of degree.

A committee was constituted under the responsibility of the Dean, Academics with a senior faculty member as coordinator to work with the departments offering these courses. We track here the various meetings held in this regard and the eventual successful implementation of the plans.

In the first meeting held on **11.01.16**, the Principal, Dean Academics and the coordinator discussed the details to be communicated to the Heads of departments- the departments would plan for a career oriented course, collaborate with an appropriate agency depending on the nature of the subject, identify resource persons and eventually get the framework approved by the Board of Studies. This was conveyed to the departments.

By the second meeting on **5.2.2016**, chaired by the Dean, Academics and attended by members of the committee and heads of departments, the list of courses with the collaborating institutions was ready.

The next step to be planned was presenting the objectives, expected outcome, syllabus, internships or training, evaluation pattern, for ratification by Boards of Studies. The minimum number for viability of running the course and the maximum numbers and expenditure was to be worked out for the management to budget for the activity. The heads of departments thus had a clear direction in which to proceed.

It was now time for the basket of courses to be approved by the Academic Council. All departments offering the courses sent the details of the Board approved courses to the convener. In the meeting held on **1.04.2016**, the date of the academic council meeting was announced and the coordinator was requested to give an overview of all the career oriented courses to be offered from the June of 2016.

The proposals were presented and approved by the Academic Council in the meeting held on **7.4.16**

In the meeting held on **6.6.16** plans were made for orientation for students and details of registration and names of course coordinators were finalized.

Finally on **8.6.16** an orientation was organized and 29 career oriented courses were flagged off, marking another success story at St. Ann's of systematic planning and impeccable implementation.

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

6.3 Faculty Empowerment Strategies

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

Response:

The institution strives to maintain and improve the working environment of the staff thereby contributing to their well-being. The following are some of the support measures implemented by the institution to boost productivity and efficiency of its staff:

Welfare Benefits

- Employee group Insurance by LIC.
- ESI medical insurance for non teaching staff
- EPF coverage for staff of self financing courses.
- Grant of maternity and adoption leaves.
- Grant of medical leave.
- Admission to wards of staff.
- Fee concession for wards of serving staff.
- Job provided to next of kin in the event of the death of class IV employees.
- Loans given for personal emergencies.

Facilities and amenities

- Well furnished staff rooms equipped with intercom, personal computers, printers, Wi-Fi connectivity, storage space for books and files and a well stocked department library.
- Provision of rest rooms in most staff rooms.
- A well-planned library with a good collection of print and electronic resources.
- A centralized research lab to facilitate research work.
- A well ventilated, well lit, functional office space with separate work stations.
- A cafeteria providing wholesome food and beverages at reasonable rates.
- Well-equipped fitness centre.
- Health centre with basic health-care facilities, a qualified nurse and a physician on call. The health centre organizes free/subsidized health camps and health awareness programs for staff and their families.
- Diet counselling centre.
- Prayer room for all faiths.
- Access to banking and ATM services on the campus.
- Quarters on the college premises for a few class IV employees and their families.
- CCTV cameras to ensure safety and security.
- Fire safety equipment as per regulations.

Support for professional development

- Financial assistance to participate in faculty improvement and professional development programs.
- Financial assistance to organize national and international conferences.
- Financial assistance to participate and present papers at national and international conferences.

- Financial assistance to cover part of the cost of publication.
- Payment of faculty membership fee in professional bodies.
- Incentives for publishing papers in national and international journals.
- Grants for pursuing M.Phil / PhD.
- Seed money for MRP.
- Study leave
- Additional increments for securing M. Phil / PhD.
- Increment for qualifying NET/SLET.
- Felicitation of faculty receiving awards on Teachers' Day.
- Training for Administrative staff in accounting and other software packages.
- Institution of Young Faculty Award and Best Researcher Award
- Felicitation and Mementos to awardees

Other incentives

- Cash award for full attendance.
- Awards for long service.
- Gifts on festive occasions for non-teaching staff.
- Uniforms for security staff
- Excursion for teaching and non-teaching staff.
- Refreshments at all meetings/events

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

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

Response: 59.39

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 76 | 83 | 78 | 60 | 55 |

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

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

Response: 8.8

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 13 | 9 | 8 | 8 | 6 |

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

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

Response: 35.87

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 42 | 79 | 40 | 43 | 10 |

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

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

Response:

Performance appraisal of the teaching staff is conducted in terms of the following:

- Student appraisal in manual format and since 2016 online format
- Students feedback at SQAC meetings and during regular interactions with the Principal.
- An annual self-appraisal report presented by every staff member.

Performance of the teaching staff is monitored through the administration of year-end Teaching Assessment Questionnaires to the students. The students review the teachers on various parameters like planning and preparation, communication skills and content presentation, classroom management, time management, the depth of knowledge of the subject, the effectiveness of the teaching aids used, the student-teacher interaction, the level of motivation, the assessment methods used etc. Student feedback is analyzed at the departmental level. The analysis is then presented and discussed by the Head of the Department with the Principal. Positive feedback is used by the Principal to motivate the faculty and those with poor feedback are required to make changes and improvements in their teaching-learning practices.

The Principal also collects feedback during her interactions with the members of the SQAC and the student community.

Every staff member presents a **self appraisal** highlighting the innovations in teaching and assessment methods and curriculum design, the extension and professional development activities undertaken, the contributions to research, consultancy and institutional activities etc. The Heads of departments examine the individual self-appraisals and submit their recommendations on the potential areas of improvement of each lecturer to the Principal. The Principal and the Dean, Administration then review the self appraisal of the lecturers and conduct one to one meetings with the concerned faculty to discuss steps for achievement of performance expectations.

Peer feedback is taken during exchanges with university experts, examiners, and resource persons.

Performance appraisal of administrative and non-teaching staff

The performance of the administrative staff is appraised by the office incharge and dean administration. Other non-teaching and support staff are appraised by the staff incharge. Administrative staff submit self

appraisal to the dean administration who forwards it to the Principal. They are also subjected to appraisal by the student community on their behaviour and courtesy, efficiency and reliability, availability and cooperation. Corrective measures/appreciation is intimated by the Principal in the administrative staff meetings. Student evaluations, self-evaluative reports and peer observations help the Institution to identify strengths and areas of improvement and to plan appropriate professional development programs.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

At St. Ann's internal and external audits are conducted with a regular periodicity.

The internal audit is an independent activity that is designed to add value and improve the institution's financial operations. It ensures a systematic and disciplined approach to evaluate and improve the effectiveness of the financial management of the institution in line with its goals and priorities.

The external audit serves to ensure regulatory compliance and provides credibility to the internal audits.

- Internal audit is carried out every year by the internal auditor appointed by the governing body, M/s. Harish Kara and Associates, Malik Chambers, Hyderguda Road, Himayatnagar, Hyderabad-500029
- An inspection of the accounts is carried out every year in the month of November by a team from the Congregation of the Sisters of St. Anne, Hyderabad/Guntur.
- Accounts are also inspected on a monthly basis by the members of Generelete, Congregation of the Sisters of St. Anne, Hyderabad.
- External audit is conducted every financial year by Government Auditors appointed by the Commissionerate of Collegiate Education, Government of Telangana.
- To the credit of the impeccable accounting procedures, ***no audit objections have been raised in the 34 years of its existence.***
- In the event of an objection, the institution will deal with it promptly and in a completely transparent manner and take necessary corrective measures.
- The details of audits carried out in the last five years are given below:

| S.NO | YEAR | Date of Auditing | Conducting Agency |
|------|------|------------------|-------------------|
| | | | |

| | | Internal | External | Internal | External | |
|---|------|-----------------|-----------------|--|--|--|
| 1 | 2013 | 18/05/2013 | 16/08/2013 | Harish Kara & Associates Malik Chambers, Hyderguda Road, Himayatnagar, Hyderabad-500029 | Mr. Ch. A. Mahendra Auditor, Directorate of Higher Education, Govt. Of Andhra Pradesh | |
| 2 | 2014 | 25/04/2014 | 15/07/2015 | Harish Kara & Associates Malik Chambers, Hyderguda Road, Himayatnagar, Hyderabad-500029 | Mr. Mohammed Asif Auditor, Directorate of Higher Education, Govt. Of Telangana | |
| 3 | 2015 | 15/04/2015 | 15/07/2015 | Harish Kara & Associates Malik Chambers, Hyderguda Road, Himayatnagar, Hyderabad-500029 | Mr. Mohammed Asif Auditor, Directorate of Higher Education, Govt. Of Telangana | |
| 4 | 2016 | 04/05/2016 | 25/08/2016 | Harish Kara & Associates Malik Chambers, Hyderguda Road, Himayatnagar, Hyderabad-500029 | Mr. Mohammed Asif Auditor, Directorate of Education, Govt. Of Telangana | |
| 5 | 2017 | 25/04/2017 | | Harish Kara & Associates Malik Chambers, Hyderguda Road, Himayatnagar, Hyderabad-500029 | | |

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

Response: 9.74

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 6.25507 | 0.55924 | 1.427 | 0.427 | 1.075 |

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

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

Response:

The institution adopts a multipronged strategy to acquire and manage financial , human and other resources to achieve its stated goals.

Resources , both **monetary and non-monetary** are raised from various sources like Government, institutions with bilateral cooperation, NGOs, research organizations , businesses, individuals , alumni and providing services like lease of premises and consultancy.

To raise **monetary resources**, the institution adopts the following strategy:

- Grant-in-aid received as salary for aided staff
- Fee collected from students for running self-financed courses is the major sources of finance.
- The college augments its finances by applying for various grants under CPE, Autonomy and other UGC schemes.
- The college encourages faculty to apply for major and minor research projects.
- Funding is sought for the conduct of seminars and workshops from UGC, CSIR, DST, TSCHE and other funding agencies.
- Finances are mobilised through sponsors for academic and cultural events and other activities in the college.
- Money is also raised through advertisements in the college magazine and Conference brochures.
- Infrastructure leasing for the bank on the premises, college canteen and stationary shop.
- The building is rented out for conduct of government and other exams, job fairs.
- Revenue is generated from other institutions conducting classes for competitive exams.
- Raising funds from well wishers and faculty members for award of Gold medals in special categories.
- Departments raise resources from sponsors for the conduct of national and international seminars.

The institution makes efforts to mobilise **non-monetary resources**

- by arrangement with eminent alumni for delivering guest lectures who do not charge any fee for

the same

- with research organisations like the Royal Society of Chemistry who arrange visits and lectures by eminent scientists from around the world and resources for field visits for students.
- through the arrangement of the health centre with various organisations to arrange free/subsidised health checkups, diagnostic camps and dental camps
- roping in eminent motivational speakers for faculty induction programs and value enrichment programs for students.
- Donation of books to the library

For proper utilization of resources, annual budgets are made prioritizing the needs and requirements.

- Departments present their requirements in terms of physical infrastructure ,lab and human resources for the following year at the year end departmental meetings .
- The committees and clubs present their needs based on the planned activities and budget allocations are made for the same.
- The finance committee comprising the Principal, Correspondent and senior faculty members screens the proposals and prioritises them as per needs and makes recommendations.
- The special committee constituted for CPE funds plans for judicious allocation of funds provided under the scheme.
- Purchases are made after inviting quotations /estimates from multiple agencies. Purchase decisions are made based on cost and quality
- Infrastructure expansion/maintenance/repair is planned for and budgeted.
- Budget allocation is made for AMC/maintenance of equipment.
- The departments and committees present their accounts at the end of the year for the amount spent.
- Periodical internal and external audits ensure proper accounting and transparency

6.5 Internal Quality Assurance System

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

Response:

The role of IQAC is to identify quality benchmarks and foster a quality culture in all the activities of the institution. Two practices that highlight quality initiatives executed by the IQAC are.

- Theme-of-the-year concept.
- ICT in all areas of operation.

Theme-of-the-year concept

One of the strategic directions of the IQAC is to ensure that all departments are connected to a common goal and work towards achieving the goal. Towards this end, the IQAC has introduced

“**Theme of the Year**” where IQAC identifies a theme for every year; wherein all departments, cells and clubs plan activities in accordance with the theme of the year. The activities related to the theme of the year are in addition to the other academic and extension activities outlined by the departments. To select the theme, Heads of departments and IQAC members are invited to propose themes based on current issues. The IQAC members deliberate over the proposals and finally select a specific theme. The following list of themes were selected and coordinated by the IQAC.

| | |
|-------------|----------------------------|
| 2006 – 2007 | Sthree |
| 2007 – 2008 | Environment |
| 2008 – 2009 | Communication & Networking |
| 2009 – 2010 | Societal Concern |
| 2010 – 2011 | Research |
| 2011 – 2012 | Sanskriti |
| 2012 – 2013 | Wellness |
| 2013 – 2014 | Youth for change |
| 2014 – 2015 | Innovation |
| 2015 – 2016 | Skill Development |
| 2016 – 2017 | Citizenship |

To further enumerate, for example, in 2015 – 2016 when the theme was “**Skill development**” and a total of 21 workshops and training programs were organized by various departments to develop the skill sets of faculty and students.

ICT in all areas of operation

Another best practice prioritized by the IQAC is the use of technology to enhance the academic environment. In this context, the IQAC has facilitated/implemented several measures.

Promotion of technology assisted teaching:

- By equipping classrooms with LCD projectors and screens, visualizers, interactive boards
- Wi-Fi connectivity.
- By upgrading the audio-visual facilities in Seminar Halls and Auditorium
- By procuring software for various departments.
- By setting up a digital studio for video recording of lectures.
- Organising workshops on e-content development.
- By training of faculty in the use of interactive boards
- Hands on interactive orientation to use SPSS, TALLY and other packages.

- By promoting virtual laboratory where experiments are simulated, for example – Microbiology, Electronics, Physics to mention a few.
- Facilitating hosting of faculty's, departments' websites, face book pages and blogs.
- Faculty is encouraged to show the students the YouTube videos of world class academicians.
- Making a repository of e-resources developed by faculty.
- By enabling free access to e-resources through membership of the N-LIST program.
- By introducing biometric attendance
- By introducing online student feedback
- Management Information System developed In-house

Improvement in dissemination of information:

- Digital display boards to present updates of campus news.
- Encouraging departments to create blogs to upload study material.
- Promoting launch of faculty and department websites.
- Recording facility to record videos of lectures and uploading them on You Tube.
- SMS alerts and web announcements of college events.
- Prospectus online
- IQAC newsletter
- Ann Chronicle - digital inventory of all college events and activities
- IQAC Chronicle – digital account of all IQAC initiatives

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

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

Response:

Institutional review process to assess the effectiveness of teaching process and learning outcomes is undertaken in two ways:

- 1. Internal academic audit**
- 2. Coffee with Coordinator - Individual one to one meetings with IQAC Coordinator**

1. **Internal academic audit** is an annual exercise carried out by the IQAC. The objective of this audit is to monitor whether departments are adhering to quality measures to enhance student engagement, training and research and to assess the overall effectiveness of the institutional strategic planning on continuous quality improvement.

A team of IQAC members and senior faculty examine the academic records of each department to evaluate quality measures taken and submit reports of their scrutiny. Departments are informed about the observations made in the report in the yearend department meetings.

The team inspects the documentation of the departments with reference to the following:

- Activities and schedule planned for the year and their implementation
- Student seminars/assignments/projects
- End semester and CIA results
- University exam results for non-autonomous batches
- Remedial Classes
- Student mentoring
- Plans for advanced learners
- ICT resources
- Other student centric activities planned
- Students' feedback on faculty, curriculum and facilities provided by the department
- Guest lectures organised
- National/international seminars organised
- Seminar/workshops/conferences attended by the faculty
- Research and extension activities
- Publications and paper presentations

The observations of the academic audit committee have led to the faculty being advised the following:

- Increased use of ICT in teaching, evaluation, communication within and outside the department
- Focus on academic mentoring and peer mentoring of students.
- Increased focus on research activities.
- Ensuring transparency in award of internal assessment marks in theory and practicals.
- Encouraging faculty to seek out exemplary teaching and evaluation practices in comparable departments and adapt them to their needs. For example, the Physics department has made simple procedures for experiments available on student Whatsapp groups/short presentations on You Tube. The Chemistry department has conducted computer based testing as internal assessment. Virtual laboratory is used by the Chemistry, Physics, Electronics, Microbiology, Botany, and Zoology departments where experiments are simulated.

2. The IQAC has launched an innovative annual program “**Coffee with Coordinator**”, wherein the IQAC coordinator interacts with Heads of departments and Convenors of committees, clubs and cells to discuss the progress of plans and to elicit feedback and perspectives on the implementation of the plans. A meeting schedule is planned and agenda is circulated.

The followings are reviewed and deliberated

- The course profiles
- objectives and student outcomes
- Progress of syllabus
- Improvements in pedagogical methods and assessment modes are suggested
- Department requirements
- Academic events' plans

- Student assessment through feedback is reflected upon
- Career Oriented Courses, Inter Disciplinary Courses, Advanced Learners' Program
- Bridge courses and remedial Coaching
- ICT preparedness
- Innovations and new courses
- Research output
- Outreach activities

The IQAC coordinator also co-chairs all staff and department meetings along with the Principal to outline the institution's policy pertaining to quality standards, the action plan and goal settings for the future and to periodically ascertain whether the academic and related programs are in accordance with the academic vision envisaged by the institution.

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

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

Response: 13.8

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 20 | 15 | 9 | 16 | 9 |

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

6.5.4 Quality assurance initiatives of the institution include

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**

2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 3 of the above

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

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

Response:

The recommendations of the NAAC peer team outlined potential directions for effective improvement. Significant measures were taken to provide optimal academic environment for faculty and students to achieve excellence.

The following report presents the details of achievements attained in the last five years.

- Post autonomy the curricular programs were restructured to offer a portfolio of Skill Oriented Courses, Career Oriented Courses, Ability Enhancement Compulsory Courses, Co-Curricular Activities, Interdisciplinary Courses, UGC Add-On Courses and Advanced Learner Programs designed to enhance employability quotient and empower students with values, skills and training.
- A concrete action plan for professional development of faculty by way of funding resulted in 60% of faculty attending FDP programs. The institution organised 44 **FDP** programs for teaching, administrative and support staff.
- 93% of the faculty made extensive use of ICT in the classroom. These include video demonstration of Lab experiments, YouTube video lectures, developing e-learning resources for department websites, faculty blogs and using smart boards.
- A Research coordinator was assigned to oversee the functioning of the Research Cell SACReD, the

publication of online research journal AnnQuest and the promotion of research activities. The quality of the journal was endorsed by COSMOS Foundation, Germany which allotted it an impact factor of 4.35. Extension of seed grants for research projects and incentives for publications by the institution gave further momentum to faculty to undertake research activities and publish in journals. St. Ann's Research Award (SARA) for innovation in research was instituted by the college to honour staff with outstanding research.

- The institution encourages faculty to network with external organizations. Around 30 faculty members representing their departments have served as resource persons/consultants in various bodies and associations. The services and expertise rendered by the faculty have helped in forging links and raise the profile of the institution.
- Partnerships with industry and organizations have been strengthened. 26 new MOUs were inked, 44 collaborative activities organized and 21 new linkages were formed for faculty and student enrichment.
- Maintenance and development of facilities is a vital factor in institutional planning, therefore the institution has initiated measures to upgrade existing infrastructure and establish new ones. The following have been added:
 - Exam cell with ICT support
 - Additional classrooms
 - Additional elevator
 - Media Studio Centre for e-content development
- The institution has launched SAKSHAM – St. Ann's Knowledge Skill and Hands on Movement to coach students for competitive exams.
- The college has increased the number guest lectures, workshops and field visits to give chance to students to connect with professionals.
- Online feedback was introduced to make evaluation by stakeholders accessible, convenient and transparent.
- The college facilitated student exchange programs with US universities giving opportunity to students to gain invaluable experience.
- To make the campus eco-friendly the institution is replacing conventional lighting with LED lights.
- SWOC analysis facilitated the institution to identify strengths, review areas of improvement, strategize future planning by leveraging potential opportunities and prepare for contingencies .

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 43

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 9 | 14 | 6 | 6 | 8 |

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

Report of the event

[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as

a) Safety and Security

b) Counselling

c) Common Room

Response:

A) SAFETY AND SECURITY

Self defense- There's nothing more empowering than knowing how to protect oneself physically. The confidence building is done by organizing workshops and programs on use of sophisticated gadgets. **Self-defense and Karate classes** make them fit and confident.

- Presence of police personnel in mufti, and uniform outside the college has helped avoid undesirable situations.
- Gender sensitization programs are held to orient girls to maintain privacy on social media, avoiding geo tagging photos, adoption of suitable technology like safety apps to insure timely interventions and legal awareness.
- The male staff is impressed upon the respect towards women and to take measures to safeguard the students.
- The security system in college is ensured by the installation of CCTV cameras and 24/7 Security at the college gate.
- Centre for Women Studies (Dhruthi) and Anti Ragging committee ensures to see that freshers are welcomed into the St. Ann's family without any hitches.

Value Addition to Curriculum

- **Skill Oriented Course on Self defense** offered by the Department of Physical Education.
- **Career oriented course on “Women studies”** is offered by Centre for Women’s Studies and **Women and Career** is offered by English department.
- **Gender Sensitization**, a compulsory course

Activities Organized for Safety and Security

- A Panel discussion on **Dynamics of Women’s Space and Security** on 21th Jan, 2013.
- A talk on **“Gender safe cities”** on 8th Nov, 2013
- An International Dialogue on **“Women and Violence”** on 18th Jan, 2012
- A talk on use of **mobile safety apps** on 26th Sept, 2015 in collaboration with “Voice for Girls” and British consulate.
- 5K RUN with **SHE TEAM** of Hyderabad City police to obtain solidarity, support in achieving a ‘Crime Free Hyderabad City’ on 5th March 2017.

B) COUNSELING

- College counselling cell **Dhrushti** along with **Roshni counseling center** envisage remedial, preventive and educative support with respect to gender issues and abuse and helps students to be emotionally strong, take responsible decisions and become self actualized individuals using new coping strategies in a confidential atmosphere.
- Mentorship program caters to the differential needs of the students and provide effective support for their overall growth and advancement. The mentor identifies the different needs of the mentees and refer them to counseling cell/ head of the department/ Deans.
- Academic counselling is provided by faculty and experts from specific fields.
- Counseling Skills is offered as **Career Oriented course** to learn for themselves and then become counselors.
- **Career counselling** is offered by the Placement Cell and Departments which apprise the students of various options and opportunities to enhance their employability and understanding of working in mixed environment.
- **“World Suicide Prevention Day”** is observed by organizing guest lectures and Panel discussions to create awareness about depression, sexual exploitation and emotional competence.

C. COMMON ROOM

- Being a Women college, the entire area is available for students.
- Dedicated place is available for prayer of different faiths.

Canopies and Cafeteria helps students to unwind, refresh and relax

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

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

Response: 0.1

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

Response: 225

| File Description | Document |
|---|-------------------------------|
| Details of power requirement of the Institution met by renewable energy sources | View Document |

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 17.44

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

Response: 4676

| File Description | Document |
|--|-------------------------------|
| Details of lighting power requirements met through LED bulbs | View Document |

7.1.5 Waste Management steps including:

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

Response:

Waste management at college aims to enhance the campus's green efforts and encourage everyone on campus to think differently about the materials they use. It helps to reduce the waste by reusing and ensuring proper segregation at source to go through different streams of recycling and resource recovery.

A. Solid waste management

- **Organic manure pit:** Organic waste from the garden is collected in a pit and the manure is used for the garden and nursery.
- **Vermicomposting:** Organic waste from cafeteria and Nutrition labs is converted into vermicompost .Sale of vermicompost packets in the campus encourages students to popularize natural manure.

- **Biogas plant** is functional under the supervision of Biotechnology Department
- **Dry Waste** is collected by Eco club and sent for recycling, collaborating with ITC, Hyderabad and Dhruvansh, an NGO.
- **Best from waste:** The competition is an annual feature which draws huge response from students.
- **Biological waste** from other science laboratories are made harmless through autoclaving and then disposed.
- **Well Being Out OF Waste Programme (WOW)** run by Eco - club and collected around 8000 kg of dry waste to be recycled.
- Collecting **old bedsheets/sarees** and making shopping bags out of them.
- College encourages practices like minimum printing and double-sided printing.
- **Survey on waste disposal** in Life sciences labs was taken up by our students followed by creating awareness among lab attenders on various waste disposal methods through posters and other aids.

Eco club initiatives:

- As a part of National recycling day students collected 400 kg dry waste and gave it for recycling.
- While dry waste is given away to recycle, wet waste is used for composting.
- Theme Fashion show for a cause **Recycle and Reuse**.
- Videos were screened to create awareness.
- **Garbage to garden** - Solid Waste Management Campaign on 11 February
- **Green and Clean Pilot Project** at Huda Colony of Manikonda Gram panchayath, around 200 households were covered.

Training programmes/exhibitions

- **Demonstration of Vermi composting** by Mr.Naresh from Intipanta, a voluntary organization.
- **Making of Natural colours** and dyes from fruits, vegetables and flowers.
- **Eco friendly bags** using news papers .
- **Production** and sale of cloth bags at college and market places
- **Projects on** Kitchen waste composting in a bin and Home Gardening.

B. LIQUID WASTE MANAGEMENT

- Science Departments have installed distillation unit to recycle and reuse 80% of the organic solvents.
- Stockpiling of chemicals is avoided by using an inventory management system, avoiding long term storing and avoiding the storage of expired chemicals.
- Green chemistry and Micro-scale experiment concepts are adopted to reduce the production of hazardous wastes.

C. E-WASTE MANAGEMENT

- The electronic items and computers that are not used but are in good working condition with a longer life-period are donated to schools like Nirmala Vidhyalaya, Kalwakurthy, St. Ann's English Medium High School, Dondapadu and Vijaya Mary English Medium School-Guntur
- Obsolete items are given to vendors for recycling.

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

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

College has two rain water harvesting pits filled with pebbles for easy rain water percolation to recharge the ground water and maintain the campus ecology. The rain water runoffs are prevented in the campus through strategic bunds to enable the rain water seep into the ground, ensuring rainwater conservation. It has been observed that the ground water level in the campus has shown a significant rise indicated by the availability of bore water throughout the year.

The rooftop water harvesting - Runoff from the terraces of the college building is channelized into recharge pits at two locations near placement cell office and sports room. Efforts have been made to channelize the rainwater from the roof tops into drums for non potable and gardening use.

Surface runoff water harvesting is attempted by making mud banks from where water eventually drains into recharge pits. Department of Botany and Eco club monitor the rain water harvesting project.

- World water day celebrations in the form of awareness drives and poster competitions.
- Eco club in collaboration with Hans TV have organized an awareness programme on Save Water on 17th august 2016. A pledge on save Water was taken by all the participants.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**

- **Green landscaping with trees and plants**

Response:

1. Faculty and Students Use Public/Shared Transport or Walk to college

Awareness campaigns have encouraged the faculty and students to increasingly use public/shared transport or walk to reduce air pollution and stress levels. A survey by SQAC revealed that out of 2200 respondents 94% use bicycles/shared / public transport / walk .

The faculty members also do car pooling and many walk to the college.

2. Plastic Free Campus

- College encourages replacement of plastic with natural material.
- Seminars, conferences, awareness campaigns, events and competitions are organized on environment issues to promote usage of biodegradable material.
- Paper products and steel plates are used in Cafeteria as alternatives to single-use disposable plastic.
- **Spread awareness at Ryrhu Bazar, Mehdipatnam** by exchanging the plastic bags with cloth bags made at college by recycling old bedsheet etc.
- students are encouraged to use Jute bags.
- Sale of Jute Bags made by charitable institutions is organised

3. Paperless Office

Digital display of notices, communication through emails, data in digital form, automation in exam cell and offices, Computer based exam and e-assignments makes for paperless workplace.

4. Green Landscaping With Trees and Plants

Green lawns adorned with ornamental plants and shady trees make the campus look beautiful. Though space is limited, every vacant corner of the campus has been planted with trees, shrubs, creepers, turfs and other plant species to make it look greener and more vibrant. The 5000sq. ft. botanical garden is a consortium of fruits, vegetables, medicinal, ornamental plants, and pond ecosystem.

An increased awareness in the use of medicinal plants in healthcare management and the demand for the plant based home remedies has led us to establish an ethno-botanical garden with 30 varieties of medicinal plants. A model kitchen garden is also setup where all leafy vegetables with high nutrient value are planted.

Efforts towards green practices on the campus

Friendship Day Green Greeting Programme - Students are encouraged to gift saplings to their friends. The message of gifting saplings was Nurture Friendship; Watch it grow

Green Day-Green Queen - The Eco awareness drive included the popular green queen contest organized by the Dept. of chemistry.

The students are exposed to a very informative and interesting **guest lectures** on environmental issues and problems.

Project works on flora in and around campus.

Telangana Haritha Haram is a government tree planting program to increase the tree cover. College participates enthusiastically both within the college and outside.

Students participated in **Lake shore Cleaning and plantation** at Nekkampurlake in August

Green Diwali Awareness Event, Aakashganga, endeavoured to sensitise the people towards celebrating an environmentally safe Diwali

Conferences and Workshops

International Conference on Green Trends in Environmental Sustainability-ICGTES 2016

UNESCO workshop on Bioethics, Biodiversity and Making a Repository of Ethical World Views of Nature 2012-13

Books

“Science & Environment” book has been compiled by Dr. Elizabeth Margaret, Head, Botany Department and Dr. D. Sarala, Head, ICT Centre

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

Response: 0.45

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 2.124 | 1.493 | 1.393 | 1.302 | 2.522 |

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

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

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

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

Response: 15

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 7 | 3 | 2 | 1 | 2 |

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

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

Response: 51

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 9 | 13 | 9 | 11 | 9 |

| File Description | Document |
|--|-------------------------------|
| Report of the event | View Document |
| Details of initiatives taken to engage with local community during the last five years | View Document |

7.1.12

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

Response: Yes

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

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

| Response: Yes | |
|--|-------------------------------|
| File Description | Document |
| Provide URL of website that displays core values | View Document |

| 7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations | |
|---|-------------------------------|
| Response: Yes | |
| File Description | Document |
| Details of activities organized to increase consciousness about national identities and symbols | View Document |
| Any additional information | View Document |

| 7.1.15 The institution offers a course on Human Values and professional ethics | |
|--|-------------------------------|
| Response: Yes | |
| File Description | Document |
| Any additional information | View Document |
| Provide link to Courses on Human Values and professional ethics on Institutional website | View Document |

| 7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions | |
|--|-------------------------------|
| Response: Yes | |
| File Description | Document |
| Provide URL of supporting documents to prove institution functions as per professional code | View Document |

| | |
|---|--|
| 7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years | |
| Response: 39 | |
| 7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony | |

and social cohesion as well as for observance of fundamental duties year wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 18 | 8 | 9 | 2 | 2 |

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

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

Response:

India is known for its cultural diversity and colourful festivals. We helps students relate to the culture and heritage of our country and connect with their roots, by inculcating the importance of protecting, preserving and propagating India's culture.

- Our institution always takes a lead in celebrating festivals of national importance with its beneficiaries. The celebration started off with decoration in hues of tricolor followed by flag hoisting, remembering the sacrifice of great leaders and cultural programs which witnessed patriotic singing, skit and dance. Independence and Republic Days are celebrated with enthusiasm. Senior most faculty member is given the honour of hoisting the flag.
- Independence and Republic Days are special days for our volunteers as they celebrate with School children. Volunteers visit Government school and helped children to understand real meaning of Independence and their responsibilities as citizens of India
- National Unity Day (Rashtriya Ekta Diwas) is celebrated on the birth anniversary of Sardar Vallabhbhai Patel. On this auspicious occasion National Unity Pledge (Rashtriya Ekta Diwas Shapath) is administered by the Principal. This was followed by a Run for Unity through the neighborhood to create awareness among people.
- Martyr's day is observed every year. People across the nation offer prayer services and tributes to Gandhi Ji on this day. Different types of competition, such as essay writing, painting etc are organized to remember the legacy of Mahatma Gandhi
- SQAC takes initiative to celebrate Dr. Sarvepalli Radhakrishnan Birthday, this auspicious occasion is celebrated with great zeal and enthusiasm, on this day, various cultural events are organized to entertain the teachers and management participates whole heartedly and by honouring teachers for their efforts and dedications.
- Jawaharlal Nehru's Birthday, Children's Day is celebrated in different government schools by our volunteers, Children's Day Celebrations have been carried out at different Govt School. Volunteers conducted competitions like painting and Quiz , prizes were distributed along with snacks
- Birth Anniversary of Shri Srinivasa Ramanujan is commemorated as National Mathematics Day
- Birth anniversary of Bharat Ratna Saint Teresa is celebrated in Telangana citizen's council by our

volunteers.

- Department of Sanskrit organizes Kalidasa Jayanthi through skits and guest lectures to enlighten the life history of Kalidasa.
- Birth anniversary of Sri G. Ramurthy Panthulu is celebrated as Telugu Day.
- Shikshit Bharat is celebrated on World Literacy Day
- Maharshi Vyasa Muni's Jayanti is celebrated as Gurupoornima
- Memorial lectures are organized to recognise the contribution of great Indian scientists like Padmabhushan Prof.T.R.Seshadri memorial lecture and Prof. Koteswar Rao memorial lecture.
- In recognition of the notable contributions made by Late Professor Prasanta Chandra Mahalanobis in the fields of statistics, 29th June the birth anniversary of Prof. Mahalanobis is celebrated as the "Statistics Day"

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

Response:

Transparency and accountability go hand-in-hand and are held as statutory obligations. Accountability practiced rigorously helps change attitudes which will improve academic integrity.

- **Internal financial audit** is carried out every year by the internal auditor appointed by the governing body, M/s. Harish Kara and Associates. **External audit** is conducted every financial year by Government Auditors appointed by the **Commissionerate of Collegiate Education**, Government of Telangana.
- College conducts **internal Academic Audit** every year by a team of Senior lecturers and IQAC members. The recommendations of this team are discussed in Deans/IQAC meeting chaired by the Principal. Recommendations are passed on to the respective departments for further action.
- **State Government** carries out an academic external audit by deputing members from other colleges who assess all aspects of institutions working and give suggestions at the exit meeting. All teachers' teaching diaries, academic schedules, teaching resources, classroom registers, ICT utilisation, Remedial coaching efforts are examined by the CCE officials.
- Management members from **Congregation Sisters of St. Ann's** visit the college annually to assess the financial, academic, administrative functioning.
- **Vigilance Team** at the behest of Government of Telangana visits the college for administrative audit.
- **Auxiliary audit** is done periodically by the administrative head in the office. The report is then sent to the Principal for action.
- **Transparency in Admission Process** - The College gives publicity about admission process through College Prospectus, Website and notification on Notice Boards. Transparent system of counseling and display of allotment based on merit is practiced. The admission committee comprising staff members from all disciplines offers pre-admission counselling to each and every candidate and guides them in choosing the right course.
- **Transparency in Examination** The institution assesses every student's performance by both continuous internal Assessment- CIA and End Semester Examination- ESE. A student can appeal to the course teacher or approach the head of the department for any clarification, regarding evaluation, immediately after receiving the valued scripts.

- **SAFIRE – St Ann’s Focus on Impressions and Reflections - Feedback mechanism** The institution determines student satisfaction by obtaining feedback.
 - **Entry level** -The entry level feedback is on the admission assistance, courses available and the support services as documented in the prospectus and expectations.
 - **Exit level** –The feedback on completion of the course is an assessment of the academic programs, infrastructure facilities and other support services, and campus experience of the student.
 - **Department:** Student feedback of the department and every individual lecturer is taken every year.
 - **Alumnispeak** : On the inputs provided by the institution, infrastructure and teaching.
 - **Parentspeak:** On the faculty competency, the infrastructure and facilities and the values that the college imparts.
 - **Peerspeak:** give their impressions on the faculty of the respective departments. Based on all the above mentioned processes for quality check and the feedback from various quarters, the head of the institution, the departments and the lecturers take the necessary corrective measures.

7.2 Best Practices

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

Response:

BEST PRACTICE – 1

1. Title of the practice: Integration of Skill Enhancement Courses in the Curriculum

2.. Objectives of the practice.

- To nurture practices that promote lifelong learning
- To develop latent creativity and inherent skills.
- To create healthy body, compassionate soul, and alert mind to answer the call of nation.
- To instill in students a sense of participation and involvement in developmental endeavors.
- To help students emerge as competent individuals capable of handling their careers and homes effectively.
- to enrich students with more skills along with basic degree course which should enable them to be more competent, confident & communicative.
- To empower students with social skills and train for employment and entrepreneurship

3. The Context

Quality education is critical for holistic development of a nation and a key enabler for inclusive and sustainable development. As India moves progressively towards becoming a ‘knowledge economy’ it is important that the country should focus in development of skills and Higher education institutions should play a major role in achieving it in the right ‘*scale*’ and ‘*speed*’.

The College started its journey in 1983 with a mission of quest for excellence and aspiration that our students gain the necessary knowledge, insight, skills, and experience to become leaders in their fields. Institution is the pioneer in twin cities offering Skill courses designed and developed as non-core curriculum way back since 1990. The focus was to inculcate ethical and moral values, skills and diverse competencies in the students and encourages them to become integrated and wholesome individuals capable of handling their careers and lives effectively.

Under autonomous status dynamic curriculum being a prerequisite, freedom and flexibility to design need based courses which are multi-disciplinary and interdisciplinary, fostering global competency among the students became the starting point. The institution has internalized the practice of integrating skill enhancement courses in its Curriculum and each course is designed after careful evaluation of its content, desirable skills, and market relevance in consultation with academic peers, industry and other stakeholders. This led to restructuring of earlier Certificate courses into Skill Enhancement Courses, SEC which were further categorized as Co-curricular activities(CCA), Skill Oriented Courses (SOC), Career Oriented courses (COC) and Add on Courses.

4. The Practice

The SECs run concurrently with the core courses and are spread over 60 hours inclusive of classroom instruction, practical work, projects, case studies and presentation. The resource persons, mostly drawn from resource pool outside of college, are a perfect synthesis of experience, knowledge and training skills.

- Five CCA are offered in first two semesters which are a connect with healthy body, mind and soul and reaching out to the community. Students are on the field throughout 60 hours course duration.
- Skill Oriented Courses are a basket of 26 two - semester courses offered in sem I and II out of a student can choose any one. These courses offer largely hands on training with external resource persons from the field of arts, music, literature, fashion and technology.
- Students have an option to choose one out of 29 Career Oriented courses offered in sem III and IV. Apart from regular theory and practical classes, students are taken on field trips and institutional visits to get first-hand information. Institution provides best possible infrastructure as per the course requirements. Total 60 hr of classes are planned for the entire academic year and classes are conducted once a week. The courses are run in collaboration with various industries and organizations. The trainers, who offer these courses, are a perfect synthesis of experience, knowledge and training skills. Expertise of resource persons and guidance of in-house faculty enrich students' learning experience.
- Each student is expected to take a minimum of one course from CCA, SOC and COC to be eligible for the award of her degree. A student earns credit for each course and grading is done by the resource person.

5. Evidence of Success

The curriculum became meaningful to the students because of its relevance to their interests and aspirations. These courses act as stress busters in their busy academic schedule and help students develop new skills which hone their creativity and other untapped talents.

During non-autonomous period these courses were the distinctive feature of the institution and the success was seen in entry level feedback that students have opted to join the college for SEC. Presently college has successfully collaborated with several companies that provide value added courses to help students

acquire industry oriented skill- set, essential for their professional growth. Alumni feedback reveals that these courses helped them in faring well in various competitive examinations.

Students who have proved their mettle in the competitive examinations and have succeeded in gaining employment speak highly of the utility of these courses.

Some SEC have helped students to get placements in specific companies, like those students who chose R-programming and Data Analytics got placed in Verizon. Students who have taken Python programming were preferred in Cognizant, Tech Mahindra and Infosys. Courses on soft skills, personality development and communication skills helped students to get placed in TCS, HGS, Concentrix and Genpact. Deloitte preferred students who had taken Commerce related courses.

Our students are working in various fields as Art Directors, Creative Directors in advertisement agencies, Textile Designers, Animators, Counselors in schools and hospitals, Teaching faculty in Art institutions, Freelance Artists, Interior Decorators apart from the regular professions.

6.1. Resources required

- Requirement of well-experienced and senior professionals in the diverse field who are committed and knowledgeable about the process.
- Additional learning resources and administrative support .
- Varied infrastructural resources like - ICT facilities, Open spaces, Cooking facilities, Musical instruments, plants and related material, computers,

6.2 Problems encountered

- Lack of availability of resource persons/faculty for the courses.
- Scheduling these skill enhancement courses along with regular subject courses can be challenge for the institution.
- Regular update of courses as per need and demand is not easy.
- Certain difficulty in adapting to college working culture by external resource persons.
- Need based specialised courses is expensive.

Best practices –II

1. Title of the Practice: Academic Extension Activities

Learning, understanding and knowledge are developed in sharing with others. College believes in internalizing and integrating academic activities in the main framework. In tune with our vision of Academic Excellence organising academic extension events is one of our enriching best practice.

2. Objective of the Practice:

St Ann's College for Women aims to create an ambience in which new ideas and creativity flourish. Shared learning is critical to gaining knowledge and is advanced through interactions with others at conferences and seminars. Besides helping participants gain deeper insights into the subject under discussion, such events also help in providing varied perspective. These academic networking exercises provide opportunities for collaborations and shared learning between institutions and an in-depth analysis

of subjects, which helps update the knowledge of learners about the latest research in their fields. Academic events enhance the academic experience of the students/ faculty and gain exposure to the world beyond class room.

- To bring together academicians and experts from all over the world to exchange knowledge and cutting-edge ideas in the respective fields .
- To provide opportunities to faculty and students for shared learning, networking, collaborations and partnerships

3. The Context

Cultural, economic and societal change created a need for a different approach to education. It has created a need for the students to be pragmatic, where theoretical knowledge is crucial, only when combined with the practical 'know how' and the skills to address the real world issues. [Seminars and workshops](#) are very important to the graduate experience and can make a positive impact on the career and gives opportunity to learn about subjects to further their education and career. Discovering innovative methods is necessary to stay competitive in today's fast-paced world. This is what we had hoped to achieve through various academic extension activities. Our focal objective was to give the students experiences they would otherwise not have been exposed to in regular classes, consequence of these academic extension activities is that it helps attendees do better in the fields of their interest, to find and understand new ideas, and to disseminate their own.

These networking exercises would provide opportunities for collaborations and shared learning between institutions and an in-depth analysis of subjects, which helps update the knowledge of participants about the latest research in their fields.

4. The Practice

St. Ann's College has always been a forerunner in organizing academic extension activities. Departments put forward their proposals for organizing international, national, local/ intercollegiate events, guest lectures, exhibitions, round table meets, panel discussions, faculty development and training programs, in the departmental meetings chaired by the Principal. On approval departments follow it up with creating an organizing structure, plan and publicize the conference, address conference logistics, enlistment of speakers. The proposals to various Government and Non- Government Agencies are submitted for sponsorship. For organizing International conferences, obtaining NOC and 'conference visas' for foreign delegates is done well in advance.

Every department organizes 2-3 guest lectures, 2-4 national events by joining with other departments, one international events besides other academic events. The fact that this activity has remained the best practice since inception is a testimony to the Management's commitment to excellence.

Students of St. Ann's College get exposure to face different challenges by assisting and participating in many live events, which supports and encourages students to explore beyond the curriculum. Students gain a sense of identity with the institution and its goals and become engaged in patterns of shared thoughts and actions that have a long lasting impact on their lives. Attending a conference where experts speak allows the participants to ask for advice and possibly make useful connections.

The value in meetings comes from the human-to-human connections that occur and successful meetings

come from a deep interest from the organizers in having the best speakers and all the themes covered.

5. Evidence of success

The College has emerged as a trusted name for discipline & value-based, holistic education. The evidence of success is seen in achieving the targets/benchmarks/distinctions:

- Organized **7 International Conferences, 5 international seminars, 31 National seminars, over 100 workshops, 08 panel discussion and 391 guest lectures** in the last 5 years.
- **Enhanced reputation** among academicians with regular conduct of seminars/Conferences/guest lectures/Workshops.
- **Inspiration:** The life experience, expanse of knowledge and achievements of experts have impressed students to take their lead and follow in their footsteps.
- Delegates from different sectors of specializations ranging from Nobel Laureates, Padma Shree Awardees, Bhatnagar awardee and Arjuna Awardees, eminent writers, dedicated social activists, distinguished scientists, prominent businessmen, renowned politicians, famous celebrities, members of US and British Consulate, reputed bureaucrats and many more have interacted with our students.
- **Exposure:** Staff and students gained invaluable experience and wide exposure in Leadership Qualities, Hospitality, Soft Skills, Stage behaviour and compering skills.
- Active participation of faculty has built their reputation as expert, to be invited as **resource persons and board members.**
- **Networking:** Conferences provide a great opportunity for Collaboration.
- **Youth Exchange Programs:** Opportunity to collaborate with esteemed institutions/ Research Laboratories/Industries have facilitated **eight students** to go on exchange programmes.
- **Internships:** Invited speakers/sponsors/peers gave opportunity to our students for internships which otherwise is a difficult task.
- **Paper Presentations by Students:** Attending seminars and workshops created a platform for students to express their ideas and research interests through paper presentations.
- Faculty competency as **Experts/Speakers/Resource persons and Board members** has been strengthened.
- Enhanced **publications**
- **Networking** with Academia/Industry and Research Organizations.
- **“Conference Proceedings”** are published

6.1 Problems Encountered

- Budget for organising international events is huge.
- Obtaining NOC from Nodal Agency and conference visa for foreign delegates in time is one of the challenges.
- New Faculty members need to be trained.
- Availability of competent resource persons on specified dates.
- Sponsorships, funding
- Should cover for a last-minute cancellation by a speaker
- Organizing these conferences without disturbing the regular college is a difficult task.

6.2 Resources Required

- Good infrastructural and ICT facilities
- Expanded Budget
- Strong networking

“We participate, therefore we are”.

Other best Practices

1. Theme of the Year

To ensure that all departments are connected to a common goal and work towards achieving it, the IQAC has introduced “**Theme of the Year**” wherein all departments plan activities in accordance with the theme of the year. The activities related to the theme of the year are in addition to the other academic and extension activities outlined by the departments. To select the theme, Heads of departments and IQAC members are invited to propose themes based on current issues. The IQAC members deliberate over the proposals and finally select a specific theme. The following list of themes were selected and coordinated by the IQAC.

| | |
|-------------|----------------------------|
| 2006 – 2007 | Sthree |
| 2007 – 2008 | Environment |
| 2008 – 2009 | Communication & Networking |
| 2009 – 2010 | Societal Concern |
| 2010 – 2011 | Research |
| 2011 – 2012 | Sanskriti |
| 2012 – 2013 | Wellness |
| 2013 – 2014 | Youth for change |
| 2014 – 2015 | Innovation |
| 2015 – 2016 | Skill Development |
| 2016 – 2017 | Citizenship |
| 2017--2018 | Go Digital |

2. Internal academic audit

Internal academic audit is an annual exercise. The objective is to monitor whether departments are

adhering to quality measures to enhance student engagement, training and research. It also provides feedback on the overall effectiveness of the institutional strategic planning.

A team comprising of members from the IQAC and senior faculty examine the academic records of each department and submit reports of their scrutiny. Departments are informed about the observations made in the report in the year end department meeting

The team inspects the departments with reference to the execution of plans scheduled for the year, result analysis, remedial classes, student mentoring, activities for advanced learners, seminars/workshops, guest lectures, feedback, national and international seminars/conferences, Research and extension activities, publications and paper presentations.

The observations of the academic audit committee have led to the faculty being advised the following:

- Increased use of ICT in teaching, evaluation, communication within and outside the department
- Focus on academic mentoring, peer mentoring of students.
- Increased focus on research activities.
- Ensuring transparency in award of internal assessment marks in theory and practical.
- Encouraging faculty to seek out best practices in comparable departments and adapt them to their needs. For example, the Physics department has made simple procedures for experiments available on student WhatsApp groups/short presentations on You Tube. The Chemistry department has successfully conducted computer based testing as part of their internal assessment. Virtual laboratory is used by the Departments of Chemistry, Physics, Electronics, Microbiology, Botany, and Zoology where experiments are simulated.

3. Centers of Excellence

The institution plays a significant role in capacity building of individuals to cater to the needs of society, economy and the country as a whole, thereby contributing to the development of the Nation. The aim of these centers is to find the best practices and to disseminate them. A center of excellence may also be aimed at revitalizing stalled initiatives.

1. **SACReD:** St. Ann`s Center for Research and Development it is a centralized facility for inter disciplinary research with well equipped work benches, basic and advanced equipment viz., laminar – airflow, Atomic Absorption Spectrophotometer, UV Spectrophotometer, PCR, Cold centrifuge, Dust Sampler, Air sampler etc
2. **SAHAARA:** St. Ann`s helping Hands and Reaching Arms is a centralized extension facility to carry out all the outreach activities and assigned a room for the purpose.
3. **ED Cell:** The Entrepreneurial Development Cell operates Jamshedji Tata commerce Lab to develop entrepreneurship skills, conduct workshops, seminars and meetings.
4. **Sanskriti:** The culture centre, Sanskriti room is equipped with a LCD projector, computer, TV, Sound system, digital camera and a library.
5. **St. Ann`s ICT Centre:** The Centrally located Information and Communication Technology centre of the college caters to the institutional and faculty ICT requirements, conducts training programs, manages institutional archives, maintains website, LAN and Wi-Fi. It is equipped with 12 systems, LCD, 2 Laser pointer Dedicated Server, Scanner, 3 Printers, TV, Tripod with Digital Video camera, well furnished, with Adobe Reader, ESet Antivirus
6. **Dhruthi -Centre for Women Studies:** The Centre for Women`s studies was started with a

mission to provide a platform for creating a critical awareness and sensitivity towards women's issues in every field. Dhruthi organizes various activities related to women and gender issues and fruitful collaborations with various academic and non academic institutes.

7. **Saksham:** St. Ann's Knowledge Skills & Hands on Movement is a centre which operates from Ramanujan Maths lab and provides necessary guidance, coaching and assistance for students preparing for various competitive exams.

4. Green Initiatives

The need for sustainable development is a key to the future of mankind. No citizen of earth can afford to be ignorant of burning environmental issues like pollution, loss of forests, solid waste disposal, and degradation of environment, global warming, and loss of biodiversity. It is the need of the hour that we have a clear understanding of environmental concerns and is necessary to follow sustainable developmental practices.

The objective of such programs is to maintaining the ecology and keeps the campus clean and green. It helps motivate environmental awareness among students and provide opportunities for developing and fostering certain abilities in students to participate in environment oriented projects. A number of practices internalized by the institution

Courses

- Science and Environment,
- Environment Management,
- Environment Education.

Celebrating festivals in a Eco friendly Way

- Eco friendly Ganesh Utsav with the sale of Eco-friendly Ganesh (clay idols) and Eco-friendly bags
- Green Diwali Awareness with Aakashganga the Lighting Festival
- Uttarayan The Kite Festival

Waste Management

- Survey on waste disposal in Life sciences labs
- Best out of Waste activity making wonderful, usable items with the paper waste and plastic.
- Wealth out of Waste was organized for Environment Education students
- WOW Activity at St. Ann's Recycling Dry waste
- Garbage to garden
- Vermi composting

Other activities include projects and demonstrations on kitchen waste composting, making of natural colors from fruits, vegetables and flowers, home gardening, making of paper bags, cleanliness drives like Swachh initiatives, guest lectures and screening of documentaries and videos in this regard, green greeting program on friendship day and to guest speakers of workshops, seminars, conferences etc., distribution of mosquito repellent plants and field activities like preparation of a wall magazine of flora and fauna .

Observation of eco calendar

- World Population Day –July 11th
- Hiroshima Day –August 6th”,
- Wild life Week -from October 1to 7
- World Ozone Day - September 16,
- World Earth Day Celebrations -April 22,

5. Health Camps

The objective is to enhance the theoretical learning of metabolic disorders, with a practical approach, determining BMI, assessing the risk factors and counseling the patients for prevention by making changes in the lifestyle, food habits, medication etc. this is done by conducting health camps like free diabetes screening, dental camp, cardiology camp, complete health screening and a number of awareness camps both inside and outside college.

The camp is appreciated by the people who avail the facility and students are happy that they are using their knowledge for a social cause Regular feedback of the activity makes this an unmistakable feat. College supports the cost of organizing such camps and other requirements. A well equipped and fully furnished Health Centre is located on the campus to provide health care facilities to staff and students. A qualified nurse is available full time at the Health Centre and on a weekly basis a consultant, a physician is appointed various health awareness programmes and health camps are conducted periodically. Hemoglobin and blood sugar tests are done at very subsidized rates. All the necessary medicines and testing requirements are procured for the whole year. Blood Hemoglobin and Blood sugar tests are being carried out on a regular basis at very subsidized rates. A number of activities relating to health and hygiene are carried out in college.

- A complete health Screening Camp was carried out for all the staff members in collaboration with Dr C at a subsidized rate of Rs 600/-.
- Cancer awareness program for staff at Continental Hospital, Narsinghi.
- Hemoglobin and blood glucose test for staff and students at very subsidized rates.
- Thyroid screening camp
- Bone mineral density camp
- Breast cancer awareness program in collaboration with Apollo Hospital
- Health and fitness seminar in collaboration with physical education.
- Health seminar and free health check up for non teaching staff.
- Annual health check up for all the staff in collaboration with Thyrocare Ltd.
- Conduct of health camp along with NSS committee in the school or slum.
- A health awareness program was carried out for all non-teaching staff regarding various lifestyle disorders and communicable disease on Oct 8th, 2015 by Dr Ammajee, medical officer, Golconda Govt. Hospital which was well received.
- A Cardiology Camp was organized in collaboration with Care Hospitals Banjara Hills on December 5th for all teaching and non teaching staff where tests for random blood sugar, ECG and 2 D Echo was carried out. Free consultation by Cardiologist, Gynecologist and Internal medicine was provided by experts.
- A Dental Camp was organized on September 19th, 2015 for all the staff and students in

collaboration with Sujatha Dental Care, Mehdipatnam.

- Ms Rita Antony along with Zoology Department staff and students helped in conducting anemia check up in the Government Zillah Parishad School on September 21st, 2015.

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7.3 Institutional Distinctiveness

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

Response:

Sports Women At Ann's - SWAnns

Empowerment through Excellence in sports

When asked in a survey about what comes to your mind first when you think of St. Ann's? the most common answer was, **Sports!** and to quote newspaper The Hindu, "If it is Bandminton in India, it has to be St. Ann's College!", speaks of sports being our distinctive feature.

A good yardstick of institutional success is the alignment of its behaviours and initiatives with its vision and mission. Empowerment of the girl student through **excellence in sport** has been a **defining feature** in the history of St. Ann's. Our aim is to embolden their talent and let them emerge. Women are far more visible in sports today in India than at any time in history. Proficiency in sport can be a route to employment, fame, success and empowerment.

With early successes of championship at the University level several years in a row, the culture of enthusiasm for and attention to sports took root. With enthusiastic faculty and a supportive management, several measures were put in place – **admission through sports quota, fee concession, providing student athletes with balanced diet, free sports kits, cash awards, allowances and merit scholarships.**

The institution has excellent infrastructure with courts and a full fledged gym with a qualified instructor. This led to more success and the institution was able to attract several national and international players to seek admission in the college. Rescheduling their internal assessments and exams has helped them to participate in tournaments without fear of compromising on their academics. Having **qualified coaches in 18 disciplines** has added to the reputation of the college being a top sporting centre in the city.

A Course in physical education offered in first year, has 60% student enrollment. Realizing the importance of self protection of a girl child, college offers coaching in Judo, Course in Self-Defence and a COC course

in Sports Management. A gym with a trainer takes care of fitness of students and staff alike.

The impact of our efforts is evident in college bagging Overall Osmania University Championship title **nine times in a row** from 2008-2017, Handball championship **21 years in a row**, Basket ball **09 years in a row** and Judo **09 years in a row**.

The international players on the rolls of the college include J Meghana, Sikki Reddy, G.Ruthvika Shivani, Vrushali, Utejitha , V.Harika apart from Olynpic silver medallist PV Sindhu in **badminton**, Aparajita Tivary , Shalini Chahar in **Shooting, Chess** – Shajasri, and Shanthi Devi **in Volleyball** besides many national players . Alica Joe being chosen as **an international judge for Gymnastics** is no small achievement.

Through disciplined training we strive to instil qualities of sportsmanship, integrity, and team spirit in each student. St. Ann's strongly believes that the students should go out as confident, fearless and fit young women.

In short , every time a SWAnn wields her racquet or clears a hurdle, it is not just testament to physical strength but a step towards gender equality and empowerment.

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5. CONCLUSION

Additional Information :

Institutional Priorities

1. Focus - Research and Consultancy

The college envisions a diverse, interdisciplinary landscape and they complement, enable and facilitate research-related activities. We are committed to recruiting and integrating researchers in college at all academic levels in order to participate in a varied menu of research activities. Critical to our strategy is to embed research centres and offer facilities to other institutions. Teaching and learning should be integrated with state-of-the-art research nurturing both curiosity and creativity in an intellectually vibrant atmosphere of research.

The performance of staff members in academic extension activities, recognition in educational circles and networking has resulted in their contributions in different spheres of consultancy. Though a lot yet needs to be done. Inherently connected to research acumen and transferable results, the college needs to fine tune its strategy and facilitate both.

2. Gainful opportunities for “earn while you learn”- It is prudent to devise mechanism to provide avenues for students to earn while they learn. Some structured plan to connect them for internships/ gainful opportunities should be designed.

3. Online courses / MOOCS - The college intends to provide the future students, beyond geographical boundaries and age, an academically rich learning environment with diversified courses combining virtual teaching and real learning.

Concluding Remarks :

Future vision

“Without leaps of imagination or dreaming, we lose the excitement of possibilities. Dreaming, after all is a form of planning.”

The goal of the Institution is to be a symbol of excellence and a model of effectiveness in terms of academic programs and reach. College has plans for both academic and technical collaborations in mutually beneficial areas of research and development, student and faculty exchange programs with international and national universities. Efforts are on to have tie-ups with internationally renowned institutions, organizations and industries in the country to provide the best learning opportunities to the students.

Taking advantage of the freedom to design our courses, innovative programs in collaboration with industry is

a plan to become a power to empower women. A flexibility to provision for skill based training, the advantage of extra proficiency through add-on courses, introducing extension programs with social relevance , the college plans to offer opportunities to students to apply academic learning to real human needs. They in turn will be enriched by the pursuit of knowledge for social benefit.

The aim of the Management and staff in tune with institution's vision is to offer a better tomorrow to all its stakeholders and become a Deemed university before its golden jubilee year.

“When you establish a destination by defining what you want, then take physical action by making choices that move you towards that destination, the possibility for success is limitless and arrival at the destination is inevitable.”

NAAC