SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ST.ANN'S COLLEGE FOR WOMEN

SANTOSHNAGAR COLONY MEHDIPATNAM HYDERABAD
500028
www.stannscollegehyd.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Three thousand students walk through the corridors every morning to begin yet another day of courses and lectures at college. The voice of St. Anne is heard not from some voluminous pages of history but from the ongoing efforts and endeavors of the Sisters of St. Anne at Phirangipuram to further the cause of women education and thus their empowerment. Sisters of St. Anne, Phirangipuram, is a community of consecrated women belonging to the Catholic Church living and perpetuating the evangelical life and values propounded by Mother Thatipathri Gnanamma, the founder of the society. The emergence of St. Ann's College for Women from the cradle of this missionary society is a tale of a vision and a mission of the Sisters committed to the cause of empowering women through education. The right blend of the efficacy of their faith and prayers and their determination and untiring efforts set them on a path of success and spurred them on to foray into higher education.

The college, located in the heart of Hyderabad city- the IT hub and land of pearls and Biryani, is spread over 4 acres and well connected to all parts of the city by the public transport system. It caters to urban populace though a large number come from economically underprivileged sections and are first generation learners.

The college, which made a humble beginning in 1983, with just two rooms and two combinations has three thousands plus students in thirty four program options. It is a minority institution affiliated to Osmania University, Hyderabad recognized by UGC under 2 (f) and 12 (B). The college offered itself for assessment by NAAC in the years 2006(A grade), 2011(A grade), and 2018 (A+ grade). Further recognition as Mentor institution under Paramarsh scheme of UGC, "College with Potential for Excellence" by UGC followed twice in the years 2010 and 2014 and subsequently in 2015, it was granted the Autonomous Status. The college is ISO certified 9001:2015 and ISO 14001:2015

St .Ann's College is proud of its alumni Padmasri P V Sindhu, Olympic silver medallist. The college has been extended the privilege of being part of the NESA UGRAD, Global Undergraduate Exchange Program (Global UGRAD Program), a scholarship program managed by the Bureau of Educational and Cultural Affairs, U.S. Department of State St. Ann's has been sending students who have successfully completed the program from the host institutions in USA and South America and south Korea through Gandhi King Peace Foundation.

Note: Abreviations used for value added courses : SOC, CCA, COC,IDC AECC, SEC and MAOC, MIDC

SOC - Skill Oriented Courses

CCA- Cocurricular Activities

COC- Career Oriented Courses

IDC- Interdiciplinary Courses

AECC-Ability Enhancement Compulsory Courses

SEC- Skill Enhancement Courses

MAOC- Master Add on Courses

MIDC- Master Interdisciplary Courses

Vision

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

Our vision and logo demonstrate the experiences of the past, the   synergy of the present and the dynamism of the future.

" Let all that is dark within me burst into flame And the veil of error be torn away"

Rabindranath Tagore.

The candle, a symbol of light, with its gentle glow spreading luster and warmth all around, symbolizes our institution, w hic h has bee n imp art ing k now led ge, awa re ness a nd consciousness. Our institution prepares the students to be useful to society, enriches their lives to spread the glow of knowledge all around.

The three hearts, one merging with the other symbolize the material, intellectual and spiritual aspects of life and represent the values we impart to our students education for livelihood, for learning and for ethical and moral enrichment.

The three hearts also represent the human complexity of **body, mind and spirit**. As the throbbing of the heart signifies life, it is our humble effort to radiate knowledge and awareness and to prepare our students for life.

St. Ann's College is committed to the highest ideals of collegiate education. It envisions the development of each student and focuses on a comprehensive and balanced education. The college endeavors to inculcate **ethical and moral values** in the students and encourages them to become integrated and wholesome individuals capable of handling their careers and lives effectively.

The college antedates to be an institution of excellence enshrining its ideal "Light of Life". The appeal of the college cuts across social, financial, cultural and linguistic barriers. The effort is to foster a culturally rich campus, reinforce the need for an ethical component, integrity and **social concern**, which in addition to **academic excellence and skill enhancement** constitutes the whole educational experience.

We visualise a learning body in which the diverse values, goals, ambitions and learning potential of all students are recognized and supported.

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. The mission of the college is centered

1. To promote academic excellence through the delivery of outstanding undergraduate and postgraduate education that is current, vibrant and responsive to the diverse needs of those it serves.
2. To offer multidisciplinary and industry-oriented curricula coupled with diverse pedagogical approaches to foster research capabilities, employability and entrepreneurship.
3. To nurture a culture of inclusion and equity, integrating mind, body and spirit to help build ethically, morally and socially responsible citizens with a strong sense of self-worth.
4. To instill a sense of inquiry among students, inculcate critical and creative skills , encourage innovative and independent thinking and foster lifelong learning leading to true empowerment

what went into the success of mission was sheer resolve, perseverance, and dedication of the leadership and commitment of the faculty. It subscribes to a judicial blend of the conservative and modern trends, envisioning the empowerment of a girl student through academic excellence, skill enhancement and value enrichment, which has paid off rich dividends as far as the growth of this institution, is concerned.

The institution worked diligently to achieve mission by multi pronged Quality Strategy

- Strategic planning to set priorities, focus energy and resources, strengthen existing practices, and ensure that all units are working toward common quality goals.
- To leverage our strengths and build new competencies in tune with the changing times and in accordance with our long term vision.
- To develop quality systems with consciousness, reliability and transparency for attaining best results for the academic and administrative performance of the institution and to set benchmarks for periodic evaluation for improvements, significant growth and achievements.
- To provide a sound basis for decision-making to improve institutional functioning.
- To impart spiritual and academic training which would foster sound character building.
- To instill in students a lifelong sense of participating and involvement in developmental endeavors.
- To train students for employment and entrepreneurship.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The management

- Futuristic and dynamic management
- Dynamic leadership
- Participatory management style
- Open door system

2. Faculty

- Competent, experienced and committed faculty who have been working in sync with the mission and the vision of the institution
  - Amicable Environment, mentoring by senior faculty
  - Efficient, and cooperative non-teaching staff ensuring the smooth functioning of administrative

offices.

3. The Campus

- Well maintained campus with excellent Infrastructure and facilities.
- Separate offices for IQAC, Deans, Placements, Counseling cell, research ,ICT enabled teaching and availability of resources
- Spacious Classrooms and Laboratories, AV aids, Commerce and Languages labs.
- Well Equipped ICT Centre
- Projectors, Smart Boards, spacious classrooms, and modular laboratories
- Strong Wi-Fi Connection
- Centers of Excellence
- Good library

4. Quality Education

- Steady and higher enrollment of students
- Highly qualified, Competent and Dedicated faculty members
- Periodic Standardization of Curriculum.
- Ability to take up new initiatives/Program options at departmental level.
- Large number of international and national conferences, guest lectures
- Blend of traditional and Contemporary teaching learning.
- Ability to take up new initiatives/Program options at departmental level.
- Spacious Language Lab with software for learning grammar, writing and soft skills
- Planning & organizing beyond syllabus scholarly activities
- Advances in women empowerment
- Safe and Secured Environment for girl students.
- Departmental outcomes and results have been phenomenal.
- Student driven educational plan to meet the requirements of the industry
- More than 50 effective mous
- A good mix of academic and recreationary activities
- A robust **Feedback system** to reach out to all the stakeholders such as industry, parents, students, peers, and faculty and suggestions are taken up

5. Research Potential

- Faculty / Students are actively involved in Survey Projects, Minor research projects, Small Research Assignments,
- Books and Paper publications.
- Summer Internship Programmes facilitated by some departments.

 6. The Internal Quality Assurance Cell   ensuring quality in education through various quality enhancement measures and monitoring mechanisms.

7. Innovation

- **Innovative Courses-** Add-On and Value based Courses, SOC, COC, IDC
  - Every year the college has a **theme** and plans activities accordingly

- Active Centres of Excellence
- Individual consideration to students through mentorship
- Active CSR activities by the institutions.

8. Sports - Excellent Sports Infrastructure and Coaching leading to National and International achievements

9. Osmania University champions for more than a decade

10. Outreach at institutional, Cells, Departmental level

Institutional Weakness

- Fewer Linkages and Collaborations with Institutions of International repute.
- Fewer faculty with PhDs.
- With some courses, a high student to teacher ratio
- Time and human resource constrain for active research.
- Institute has limited revenue/ research fund generation.
- Disparities or heterogeneity in the learning abilities of students
- Being a Self-Financing Institution, no financial support from Government
- Insufficient Industrial Interface
- The land available is insufficient for further construction/expansion
- Confronting the difficulties of teaching new courses
- Less students are pursuing real-world projects.
- Insufficient Industrial Interface
- There is scope for increasing the number of research publications and patents.
- Industry Supported Laboratories need to be increased.
- As the Institution is situated in the urban area, active industry-academia interaction.
- Moderate Placement ratio.
- Less student pursuing higher education.
- Involvement of Alumni at Institute level is limited
- No hostel or residential facilities for students in campus.

Institutional Opportunity

- Nurturing Academic environment
- Research and Innovation
- Placements
- Active **Institutional Innovation Council** and cells to nurture innovation, incubation and entrepreneurship.
- Exploring possibility of collaborative research with research institutions across globe
- The college has the potential and immense scope for new courses. Good Curriculum has been providing opportunities to students to learn apt and compete the global market.
- Student start ups and enterprises
- Scope for student networking (workshops/seminars/ intercollegiate competitions).
- Introduction of short-term career-oriented courses and Interdisciplinary Courses,
- To tap clinical laboratories and industries for student internships and placements

- Job ready competent undergraduate Parallel/Twin programmes .
- Training/ Coaching students interested in international higher studies, research and exchange programs
- To arrange a greater number of FDPs /STTPS/ National Level /International Level conferences.
- Update beyond syllabus industrial needs/skills for industry
- Expand extension and social outreach activities to state and national levels.
- Strengthen collaborative research-oriented activities
- Streamline programs of study into Schools creating interdisciplinary learning and research.
- staff members can design and implement tailor made courses to meet the present industry requirements and employment opportunities.
- Develop linkages with external agencies
- Academic writing to guide students for competitive exams.
- Participation of students in science clubs of the department and College.
- To conduct more skill enhancement courses, learning new statistical software embedded in curriculum.
- To arrange specialized Training programs by the faculty.
- Scope for interdisciplinary and sponsored projects.
- Scope for improvement of digital literacy amongst non-teaching staff.
- An improved research environment can be foreseen as good number of faculty members pursuing Ph.D.
- Good curriculum for opportunities to students to learn apt and compete with the global market.
- Enhancement of co-curricular activity courses, interdisciplinary courses, and short-term career-oriented courses.
- solicit clinical research facilities and businesses for student placements and internships
- Expand outreach to national level
- Create centre of distant learning
- Stronger bonds with the Alumni, for academic and non-academic programmes.
- Work towards NEP implementation

Institutional Challenge

- Retirement of senior staff.
- Time imperatives and the arrangement of the students make it hard for the educators and the learners to zero in on cutting edge learning.
- Attract more students from different states
- Attract international students
- It is challenging to create awareness in students about cross faculty courses.
- Reducing aptitudes for training of hands-on strategy and tolerance for perception and documentation abilities.
- Consolidation of new changes in the field of business in the educational program.
- Fortify Industry-Institution connection.
- Further development of framework to present new projects of study.
- Social constraints for students from out of school/city/state.
- Reducing aptitudes for training of active strategy and tolerance for perception and documentation abilities.

- More spotlight on equalizing technical disparities among students
- Dynamic support of students and staff in research.
- To urge students to take up independent work projects.
- To make the students mindful of ongoing improvements in competitive examination.
- Coping up with rapidly changing technologies.
- Securing funds from leading funding agencies
- To plan and to address the issues of the work market.
- Consolidation of new changes in the field of business in the educational program.
- Expansion of infrastructure to introduce new programs of study
- Departmental research activities need to be strengthened further
- Digital divide has to be bridged
- ICT training to all teaching and administrative staff

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum design & development processes is always whetted on a continual basis embarking consistent efforts by the institution in offering wide range of programme options. Faculty play a major roles in assessing curriculum by inviting the necessary inputs in from all the stakeholders, collaborating with industries, identify the pertinent components to implement reform initiatives towards **diversified education guaranteeing multi skill and Professional development with Career orientation.**

Curriculum Design

The institution develops courses in accordance with global employability, meeting local, regional, national needs. Curriculum explores world's pressing problems, such as environment, climate change, politics, socio-economic and Gender issues and has aligned with **UN SDG**

- Curriculum redesigned to harmonize with Programme Outcome/Programme Specific outcomes
- Revision of Syllabus for all programmes in tune with emerging global trends relevant to local, regional, National needs.
- Current year Curriculum includes 83% courses towards employability; 55% on Entrepreneurship; 88% towards skill development

Academic flexibility is ensured through

- Choice Based Credit System for all Programs, Credit Based Semester System with a provision to earn extra credits, provide the academic flexibility.
- Wide range of choice based courses under Value added & Add-on Courses/Skill Enhancement and Elective courses

Curriculum enrichment activities focus on cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics.

- 6 courses on Professional Ethics
- 6 Courses Gender & Women empowerment - apart from many awareness activities from CWS like Panel discussions/Seminar/Training Programs
- 17 Courses on Environment and Sustainability apart from Activities under CCA, ECO Club+ Green campus initiates with focus on UN Sustainable Development Goals
- Initiatives_NEP2020 are include 16 Courses on Indian Knowledge system
- Value added courses focus on **imparting transferable and life skills and inculcating sense of social responsibility (CCA/SOC/COC) towards local need**
- **Internships, research & field projects** - assuring hands on & industrial exposure towards global competencies
- Courses on Gender Sensitization, Self Defense, Kara saamu, along with Activities like conference, Inter and intra collegiate activities Panel discussions with experts provide necessary exposure and training towards **self-care & empowerment**
- 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

- Teaching Pedagogy adopted by the college faculty   is aimed at involving the learners at all the levels of teaching-learning process providing an enriched learning experiences to students.
- 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 ensuring **transparency, inclusivity and equity**.
- The institution has a number of initiatives to meet the needs of **slow and advanced learners**. Advanced learners are encouraged to register into **Advanced Learner's Program** thereby earning extra credits.
- Contemporary teaching methods focusing on **experiential, participative and problem solving skills** like case studies, Surveys, Role plays, Simulations, entrepreneurial capabilities, projects, internships, industrial visits etc., create a sense of awareness and employability focus among student fraternity with additional care provided to slow learners through personal mentoring system and remedial coaching and special care towards divyangjan students in creating a safe learning environment.
- **Academic calendar, annual teaching plans, daily diary and course profile**   are in place and being monitored by Principal and IQAC for its meticulous execution.
- St. **A**nn's **L**earning **M**anagement **S**ystem - **SALMS** is a repository of   learning resources, question bank, assignments, videos etc.
- Faculty enriches their pedagogical skills and competence from time to time by attending **refresher courses, conferences, workshops, FDP's, training programs**, participated in over 700 academic events in five years, completing online courses through NPTEL, COURSE ERA with elite status.
- **Feedback** from students, parents, stakeholders is taken, to ensure quality excellence in teaching and learning is attained, and action is implemented.
- **Examination Management System** (EMS) and college app caters to all examinations needs , online exam conducted with AI proctoring and   generation of results under 20 days.
- **OBE** is followed to measure   student performance through attainments of Program outcomes. POs, PEO, COs, PSOs have been identified by all the departments , Curriculum, Teaching pedagogy, Assessment and Evaluation methods give   attainment of course outcomes that are mapped with POs,

PSOs and Vision.

- **70 merit medals** are awarded to students instituted by management, well – wishers and others.
- **SAMTA** (St Ann's Meritorious Teacher Award) is an annual feature.
- 4 faculty members received **Telangana Government State Meritorious Teachers Award**

Research, Innovations and Extension

Research activities are guided by the **Research Coordinator, Research Committee with a well-defined research promotion policy**. The Research Ethics Committee ensures academic integrity supported by Plagiarism check software.

- The college has a well-defined **Research policy with a stated code of ethics** for quality research.
- The **incubation hub, innovation cell, IPR cell**, SACReD , financial and material assistance, **online journal** ANNQUEST are creating a robust Eco-system.
- The institution provides **seed money** to faculty members
- **Incentives** for publication in indexed journals.
- Besides **centralized research center** , SACReD- **S**t. **A**nn's **C**entre for **Re**search and **D**evelopment four departments have active Research Centres,
- Sustained focus on research has resulted in over 161 publications
- **13 faculty members and 3** students have been recipients of innovation awards
- Faculty authored **37 textbooks and chapters**.
- Faculty members take up consultancy in their respective domains with corporate sector, R&D and educational institution. 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 more than 50 **linkages , collaborations and MOUs** with national and state level agencies to promote interdisciplinary research, and internship programs . The college has organized many activities seminars, workshops, field trips, student projects, faculty training and designing and offering new courses utilizing these partnerships.
- College is part of **Cluster Colleges** program under Osmania University
- **Extension** -Outreach Cell **SAHHARA**- **S**t Ann's **H**elping **H**ands **A**nd **R**eaching **A**rms 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 360 activities** have been carried out in the span of 5 years.
- **Forty one certificates of appreciation and 15 awards** have been received by our faculty and students in recognition of their services towards community.

Infrastructure and Learning Resources

The institution is situated in a sprawling 4.3-acre campus enveloped in lush greenery. The layout is well designed, ensuring seamless connectivity between floors via elevators, staircases, and well-lit corridors. This expansive campus houses various infrastructure facilities to enhance the educational experience, creating a serene and inviting atmosphere for students and faculty. The college strives to provide students with an environment that nurtures their intellectual, physical and personal growth.

- A compact aesthetic building and central quadrangle with a stage in center of all **that's fun and learn.**
- College has spacious classrooms, well-equipped with teaching aids, and designed to facilitate interactive learning. The lecture halls are equipped with latest technology to facilitate effective teaching and learning. Domain-specific labs offer hands-on experience across various academic disciplines. Computer labs cater to diverse software needs, while research labs foster innovation. Language labs enhance linguistic proficiency
- The college emphasizes on the use of **ICT tools** to enhance teaching methods. Smart boards, projectors, and 614 computers, labs equipped with the latest software to support digital learning.
- Computer labs with high-speed internet connectivity, updated software, multimedia tools and access to online databases enable students to stay updated with the latest information. The Audio-Visual Centre facilitates effective communication and multimedia-based learning. It is equipped with audio-visual equipment, enabling presentations, development of e- content and workshops.
- The Cultural and Sports facilities are designed to promote extracurricular activities. The college has **dedicated spaces and equipment** for various cultural events, such as auditorium, Lunch Time Theatre, and A.V room.
- The Library & Information Science Centre has a collection of **91407 b**ooks, **106** periodicals/journals/magazines, **2662** CDS/DVDS, **1323** back volumes,**2773** projects, newspapers, and online e-resources. The Centre is automated with SOUL2.0 (Software for University Libraries) software developed by INFLIBNET (Information for Library Network – UGC) and is equipped with online public access catalogue (OPAC).
- College is registered in **VIDWAN, DELNET**(Developing Library Network, has membership of **N-List,** has institutional membership of National Digital Library of India (**NDLI**).
- College has effective **infrastructure policy** that provides guidelines for usage and maintenance of infrastructure.
- The campus is eco friendly and implements recycle, reuse, conservation of energy with solar panels reducing carbon foot print.

Student Support and Progression

Student support system at St.Ann's provides a conducive environment for the all-inclusive development focusing on various support mechanisms and services. Concerted effort is taken to provide a relevant support system for the well-being of the students.

1. The institution offers financial assistance to students from economically disadvantaged backgrounds, Roman catholic, and Sports students. NGOs, Philanthropist, Government Scholarships, fee waivers, and other financial aid provided by the institution help students pursue their education without financial constraints.**2263** students have benefited
2. All the students of the institution have undergone training in soft skills, language and communication skills, life skills and awareness of trends in technology. Due importance is given for yoga, meditation, physical fitness, health and hygiene. Total of **210** activities have been organised by the institution.
3. Guidance and coaching is provided to the students to undertake competitive examinations by inviting alumni, industrialists and academicians. e - counselling sessions were organised during COVID-19 pandemic period.
4. The institution maintains a good health centre with trained medical professionals which monitors the physical and mental well-being of students. It provides medical facilities, counselling services in promoting a healthy lifestyle. Yoga training is imparted periodically. Entrepreneurship opportunities are provided to the students by conducting workshops, training programs.

5. The institution has a dedicated placement cell with a mobile app **SCOPE(St.Ann's College Placement Engine)** assists students in career planning, skill development, and placement opportunities by organising workshops, training sessions.
6. The institution has adopted a **zero-tolerance policy for ragging**, has mechanism for addressing student grievance redressal, prevention of sexual harassment under the guidance of Deans Student affairs.
7. Entrepreneurship opportunities are provided to the students by conducting workshops, training programs by **IIC and SEED**(St Ann's Enterprise and Entrepreneur Development cell
8. The institution strongly encourages student participation in extracurricular activities, clubs, sports, and cultural events. The institution has to its credit 58 students winning International, National awards, Gold and Silver medals.
9. 120 students have qualified in the state/national/international level examinations.
10. The students have emerged as **Osmania University Overall champions for 13th year in a row**
11. More than 200 sports and cultural events are organised by the institution in last five years

Governance, Leadership and Management

Born as a result of the efforts of the founder Tadipatri Gnanamma to educate and empower the girl child, St. Ann's college is governed by the Society of St. Anne, Phirangipuram (SSAP) with the vision of academic excellence, skill enhancement and value enrichment to help the girl student embark on life's journey as an empowered woman.

- The leadership and governance is focused on fostering academic excellence, innovation and professionalism, strategizing for growth, , team work , adaptation to change and continual improvement.
- The management follows Management by Exception philosophy and is participative and decentralized, with faculty helping shape the destiny of the institution by their role in decision making.
- The **Strategic perspective plan** sets the priorities and direction and deployed effectively through systematic planning and necessary action.
- The organizational structure ensures **allocation of responsibilities and commensurate authority.** The governance is streamlined through well evolved and clearly articulated **policies**.
- **E-governance** is incorporated in all areas of the institutional processes ensuring efficiency and transparency.
- A multilayered feedback mechanism (**SAFIRe**) helps the college to evaluate the faculty and administrative staff and to assess whether student experience matches the stated goals of the institution.
- **Welfare measures** including financial support, medical insurance and group insurance are in place to ensure personal well being and support for professional growth.
- The institution makes every effort to mobilize resources from government and other sources for its plans and processes and ensures optimal utilization by prioritizing needs. Periodical internal and external audits ensure proper accounting of the finances.
- The **Internal Quality Assurance Cell** identifies quality benchmarks relevant to the vision and mission of the college and works for a structured planning framework to implement quality initiatives in all the aspect of key functionalities like academics, infrastructure, research and learning enrichment. IQAC conducts periodic evaluation of the functioning of the institutions through well devised audit system and plans for quality improvement initiatives.

Theme of the Year" IQAC identifies a theme for every year; wherein all departments, cells and clubs plan activities in accordance with the theme of the year

Institutional Values and Best Practices

Our institution is dedicated to realizing a vision where every girl student becomes an empowered woman as they embark on life's journey.

- To achieve this, we have implemented a range of gender equity programs, ensuring that our students are sensitized to gender issues and have confidence and maturity to deal with situations.
- Discipline being the hallmark of the institution,mentorship, posters display, performance of skits and vigilance by staff and SQAC create a ragging free atmosphere.
- Providing facilities for Divyangjan integrates them into mainstream we are committed to providing a safe environment for all students.
- In line with our responsibility for **environmental protection**, we have established robust recycling, rainwater harvesting, segregation of waste, recycling of kitchen waste into organic manure and vermicomposting, solar panels and LED lights, effective waste management system, paperless office, various awareness activities, walks, competitions, work towards enhancing eco-consciousness coordinated **by Dharini Eco - club**
- National integrity is instilled by organizing events that celebrate national festivals, address socially relevant issues, and commemorate important days. Our commitment to the community extends through extension activities focused on education, the environment, health and social service.
- Recognizing the significance of sports in honing ambition and competitiveness, we have made it a cornerstone of our approach. Our students have achieved numerous accolades at national and international a testament to our dedication in this regard.
- In sum, our institution is tirelessly working towards empowering our female students and nurturing their holistic development through gender equity, environmental responsibility, national integrity, and sports excellence.

Recognised by the distinction in sports college enjoys, aided by the best practices of women empowerment, Extension activities, Focus on environment consciousness, value enrichment courses, ICT integrated teaching 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''

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.stannscollegehyd.com

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Sr.a. Vijaya Rani	040-23513020	8008161972	040-2351791 9	stann_college@yahoo.co.in
IQAC / CIQA coordinator	Smita Asthana	040-23511419	9849064849	040-2351791 9	smitaasthana@yahoo.com

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

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	Yes MINORITY (1).pdf
If Yes, Specify minority status	
Religious	Religious
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**	**View Document**
2f of UGC	30-10-1987	View Document
12B of UGC	30-10-1987	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
AICTE	View Document	15-05-2023	12	NA

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	15684

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	BCom,Commerce,Computers	36	Intermediate	English	110	110
UG	BCom,Commerce,Business Process Management	36	Intermediate	English	60	60
UG	BCom,Commerce,General	36	Intermediate	English	60	60
UG	BCom,Commerce,Hons Strategic Finance	36	Intermediate	English	40	37
UG	BCom,Commerce,Business Analytics	36	Intermediate	English	60	60
UG	BCom,Commerce,Voc Foreign Trade	36	Intermediate	English	40	40
UG	BBA,Business Management,	36	Intermediate	English	60	59
UG	BSc,Science, Bt Bc C	36	Intermediate	English	30	30
UG	BSc,Science, ApplNutri Ch Zool	36	Intermediate	English	50	50
UG	BSc,Science, ApplNutri Ch Bot	36	Intermediate	English	50	50
UG	BSc,Science, G Z C	36	Intermediate	English	30	30
UG	BSc,Science,	36	Intermediate	English	30	30

	MB Z C					
UG	BSc,Science, M S Cs	36	Intermediate	English	95	63
UG	BSc,Science, Maths Stat Data Science	36	Intermediate	English	50	42
UG	BSc,Science, G MB C	36	Intermediate	English	30	30
UG	BSc,Science, B Z C	36	Intermediate	English	60	59
UG	BSc,Science, M P Cs	36	Intermediate	English	50	36
UG	BSc,Science, M E Cs	36	Intermediate	English	50	14
UG	BSc,Science, MB B C	36	Intermediate	English	30	30
UG	BA,Arts,E Ps Pa	36	Intermediate	English	30	30
UG	BA,Arts,Polit ical Science Journalism Literature	36	Intermediate	English	60	36
UG	BA,Arts,H E Ps	36	Intermediate	English	30	30
UG	BA,Arts,Ps Psy MLE	36	Intermediate	English	40	40
UG	BA,Arts,H Ps Pa	36	Intermediate	English	30	17
UG	BA,Arts,H Ps MLE	36	Intermediate	English	30	21
UG	BA,Arts,E Psy Ps	36	Intermediate	English	40	40
PG	MCom,Com merce,	24	Undergraduat ion	English	48	29
PG	MBA,Busine ss Management,	24	Undergraduat ion	English	60	60

PG	MCA,Computer Applications,	24	Undergraduation	English	60	60
PG	MSc,Science, Clinical Nutrition and Dietetics	24	Undergraduation	English	48	48
PG	MSc,Science, Organic Chemistry	24	Undergraduation	English	36	15
PG Diploma recognised by statutory authority including university	PG Diploma, Science,Data Analytics	12	Undergraduation	English	30	14
PG Diploma recognised by statutory authority including university	PG Diploma, Science,Nutrition and Dietetics	12	Undergraduation	English	30	12
PG Diploma recognised by statutory authority including university	PG Diploma, Arts,Counselling Psychology	12	Undergraduation	English	30	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				0			
Recruited	0	0	0	0	0	1	0	1	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				25				119			
Recruited	0	0	0	0	2	23	0	25	0	119	0	119
Yet to Recruit	2				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				3
Recruited	1	2	0	3
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				77
Recruited	24	53	0	77
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				8
Recruited	6	2	0	8
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	35	0	0	0	0	37
M.Phil.	0	0	0	0	0	0	0	13	0	13
PG	0	0	0	0	1	0	0	94	0	95
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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
UG	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**	**Others**	**Total**
	2	1	0	3

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1041	38	25	0	1104
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	206	6	0	0	212
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	26	0	0	0	26
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	69	97	77	72
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	12	13	16	13
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	514	574	486	431
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	719	769	874	783
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	28	62	59	45
	Others	0	0	0	0
Total		1342	1515	1512	1344

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Arts	[View Document](#)
Business Management	[View Document](#)
Commerce	[View Document](#)
Computer Applications	[View Document](#)
Science	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Two hundred interdisciplinary courses, ability enhancement compulsory courses relevant to gender, environment and sustainability, human values, and professional ethics, whereas skill and career-oriented courses focus on employability, entrepreneurship, and skill development, are interdisciplinary and multidisciplinary. Value addition is further attained by imparting transferable and life skills and inculcating a sense of social responsibility through co-curricular activities, removing the rigidity of conventional streams of arts, science, and commerce. Active participation is ensured through credits to be earned for these courses to complete the degree.
2. Academic bank of credits (ABC):	The college has registered with the National Academic Depository (NAD) for the ABC scheme. The College has a digital repository of educational resources in the portal SALMS, accessible to students anytime, anywhere, and facilitating credit transfer globally. The institution is in discussion of signing MOUs with foreign institutions in addition to existing ones for a virtual and in-person student/teacher exchange program and academic collaboration.
3. Skill development:	In line with college's vision of Skill Enhancement college offers Choice Based 33 Skill Oriented Courses, 47Career Oriented Courses, 12 Co-Curricular Activities,26 Generic and Inter Disciplinary Courses , 9 PG Add on courses. Communicative English and Soft Skills are aimed at enhancing technical skills, communication and soft skills, entrepreneurial skills, CMA, ACCA, Diploma in Data Analytics, Graphic Designing, Internet of Things and Robotics, and Business Lab. Students have to accrue the credits from additional value-added or skill-based courses to get their degree certificate.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	1. Courses that focus on indian culture are integrated into the curriculum. • 'Indian Heritage and Culture, • Universal Human value • Monuments Tradition and Culture of Telangana • Community Theatre • Light Music • Sociology of culture • South Indian Heritage • Urdu Creative Writing • Yoga and Fitness 2. Celebration of Indian Culture ? Language days bring out traditional attires, cuisines, culture, music , Food fests ? 'Sanskriti" and the heritage club Parampara keeps students connected with our roots. ? Collaborative events, art workshops are held with

	SPIC – Macay , Rajbhasha Directorate, Telugu Academy, Sanskrit
5. Focus on Outcome based education (OBE):	• Following OBE The students' expected learning outcomes constituted the criteria by which curriculum is developed or redesigned, instructional materials are selected, teaching methods are adopted, and evaluation is conducted. It shows the success by making or demonstrating outcomes using statements "able to do" in favor of students. • Following OBE our mission, Program Educational Objectives, Program Outcomes, and graduate attributes were revised. • All departments have developed syllabi incorporating Bloom's Taxonomy, relevant teaching pedagogy, evaluation process, identified Program Specific Outcomes and Course Outcomes.
6. Distance education/online education:	• College developed indigenous St Ann's Learning Management System, SALMS integrating Academic and learning resources. • St Ann's E –Learning Focus - SELF to facilitate the conduct of online classes paving way for blended mode of learning. • Both faculty and students have successfully completed in NPTEL (SWAYAM) various online courses • (SAINT) has been identified as a Local chapter under Swaym-NPTEL online courses and is Nodal Centre for conducting Virtual Laboratories in collaboration with IIIT,Hyderabad • The college conducts number of national competitive events online with participants across India in partnership with other colleges.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the Electoral Literacy Club (E.L.C.): Las Elecciones of our college made a humble beginning on July 19, 2021, during the pandemic. After the launch of the club, the logo was designed, and the motto, vision, mission, and objectives were deliberated and later approved.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	As per the guidelines and the guidance of IQAC, the ex-officio members of the E.L.C.'s were identified and declared as office bearers. Nominations were received from the students for various functional positions at the student level, such as Students

	coordinators, etc. From a pool of applications, the students were culled out and judged on the basis of their performance in the interviews. The members were instilled in a hierarchical manner: President, Vice President convener, and Campus Ambassador The campus witnessed an enthusiastic response to the discussion of membership in the club. Multiple posts were created to incorporate the plethora of talent among the students, such as media coordinators, publicity coordinators, event coordinators, team coordinators, technical coordinators, and enrollment coordinators. The ELC is highly functional as it discusses the significance of voting and the voting rights of youth. Issues of national, regional, and local importance are also brought to light. The club is representative in character by being inclusive of students who are differently abled and from across all faculties.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Innovative Programs • Creation and Nomination of the post of Convener & Campus Ambassador. • Encouraging Practices: Recognition of Best Volunteer of the Club, Promotion from Membership to Post on the basis of consistency. • Need based approach towards the physically challenged present and future voters. • Involvement of various groups to experience dynamism. • Encouragement is given to the physically challenged students and senior citizens to become a part of the club activities. Initiatives • Conduction of Orientation, July 28, 2021 • Session on Democracy and Legal Rights of the Voter in India, Aug 26, 2021 Democracy and Electoral Process on Nov 7, 2021 • Group Discussion on the Topic: Voting Rights on February 23, 2022. • Awareness Campaign on how to cast your vote using Electronic Voting Machines & Voter Verifiable Paper Audit Trial VVPAT was organized on the campus with the help of the District Election Officer , Hyderabad and Joint Commissioner GHMC, Nodal Officers, Assistant Nodal Officers and sub staff. • Awareness was generated on corrections in the Voter IDs and EPICS to make error free voters cards. • Awareness was created on the enrollment of eligible citizens in the voting list through a timely intervention. • Initiations to generate curiosity in the electoral mechanism and the end process such as Parliamentary Elections, State Elections and Gram Panchayat . • Educate and guide on the use of New

	Registration for General Elections the use of Form 6B • Educated and addressed aberrations such as political violence and legal mechanisms. • Students were shown the use of Voter Helpline App. • Simple techniques were given to Download E-Epic. • Students volunteered in civic engagement on the campus. • Organized an elocution competition on the topic "Importance of exercising voting rights on the occasion of National voters day the Department of Political Science" on 25th January, 2023. • Regular demonstration of voting process was conducted. • Identification of future voters for enrollment • Incorporating creative arts to achieve awareness by displaying Posters. • Exclusive maintenance of a wall for the club on the campus. • SVEEP: Systematic Voters' Education and Electoral Participation program. • Award of Certificates for events
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	• Conduction of an Electoral Literacy Awareness Survey by the Club through a questionnaire designed by the Coordinator of LasElecciones, to elicit information from the respondents. • Introduction of course/courses on Election Studies for Semester V students. • Dissertation Reports/ Research Projects Submission by the final year students of B.A. Programme: Topics ranged widely and were a part of the Election Studies –II under the Department of Political Science. They were supervised by the Coordinator Ms R.Bhramara Sree • Drives were conducted and demonstrated constantly on the importance of casting voting during polls. • Laselecciones & Department of Political Science Organized an E- Essay and E – Poster Competitions to commemorate 76th Year of Cherished Independence . • Orientation Program on Enrollment Drive and Future Voters enabled the students to gauge the importance freedom and voting rights. • On January 25th, National Voters Day regularly Oath taking ceremony is been observed . • To emphasize on training and educating the students to understand and value the importance of Universal Adult Franchise . • Laselecciones seeks to contribute for the enhancement of political participation in a pro active manner.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible	• 64% of students are yet to enroll as voters • The institute has forged linkages with the agencies/bodies/ organizations / governmental functionaries such as the District Election Officer,

| students as voters. | Nodal Officer and the local neighborhood and communities to enable the successful registration and participation of the students as future voters. • Sessions were organized periodically. Some of the action oriented strategies that were adopted relate to the following sub -themes such as Identification and Enrolment of Future Voters, Regular drives on enrollment process, Identification of future voters & Education on the ethical practices of voters. • The club had planned and executed inviting the local and election commission staff to make it possible to enroll the fresher's and the first time voters for the upcoming elections. The Joint Commissioner of Greater Hyderbad Municipal Corporation (GHMC) Dr Mangatayaru, Dr .Abdul Wakil , Nodal Officer , SVEEP , Dr Vivekannanda Assistant Nodal Officer SVEEP and Dr. P. Mohan Reddy , Assistant Nodal Officer , SVEEP , and Block Level Officer SVEEP were invited and interacted with the students. • Later on a demonstration was conducted on the campus. The members of the Electoral Literacy Club sensitized on Systematic Voters Education and Electoral Participation • Drives, Awareness campaign and efforts to use social media and whatsapp groups are made on a regular basis. |

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3836	3860	3824	3582	3570

File Description	Document
Provide Links for any other relevant document	[View Document](#)
Institutional data in the prescribed format (data	[View Document](#)

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1393	1327	1286	1209	1227

File Description	Document
Provide Links for any other relevant document	[View Document](#)
Institutional data in the prescribed format (data	[View Document](#)

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
139	133	119	131	132

File Description	Document
Provide Links for any other relevant document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Certified list of full time teachers	[View Document](#)

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 200

File Description	Document
Provide Links for any other relevant document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years   (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
517.23	390.62	272.75	423.44	437.80

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

Response:

Curriculum development & Implementation @ St.Ann's

Curriculum design at St.Ann's is always a purposeful &perpetual process embedding need based innovations & improvements in the system to make learning an enriching experience. Keeping in mind the demands of the society, St.Ann's prioritises Core competency, Inter disciplinary knowledge, Professional, Communication & Employable skills as curricular attributes and design the curriculum to meet it'svision-*Academic excellence, skill enhancement and value enrichment to help the girl student embark on life's journey as an empowered woman.*

The institution adopts **Outcome based approach** and the curriculum is geared to match the goals aspiring from local, regional to National and Global relevance and meets the **Graduate Attributes**

Program outcomes have been designed to be in alignment with **industry demands by having industry representatives on-board..**

Program and course outcomes have been developed to reflect future needs of society and meet **needs of local and global population**. Course Outcomes are identified to create a skilled work force that meets **local** and **global need of the industry**.

Curriculum development of contents/methodology processes whetted on a continual basis after due diligence in alignment with COs/POs/PSOs

Highlights

Academic excellence through Choice based courses under core and non-core courses.

Women Empowerment instilling leadership qualities through various inter and intra collegiate activities at state & national levels *towards the quest for nation building*

Fostering global competency by integrating industry- mentored courses.

Academic enrichment by integrating *value addition through*

- Courses on Gender, human values and Professional ethics& Indian Knowledge system

- Training and course towards Skill and entrepreneur development
- Research, field project and hands-on training
- ICT Integration to modernize the education system

Main features

- Syllabus and evaluation based on Bloom's Taxonomy
- Courses on IKS/Cross cutting issues
- Exposure to industry: through   field project/internships
- Skill enhancement through SOC/COC courses
- Multidisciplinary knowledge through Inter disciplinary courses
- Sensitization towards environment/Society/People around through outreach
- Awareness and training on health and fitness through Physical education/Yoga/
- Personality development through inter collegiate/intra collegiate cultural/literary and academic competitions
- Comprehensive mastery of e-learning & online learning technologies to reinforce learning
- Start-up/entrepreneur development through IIC activities

OBE_Implementation has allowed St. Ann's to critically analyse all course offerings with respect to various graduate attributes and cognitive levels.

Programme	PO/PSO Alignment	Competency towards the needs
B.A./BB.A/B.Com/B.Sc	PO1,PO5	Local/Regional/National/Global
BA. Journalism	PO3	"
BA Psychology	PO5	Local/National
BCom-StrategicFinance/Business analytics/Foreign Trade	PO2/PO3	Local/National/Global
BSC	PO1/PO3	Local/Regional/National Environmental issues
BBA/MBA	PO1/PO2	National/Global
MCA/BSC-Data Science/Diploma-DataAnalytics	PO1/PO5	Local/Regional/National/Global
U.G./P.G.Programmesin Nutrition	PO1/PO2/PO4	Local/National

New programs and courses have been initiated to cater to evolving Global needs

Machine-Learning/Artificial negligence/NLP/Data engineering with Python-programming/Medical coding/Genetic engineering - Focus on **Global Competency & Employability**

Environmental Science & Green initiatives- **Sustainable goal**

Gender sensitization/Women Studies/Women's writing **-Women empowerment**

Participation in Seminars/interactions/internships/Research work/workshops- **Overall development of skill & knowledge for global competency reflected in all POs/PSOs and COs**

The Institutional Curriculum is observed to be fostering innovation and promotes diversity and inclusivity, catering to local/regional/national and global needs to a greater extent empowering 3500 plus students in every batch.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

Undergraduate and Post graduate programs at St. Ann's have been thoughtfully designed to cater to diverse requirements like Skill development, Interdisciplinary exposure, experiential learning and Value enrichment.

Core syllabi across all streams are revised adequately to focus on skill development **Practical training/Internships/mini and major projects** have been made mandatory in most programs to add value enrichment.

Employability

- Interdisciplinary value-added courses offered by departments on language, life skills and competitive examination training focus on employability
- Collaborations with industry partners and local industries are helping in creating programs that align with the needs of the job market.
- Core Courses like , Machine learning, Artificial intelligence, software engineering, Bioinformatics, Medical coding, Data Science with Python Programming and Programmes like business Process Management, Business analytics , Journalism have been designed to cater to employability at local, regional, national& Global levels.
- MBA, MCA,train students for global employability.
- Career Oriented courses have external resource persons training students for better employability.

Placement training

Placement assistance and career services are regularly offered through placement and career counselling cell. Interview preparation, Interpersonal and Communication skills and Workplace etiquette are all covered as part of curriculum to ensure that students meet employability standards.

Entrepreneurship

- Many programs are providing avenues to encourage Entrepreneurship. These courses cover the basics of entrepreneurship, such as business plans, market research, and financial management and provide students with the skills and knowledge.
- The Bachelors and master's programs in Business management have been designed to promote entrepreneurship and innovation, and enable students to develop creativity, initiative, and leadership skills.

IIC and St Ann's Enterprise and Entrepreneurship Development cell (SEED)are established to focus exclusively on startup and entrepreneur skill development. Institution Innovation Council are targeted at creating a supportive ecosystem for student innovators.Necessary technical support and mentorship is being provided by faculty and management to nurture student entrepreneurs. These centres of excellencehave contributed to an increase in entrepreneurial activity on campus and Incubation and Patent support is also being offered to students.

- Faculty mentors aspiring entrepreneurs and providing lab space and material.

Women empowerment

Women-Career & Growth, Women Studies, Women & Health, Health and fitness are designed which allow students to flourish academically, develop necessary skill sets and gain employment ultimately resulting in women empowerment.

Add-on Certificate Courses- These courses have been specifically designed by various departments to provide exposure to career opportunities in relevant disciplines.

Skill enhancement courses are aimed at providing hands-on-training, competencies, skills among students. Courses are designed to provide skill-based knowledge. Expertise gained will provide students with more openings in service, industry and self-employment sectors. **Summary** Number of courses offered under the following categories across all programmes

:

	Number of Courses towards				
Relevance	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Employability	563	571	630	601	516
Entrepreneurship	361	370	432	401	359
Skill Development	600	612	667	616	545
	677	**691**	**744**	**718**	**641**

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 43.8

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 399

1.2.1.2 **Consolidated number of courses offered by the institution across all   Programmes (without repeat count) during the last five years :**

Response: 911

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

St. Ann's believes in providing a holistic and well-rounded education right from its inception to its

students to shape them into responsible citizens. Autonomous status has allowed the institution to design and develop a plethora of curricula choices and implement academic policies that helping inculcating sustainability goals at a grassroots level.

St. Ann's has been integrating components like, Value oriented education, Skill based training, Experiential learning, Innovation, Research and Entrepreneurship and encouraging civic engagement catering to diverse requirements which coincide with NEP2020 goals making education system more inclusive, holistic, and flexible. All students irrespective of their streams, take up courses on Gender Sensitization, Human Values, Indian Culture and Environmental Sciences as part of their program curriculum.

Curriculum_ Professional Ethics – 6 courses + Activities

Various programs offer course work on Business and Professional ethics. A semester long Finishing School course focuses on improving communication skills ,refining etiquette and aims at overall Personality Development of students.

Curriculum Gender &Women empowerment - 6 Courses+ Activities from CWS like Panel discussions/Seminar/Training Programs

A semester long course on Gender Sensitization helps in inculcating values of equality, inclusivity, and diversity, which are essential for building a healthy society. The College policies have also been designed to promote a welcoming and inclusive campus culture.

Curriculum Environment& Sustainability – 17 Courses + Activities under CCA, ECO Club+ Green campus initiates

Institutional curriculum has got number of courses/ chapters apart from many full-fledged courses designed towards environmental issues & concern. Co-Curricular Courses focusing on number of outreach activities help students understand societal and environmental issues and carry out activities towards achieving sustainability goals.

Curriculum_ Human Values – 7 Courses + Activities from SAHAARA the Outreach wing

Institutions need to emphasize on the importance of social responsibility and civic engagement, to help students become responsible and engaged citizens. Towards achieving this goal, the college is offering multiple courses under the umbrella of Co-Curricular activities that focus on social issues and encourage students to get involved in community service and advocacy. Every category of the courses has been prescribed with respective curriculum, method of evaluation and on successfully completing the same the students will be earning credits and course completion certificates.

Initiatives_NEP2020

Curriculum_Indian Knowledge system - 16 Courses + Activities from departments

IKS is slowly getting better recognition in India under National credit frame work, but St.Ann's curriculum has been integrating few of the same in the curriculum over 2 decades. The institution has been incorporating courses and activities to promote tradition, culture and Indian Knowledge system with

intent to promote values to respect every culture & oneness in the campus.

Curriculum_ Sustainable Development Goals -Activities towards 14 Goals

St.Ann's Curriculum framework has been carefully designed to integrate the following Sustainable Development Goals since many years either in the form of fully fledged course or a component in a course. The major focus for Environment, Energy, Gender, Health & Hygiene, Human values & Ethics, Water Conservation and in general Concern for society a re being given through class room education or activity based awareness events or both. The institution also has a unique practice of identifying a theme for every year and has been focusing on many of these SDG like, Shtree, Environment, Gender, Wellness, Networking, Digitall etc…

St.Ann's has established different centers of excellence and share major role in advocating one or more SDG.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 63

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 75.68

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 28

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 37

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Sample Evaluated project report/field work report submitted by the students	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Program and course contents having element of field projects / research projects / internships as approved by BOS	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)	

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 94.06

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2022-23	2021-22	2020-21	2019-20	2018-19
1342	1515	1512	1344	1307

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1557	1587	1557	1405	1357

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 82.06

2.1.2.1 Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
595	684	579	516	507

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

2022-23	2021-22	2020-21	2019-20	2018-19
671	758	756	672	654

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any	[View Document](#)

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

The institution strongly believes in the principles of inclusivity and equality of education at different

levels and has developed a **policy** to assess different learning levels.

Assessment of learning levels

Commencement of term:

- **Entry level assessment based on the previous academic records.**
- **Counselling during the time of admission** facilitates students from diverse backgrounds to choose proper programme suiting their interest & goal.
- **Institutional Induction programmes** at the beginning of every academic year familiarises every student about the available facilities and opportunities.
- **Departmental Orientation programmes** create better awareness of the learning environment & course profile.
- **Bridge courses** narrows down the gap of the prerequisites for different courses and provide guidance in relation to the students' aptitude & competence.
- **Class tests** are conducted periodically.

Midcourse Assessment:

Students are identified as advanced and slow learners **based** on their varied learning abilities through

- **Mid-course assessment** via interaction in classroom and laboratory on their fundamental knowledge, concept understanding and articulation abilities etc.
- **Continuous Internal Assessments, class tests, assignments, seminars, group discussions, powerpoint presentations.**

Semester End Examinations facilitate proactive tracking of the academic performance of students.

Measures cater to differential learning needs

Support for slow learners

- **Remedial Classes** for slow learners outside the regular class hours.
- **Discussion on Model question papers**
- Periodic Tests/Assignments
- Discussion with **Parents** in case of any psychosocial issues.
- **Mentors pay** special attention to slow learners via personal and academic counselling on mental, physical and emotional health aspects.
- Peer and buddy learning
- Department library books are issued for further assistance in their academic growth.
- Language lab training for students who need support to learn English and other languages

Opportunities for Advanced Learners

College identifies students with extraordinary skills beyond their academics as advanced learners and are groomed to enhance their skills and competence through several programmes offered at department/ Institution level:

- **Participation, presentation** in international/national conferences, workshops, seminars.
- Research projects and **publications**
- Skill training, guidance for courses at **NPTEL, MOOCs, Coursera, ACCA, CMA**
- Peer teaching, Mentoring, web & **software application development.**
- **Leadership roles** as coordinators of SQAC and various club activities - **MATH, SCIENCE, CHEERS, DHRUVA & SIGMA CLUB, editors** of newsletters
- Participation in **intra & inter collegiate competitions** at National & International level.

Saksham

Entrepreneurship mentoring

???????**Special assistance for Divyangjan**

The College is sensitive to students with special needs/certified disabilities and provide appropriate learning environment and facilities as per the individual needs

- Customised teaching modules & methods-Audacity software, JAWS Software, Digital magnifier instrument, special system provided in the library
- Extra care during the lab sessions
- Peer assistance
- Physical & Psychological support
- Accessible seating arrangement during examination
- Scribe assistance
- Mobility aids
- Technological/verbal support

Learning environment at St Ann's gives positive healthy vibe

File Description	Document
Upload Any additional information	[View Document](#)
Provide link for additional information	[View Document](#)

2.2.2

Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 27.6

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document](#)
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

St. Ann's fosters an efficacious pedagogical approach to disseminate knowledge promoting diverse learning platform

Experiential learning methods adopted

- **Role plays, debates, group discussions, public speaking,** video presentations, poster presentations, display of charts, exhibitions, model making competitions, advertising and digital marketing to enhance current teaching strategies.
- **Virtual labs -** Virtual dissection, Simulations., digital herbarium , virtual tour
- **Internships –** Field projects, Industrial Visits
- **Field Trips, Museum visits, Science Exhibitions, Survey Projects, Study Tours, Historical Tours and Nature Walks** to reinforce experiential and contextual learning.
- **Model / Poster making, Graffiti** to expose awareness on cross cutting issues.
- **Outdoor Awareness Campaigns**
- **Projects & Exhibitions** towards team building & innovation
- **Reinforce learning** - SWAYAM-NPTEL, MOOCs
- **Discipline specific experience** filing Income Tax Returns

Participative Learning provides an opportunity to imbibe leadership qualities, develop higher order thinking skills among learners.

- **Course teachers follow a buddy system** to pair up students for team work.
- **Poshan Abhiyan**
- **Oratory club** and **Readers' Club**
- **Clubs and Cells** to promote leadership, presentation, organization skills and team building.

- **SQAC-** Student Quality Assurance Council responsible for carrying out various student centric enrichment activities like International/National Conferences/Seminars, SDPs, Haritha Haram, Group Discussions, Training programs, Online events etc.
- **Hackathon** involves coding, software development and a network to create a working prototype.
- **Quizzes** at intra/ inter collegiate level to have a diverse perspective to promote collaborative and active learning.
- **Game based learning** by incorporating activities like Kahoot, Mentimeter, Edpuzzle, Quizizz into the pedagogical methods.
- **Industry projects and collaborations** are undertaken to enrich students with pre-employment training.
- **Seminars/Workshops/Guest lectures** on emerging trends **Flipped classroom** An instructional approach to increase student engagement and active learning.
- **Entrepreneurial-**Food stalls, sale counters, vermicompost, friendship day, handicrafts, eco-friendly stalls etc.

Problem solving for critical thinking, analyzing, interpretation and applying theories to real-world situations.

- **Creative writing** for College magazine, News letter, Blog posts and content writing.
- **Assignments & Projects, Quiz**
- **Model development through mind mapping, flow charts and brainstorming sessions.**
- **Pre-class engagement through study materials, research articles, case study reports, short films, documentary videos etc.**
- **Group discussions, classroom interaction, debates to enhance higher order thinking skills among students.**

Use of ICT tools and resources/Computer Assisted Learning(CAL)

- **SALMS-**St. Ann's Learning Management System - a repository of e-content for students to have 24/7 access.
- **Software are available for developing e - content.**
- **DRUSYA-**Digital Recording Studio to facilitate video recording of lecturers, upload video content on website.
- **Digital library--**NLIST, DELNET, NDL, PDF Drive net, open access books, Journals.
- **Hardware Resources** like audio system, electronic podium, clickers, laptops, microphones, digital handy camera, interactive boards, LCD projectors, Visualizers, Power Board
- **ICT resources** like recorded content material, web linkages, video recordings, Google quizzes, blogs, Ted speeches, animations, e-posters, and academic/educational websites.
- **Language & Computer labs with necessary softwares**
- **Smart Classroom**
- **Wi-Fi Campus**
- **DIZA**- Virtual Dissection Software's lab.
- **AUTHORPLUS & CLARITY software**- Proficiency in communication skills and soft skills.
- **Online Collaboration tools- Google docs, Microsoft PowerPoint, Canva, YouTube Lectures, and Facebook Live** to deliver high-quality information, **Blogs, WebPages, YouTube channels, and social media platforms**.
- **Student Apps/ groups**

File Description	Document
Upload any additional information	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

Mentorship program is an arch between the educators and students having its niche from the time of establishment of the institution paving way towards the holistic development of every student both academically and non-academically and followed as per the college **mentorship policy.**

The

- Every academic year begins with the formation of new group of Mentor-Mentees (with the ratio 1:30)
- Dean Academics and Administration in consultation with the Principal allot mentors to every student.
- Faculty takes charge of mentoring their mentees in every aspect from personal to professional throughout the academic year providing them the necessary academic, emotional and psychological support and creating awareness about societal concerns and issues.
- Academic counselling by the department is done regularly.
- Mentors meet their mentees frequently and maintain records/points of concern.
- Clear, mutual expectations are established covering time management, number of meetings held, ground rules and the extent to which confidentiality has always been secured.
- In case of any serious issues the mentors seek the advice of the dean student affairs and refer the case to deal with.
- In case of student's facing psychological problems not solved at mentor level, they are referred to the counselling cell and if severity persists the case is taken to the Principal.
- Maintains regular track of their academics right from their attendance to sorting out issues faced by students appearing for examinations and personal issues.
- Necessary steps are taken to support slow learners catering to their needs.
- Mentees are motivated towards accomplishing professional goals like pursuing their higher studies, focus on employment, entrepreneurship development, necessary skills needed for career growth.
- Mentors take every care about their mentees through online/off-line mode.
- Guidance is provided by the mentors to their mentees for achieving short-term & long-term goals and to stand as a better individual.
- The record of mentors meeting their respective mentees from time to time advising them through

several concerns is maintained in an official format and the data collected is reviewed by the head of the institution.

Outcomes

- The regularity of the students has increased to a great extent.
- Counselling by Deans-Student affairs provides timely help to students having emotional, behavioural, academic, social concerns which helps students establish realistic goals.
- Several of the anxieties faced by the mentees like stage phobia, fear of making new friends, fear of being judged, exam anxiety, fear of failing, fear of competition, and specific phobias has been considerably minimized and developed a positive attitude towards holistic development of the students.

Mentorship Flow of action – Step -1 Inputs are collected on mentees from-

- Admission Coordinator's general report
- Subject lecturers
- Heads of department
- Mentors

Step 2- This information is discussed at meetings involving HOD, Deans, IQAC coordinators on case to case basis

Step 3-Planning strategies

- Mentors document
- Methodology
- Setting up time lines
- Record keeping and monitoring

Step 4 –

- Need based personalized counselling
- Cases referred to Dean Student Affairs
- Escalated to Counseling cell
- Principal's intervention
- Parents involvement when necessary

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.3

Preparation and adherence of Academic Calendar and Teaching plans by the institution

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

I Preparation of Academic Calendar

The Academic calendar of the college outlines the various academic activities prepared by COE (Controller of Examinations) in consultation with the Principal and IQAC coordinator, presented in Academic Council and Governing Body Meetings. After approval the calendar is circulated to the entire faculty before the closure of the academic year enabling them to prepare their academic plans well in advance.

Almanac:

- Highlights academic events, commencement, semester duration, examination scheduled dates of **CIA and ESE**, vacations., at the start of the academic year prepared by the examination cell.
- Academic calendar is published on websites, college apps, student apps
- Regular/daily events in the college are displayed on LED screens kept on each floor.

Hand book:

Student handbook covers the various curricular & co-curricular activities and is prepared by the Convener of the handbook committee in consultation with the Principal ,Dean Administration, HOD and Committee convenors.

- Student Handbook constitutes relevant college policies & rules, detailed information about departmental activities.
- Department level plans include scheduled dates for conducting student centric activities like workshops, seminars, field trips, industrial visits etc.
- The schedule drafted by the exam cell is displayed on the notice boards, website, handbook well in advance and also communicated to the parents in the induction programme at the beginning of the academic year.
- College Timetable committee prepares department wise and course wise schedule in advance to ensure smooth functioning

Teaching Plans:

- Teaching plans for all courses and programmes are prepared by individual faculty, reviewed and approved by the respective heads of the department and IQAC.
- It comprises the detailed course syllabi, learning objectives, assessment plans, learning resources, lesson plan of the topic and subtopic, number of lecturer hours per semester, teaching aids & methodology, curricular and co-curricular activities.
- The approved plans are displayed on the departmental notice boards.

Course profile:

Prepared by the course teacher consisting of highlights of syllabus, teaching aids, question paper, evaluation pattern.

II. Adherence to Academic Calendar, Teaching Plans and monitoring mechanism

At the beginning of the academic year, plans for the year are discussed in the departmental meetings chaired by Principal and Dean Academics.

Individual level –

- Each faulty monitors progress of syllabus with teaching plan
- **Teaching diary** is maintained by every member to record the classroom lessons, teaching aids used.

Departmental level-

- **Weekly** reviewed by the respective head of the department and **monthly** by principal.
- Departmental meetings are held regularly to see the progress of all plans.

Institutional level-

- A controlled mechanism is in place to ensure that, number of teaching days is strictly adhered to, by the faculty and compensates for extra teaching hours if required.
- **Teaching Dairies and attendance registers** are checked the first week of every month by the Principal.
- **Regular meetings** are held by heads of the departments and deans to adhere to Academic Calendar and Almanac.
- **IQAC coordinator/ Coffee with Coordinator -** interaction with heads to assess the progress of syllabus and plans.

File Description	Document
Upload any additional information	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 93

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
147	142	138	136	136

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 25

2.4.2.1 **Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 50

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	[View Document](#)
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 12.97

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 1803

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 73.48

2.4.4.1 **Number of full time teachers worked in the institution throughout during the last five years:**

Response: 97

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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 last date of declaration of results during the last five years

Response: 17.8

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*

2022-23	2021-22	2020-21	2019-20	2018-19
3	23	29	11	23

File Description	Document
Result Sheet with date of publication	[View Document](#)
Policy document on Declaration of results (if any)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Exam timetable released by the Controller of Examination	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.2

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

Response: 0.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	24	37	33	32

2.5.2.2 **Number of students appeared in the examination conducted by the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3210	3418	3738	3426	3383

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.3

IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

IT integration in Examination Procedures

The institution follows a well-established examination system under CBCS and CBSS incorporating Credits, Absolute grading system on a 10 point scale, SGPA and CGPA as performance indicators. indigenous software currently evolved as **EMS 3.0**, automated for all exam related matter, featuring with *quality, efficiency, and accessibility.*

I-Pre-examination Process

- **Announcements** regarding Exam Schedule/Fee notification /Timetable made on-line through Website /CollegeApp/Class groups/ Examcell Portal apart from class-room announcements
- **Registration for Examination**/**Fee payment** and **Issue of Hall tickets**
- **Integration of attendance/Seating plan** @MobileApp
- **Nominal rolls/D-Form/Attendance** sheets @adminlogin
- **Exclusive portal for question bank**
- **CCTV monitoring and recording**

II-Process During Exam

- **Duplicate Hall tickets**
- **Coding -Masking of Hallticket number** on answer-scripts with an automatic generated code for off-line and QR code for on-screen valuation
- **On-line examination** on descriptive type model as and when required

- **Proctoring and Video recording**

III-Post Exam Process

- **On-screen Valuation**-
- **Double valuation**-Provision is made for double valuation /Scrutiny/ posting of marks question wise and automatic summing
- **Scrutiny** of answer scripts either on-line or manually as per the valuation
- **Marks Entry**
- **Result process**:
    - Allocation of Grade, Calculation of SGPA/CGPA are precisely automated
    - Pass/Promoted/Detained/Fail are declared automatically according to the devised policy
- **Declaration of Results-Online**
- **Grade report downloadable @studentportal**

IV- Post declaration of Result

- **Cumulative Grade** released online
- **All grade reports** are made available at the respective stakeholders' portal
- **Provisional certificates/Consolidated Grade reports** available at admin portal
- **Generation of Tabulation register** containing complete record of passed out students of final year
- **TC/Bonafied/Course completed Certificates**   Automatically generated and available @admin potal
- **Grievances-Online system**
- **Revaluation application** and fee payment

V-Other Student support process

- **Issue of transcripts** on request
- **On-line certificate verification**:
- **Academic Bank of Credits**- Platform is set ready for upload of students Credits by registering in NAD portal

Reforms and the impact including CIA

- **Introduction of Blooms Taxonomy** in CIA linked with CO attainment
- **Online mode** exam made mandatory for CIA-II
- **Multiple Question paper set** for CIA for few courses
- **Diverse assessment** techniques-for CIA-III
- **Allotment of Equal weightage** for assessing to Knowledge, Skill and Innovation
- **Centralized exam** arrangements for CIA/ESE has proved vigilance and smooth process flow
- **Introduction of Scholarships** from exam cell for the deserving
- **Fee waiver from exam cell** for economically weak candidates
- **Divyangjan Friendly measures**

  Seating plan towards easy mobility

Scribe Support

Extended timing for examinations

Passing criteria relaxation

Exam fee waiver

Customized question paper

Information Alerts integrated with College APP facilitate proper dissemination

Attendance integration in the portal makes students to track and improve automatically

Surveillance system in the branch enables

Prevention of un-authorized entry to confidential sections

Continuous monitoring in exam cell and spot valuation sections

Multiple mode Evaluation - Introduction of On-screen evaluation along with off-screen/Spot valuation

Revised Grade structure on par with UGC guide lines towards easy mobility across universities

Credit transfer facility easy mobility form one institution to another

Masking/coding of answer paper booklets ensures un-biased and confidential evaluation

Flying squad during end semester examination guarantees strict vigilance

Enhanced security features, like QR code, Hidden image, hologram etc… on grade reports to prevent the scope for malpractices

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate

attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

The autonomous status has empowered the College to design its curricula to suit the requirements of the academic progression opportunities was an initial stone for newer tools and technology . This led to newer pedagogies like Outcome-based education (OBE), The student learning outcomes constitute the criteria by which curriculum was developed / redesigned, instructional materials were selected, teaching methods were adopted, and evaluation was conducted.

In terms of its intended goals and outcomes institution established suitable COs, PSOs , Program Outcome, an appropriate Teaching & Learning Methods,and Assessment & Evaluation methods to meet its graduate attributes, PEO and Vision & Mission Graduate Student at St Ann's College will have

1. Deep subject knowledge , skills with technical Competence
2. Effective communication and interpersonal skills
3. Critical thinking and problem-solving capabilities
4. Personal and Professional leadership
5. Responsible and active citizens
6. Flexible Team player

OBE Implementation

Institutional Curriculum was revised with revised bloom's taxonomy in mind in line with cognitive process dimensions of lower and higher order of thinking.

CO, PEO, PO &PSO were established after discussions in the department, Planning and Evaluation committee and approved in BOS/ academic council and are displayed in college website, library

Assessment Tools are identified as below -

1. Continuous Internal Assessment – three assessments

CIA - 1 Centralized Written Off line Exam

CIA – 2 Online exam

CIA - Assignments, Project work, Seminars, Viva - Voce

2. Assignments, Project work, Seminars, Viva - Voce

3. End Semester Exams

Planning & Mapping with Assessment tools – The team will establish the assessment tools, computation and mapping and conclude with various attainments.

Attainment of Course Outcome is computed from the marks obtained in a course at the end of a

semester by Direct and Indirect methods. Mapping & attainment of CO, PO, PSO are done to estimate the learning outcomes.

- On a three-point scale, the direct method (90 percent) and the indirect method are used to achieve course outcomes, on a three point scale where level 1 has- 3 points: 70% of students secure >= B+ Grade, 2 points: 50 to 70 % of students secure >=B+ grade and 1 point: less than 50% score <=B+ grade.
- Student feedback was measured using a three-point scale in the indirect method (10 percent) on a three point scale. 3 points: 70% of students are satisfied with course content, delivery and evaluation, 2 points: if 50 to 70 % are satisfied and 1 point: if less than 50% are satisfied.

Institutional Practice

1.Course attainment is evaluated at the end of each semester at the department

2.Course corrective measures will be implemented if the attainment is not satisfactory

3.Average attainment is evaluated at the end of Final Semester of the programme

4.Department wise Course attainment is recorded/analyzed and gap analysis carried out wherever necessary

5.Evaluation and attainment of POs, PSOs, and COs are reviewed in departmental meetings with Principal at the end of each year,

6.Mechanisms adopted to communicate to students: The institutional and departmental websites are used to communicate the POs, PSOs, and COs.

7.At the beginning of the first semester, an induction program and departmental orientation program are held to inform students and parents about the POs, PSOs, and COs.

8.They are displayed on digital display boards and notice boards.

9.Orientation sessions are held by IQAC coordinator.

10.After the last semester results, attainment values of POs/PSOs are evaluated and observed to be in the range of 2.64 – 3.00. Hence forth our PEOs, Graduate attributes are attained.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 93.61

2.6.2.1 **Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Response: 1304

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	[View Document](#)
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.44

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The research promotion policy framework of the college provides guidelines and regulations for academic research in line with the goals, vision and mission .

This frequent updation and promotion, conducive environment, access to research facilities saw a steady rise in research outcome during the assessment period. **161 Publications in UGC care list, 12 PhD awarded, 31 faculty registrations for PhD in various universities, 37 books/ chapters/ conference proceedings, research funding to the tune Rs.72.62 Lakhs, 10 patents filed 1 granted, 8 h- Index 28 citation index.**

I. Implementation of policy

Centralised research facility –

College upgraded its centralized research lab SACReD- St.Ann's Centre for Research & Development labwith latest equipment like Spectrophotometer, PCR, Atomic Absorption Spectrophotometer.

- Departments of Botany, Zoology, Genetics and Chemistry have independent research labs
- Virtual dissection lab at zoology, Pysics
- Analytical instruments and Computer systems
- Commerce Lab and centralized facility ICT is augmented with updated SPSS soft ware for research analysis of faculty research and student projects.
- Rs.44 lakhs received under DBT star college scheme.

II. Plagiarism software

- College acquired a licensed version Drillbit Anti-plagiarism Software for similarity check with plagiarism percentage

III. Library upgradation

- The college subscribed to INFLIBNET with ORCID, Dellnet and N-list
- Premier Research journals, Resonance from Indian Science Academies and others were purchased taking total tally to **120**

IV. Seed money

- ARP-Ann's Research Project funding, seed money to the tune of Rs.6 lakhs during 2018-2023

were granted towards faculty research. The findings of these research projects are published in peer reviewed /UGC care listed journals.

V. Faculty Awards and incentives

- SARA- St.Ann's Research Award, is instituted with 5 gold medals to honor faculty during Teachers Day for his/her outstanding/ highest   number of publications in their respective disciplines .
- Incentives to faculty members for their publications are distributed upto Rs.1 Lakh p.a.
- The college offers flexi timings, paid leaves, research grant of Rs. 10,000 per faculty for pursuing Ph.D.

VI. Patents

- During 2018-23, the college offered financial and legal assistance to file patents, 8 patents were filed of which one patent is granted.

VII. Ethics Committee

- Ethics committee and Research Advisory committee are constituted with subject experts, legal professionals and social scientists who screen M.Sc and PG diploma dissertationand other proposals for ethical concerns.

VIII. Online Journal ANNQUEST

- Annquest a online multidisciplinary Annual peer reviewed journal- publishes articles bearing ISSN number 2321-3043

IX. Other activities

Under the aegis of MoE, IIC the following activities are organized.

- Hackathon,
- Ideathon,
- IPR & academic identities
- Research Ethics & Analytics

X. Research Promotion measures include

- Intramural financial support as seed money for research is extended by the college to encourage quality research.
- Extramural support received from UGC, DBT, ICSSR, NCERT, Unnath Bharath Abhiyan, Tribal welfare department- government of Telangana, DST-CCMB is to the tune of Rs.72.62 Lakhs during 2018-23.
- **MoU/ Tie-ups** -The departments have signed MOUs to promote student research and   skill enhancement courses including research methodology.

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research

Response: 6.65

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
4.0	0.92	0.55	0.78	0.40

File Description	Document
Sanction letters of seed money to the teachers is mandatory	[View Document](#)
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 6.5

3.1.3.1 **Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Response: 13

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the award letters of the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 65.98

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	[View Document](#)
Institutional data in the prescribed format (data template is merged with 3.2.2)	[View Document](#)
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.06

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

Response: 12

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.1)	[View Document](#)
Copies of the grant award letters for research projects sponsored by government agencies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 0.72

3.2.3.1 **Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 1

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Dedicated facilities of research (SACReD), Incubation center under IIC MOE, St.Ann's Enterprise

Entrepreneurship Development Cell (SEED), Innovation & Startup Cell(NISP), Intellectual Property Rights (SAIPR) have all been established for the benefit of the student community and society.

- At **SACReD** , A think tank of experts initiates discussions by faculty for multi-disciplinary research, provides database of research funding agencies and opportunities that exists in furtherance of research
- ANNQUEST is E journal portal bearing ISSN **2321-3043**, publishes double blind reviewed articles annually in multidisciplinary research.
- **IIC** provides a conducive ecosystem for training potential start-ups and in prototype creation. The council organized several success stories seminars of innovative entrepreneurs as part of IIC MOE calender, MIC and self driven activities.
- **St. Ann's intellectual property rights cell (SAIPR)** provides financial and legal support to faculty and students for filing patents Several Awareness programs are organized to educate on types of IPR and on the application process. 10 patents were filed, of which one has been granted.
- **St. Ann's Enterprise Entrepreneurship Development Cell** (SEED) a center of Excellence connects industry experts to orient students and staff of the challenges, to reach their innovation goals, apply to funding agencies, plan marketing strategies for product launching.
- College research promotion efforts include **project-based learning**, Industry MOUs/Tie-ups to facilitate **internships and R&D, promote skill development for self sustainability and ready employment.**.
- Under SEED College offers **Design Thinking and Innovate to Enterprise** as Skill oriented and co-curricular activity courses.
- Innovation and start up policy of the college is in line with **National Innovation and Startup policy** GoI, to educate and train students and staff on the mission statement of innovation council leading to startup.
- **St. Ann's Incubation Center (SAIC) in collaboration with adventure park** helps potential start-up ideas with industry connect, as well seek support under "innovative scheme" of NIMSME GOI.

Indian Knowledge system IKS.

- To promote our age old traditions, several Career Oriented Courses **COC** are offered by departments of history sanskrit and botany which include Indian Knowledge for societal change, Vedic Mathematics, Astronomy, Ayurveda, Astanga Yoga and meta Physics, Arthashstra, herbal beauty care, south Indian heritage.
- The college promotes research studies on IKS in areas of holistic health & stress physiology, Meditation and Yoga practices, relevance of historical Indian archeological monuments, nature, environment & sustainable development.
- The faculty received internal and external research grants, to conduct research studies in herbal medicine, architecture & Indian culture.

Initiatives for the creation and transfer of knowledge/technology:

- Design and development of **Teaching Kits** was undertaken by Dept of Biochemistry under DBT Star College Scheme with the aim of promoting practical, hands-on learning experiences for school students. These kits allowed students to engage actively in experiments that enhance their understanding on various topics. Students created content on Design of the experiment which

included principles, procedures, observation tables and worksheets.

Outcomes:

Startups and innovation awards:

1. Tanisha(III BBC) & Gayathri(IIGCM)   team won cash prize of 10,000/- for POC-KUSUMA sustainable fashion-natural dyeing

2. Pranavi &Anupama(IIBBC) team   for Porcini parcels derived from fungus; was in top 3   - **Competetions** organized by **WE HUB** ,Govt .of Telangana

 3. **IIC Ranking** - MoE star rating for the college is 3.5/5 reflecting good performance over the period

File Description	Document
Upload any additional information	[View Document](#)
Link for Any other additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

1. **Inclusion of research ethics in the research methodology course work**
2. **Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
3. **Plagiarism check through software**
4. **Research Advisory Committee**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	[View Document](#)
Constitution of the ethics committee and its proceedings as approved by the appropriate body	[View Document](#)
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	[View Document](#)
Bills of purchase of licensed plagiarism check software in the name of the HEI	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 1

3.4.2.1 **Number of candidates registered for Ph.D during the last 5 years:**

Response: 1

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	[View Document](#)
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.3

Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years

Response: 0.4

3.4.3.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Response: 80

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Links to the paper published in journals listed in UGC CARE list	[View Document](#)
Link re-directing to journal source-cite website in case of digital journals	[View Document](#)
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	[View Document](#)

3.4.4

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 0.15

3.4.4.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 29

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 30.17

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.6

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

Response: 4.5

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)
Any additional information	[View Document](#)

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 32.47

3.5.1.1 **Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
3.46	5.91	4.79	18.14	0.17

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	[View Document](#)
Letter from the beneficiary of the consultancy along with details of the consultancy fee	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
CA certified copy of statement of accounts as attested by head of the institution	[View Document](#)
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

At St.Ann's College for Women, education of students is fortified by sensitizing them towards the real state affairs of the community. In tune with the vision and mission of the college, social outreach programs have been integrated into the main curriculum as the college aims at creating additional avenues of learning beyond the core subjects for holistic development of an individual.

At institutional level, National Service Scheme (NSS), National Cadet Corps(NCC), St.Ann's Helping Hands & Reaching Arms(SAHHARA) Dharani-Eco Club, Dhruti -Centre for Women Studies and other committees, cells carries out various extension activities under different focus areas. Academic departments of the institution also are equally involved in extension.

A total of 352 extension activities were organized in the neighborhood community during the assessment period.

Case Study 1: National/ State Level Programs and Environmental protection

Objective: Aims at progressing towards the **Sustainable Development Goals Clean Water & Sanitation(Number 6) and Climate Change (Number13)** established by the United Nations. Programs focus on cleanliness and sanitation,increasing green cover and recycling for conservation of natural resources.

Methodology:

- Swatch Bharat campaigns, Swatch Pakwada , Swachhta hi Sewa & Swatch surweshan rallys
- Telangana Haritha Haram-A flagship program by Telangana government to increase the green cover of the state
- Swachh WOW Club of college in recycling dry waste

Impact

- Swatch Bharat Abhyiyan helped in generating awareness and brining about a behavioral change regarding sanitation practices.
- Plantation programmes-HARITHAHARAM resulted in plantation of over 2000 plants.
- 80 student Volunteers enrolled in Swachh WOW Club and collected 2.5 tons of dry waste in2022-23.WOW Interns reached out to 8 schools and collected around 20 tons of dry waste.

Case Study 2: Health & Well being

- **Objective:** To addresses all major health priorities, communicable and non-communicable diseases and build capacity in health education

Methodology:

- Awareness sessions and screening camps,
- Nutrition Education Programmes (NEP)
- Health camps & awareness on emerging infections
- Services as Corona warriors during pandemic

Impact:

- 20 Awareness Sessions and screening camps on anemia benefitted over 400 beneficiaries
- 15 Awareness Sessions and screening camps on diabetes   benefited around 600 individuals
- 25 Awareness sessions on Breast Feeding reached out to about 2000 women
- 50 Nutrition Education Programmes reached out to 1000 school students
- 35 NCC volunteers received training by iGOT rendered their services as COVID Frontline warriors at KP Foundation

Case Study -3: Gram Vikas /Rural Development Programs

Objective: To build capabilities of village communities in focus areas of sanitation & hygiene, health, empowerment of women and education.

Methodology: Participation in NIRD Training sessions, Annual Special camps, Health camps and vocational training programs in identified villages.

Impact:

- NIRD Training sessions resulted in training NSS Volunteers towards rural development initiatives
- Health Camp and digitization of health records benefitted 300 individuals of Toolekalan Village, Ibrahimpatam with support from Rotary Club of Hyderabd Central
- Vocational Training Centre developed is helping in empowering women in Cloth Bag Making

Case Study -4: Gender Sensitization

Objective: To inculcate values of equality, inclusivity and diversity, which are essential for building a healthy society among the adolescent boys and girls for balanced development of young minds.

Methodology: Centre for Women Studies (CWS) organizes Regular Awareness sessions on gender discrimination, Safety of girl child, Gender Based Violence, Girl Child Rights at schools .

Impact: Reached out to 15 schools & no of student beneficiaries -1500

Awards & Recognitions in Extension

Institutional Awards - 12

Faculty Awards-3

Students appreciation & recognition-118

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

3.6.2

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years

Response: 352

3.6.2.1 **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
67	67	81	62	75

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.7 Collaboration

3.7.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years

Response: 59

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

1. **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
2. **ICT – enabled facilities such as smart class, LMS etc.**
3. **Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

a. Teaching – learning

- Campus is situated in lush green **4.3** acres with **189** rooms
- Floors are connected through elevators, staircases, corridors with multiple exit points
- There are **49** lecture halls
- **6** ICT seminar halls with Interactive power boards
- **16** domain specific life science labs including zoology virtual lab DIZA for dissections (Awareness on ICT enabled technology of virtual dissections which will reduce animal use, protect biodiversity and enrich e-learning)
- **13** physical sciences labs with high-speed internet and latest discipline specific software, SPSS, Adobe, Pycharm, Phthon, Spider, Jupyter notebook, MS- office, TORA and R Programming and more and A.V aids
- **8** Chemistry labs for UG and PG students.
- **4** Commerce lab with computers, R, Tally, C, C++ and SPSS software
- **5** Research labs (SACReD) central research, Botany, Zoology, English and commerce
- Separate store rooms for labs
- English, French and other Language labs
- Exam cell with cubicles for COE, ACOE, clerical staff and strong room
- Library with stack, reading, circulation, periodical areas and E-Resource Hub
- Seminar hall I, Seminar II (A.V room) 250 capacity each, Auditorium 1200 capacity for national, international academic and cultural events
- Botanical garden, Vermicompost facility, Biogas plant and Zoology Museum as learning resource
- Computing equipment
  - Central server   01
  - Computer   614
  - Scanners/printers   76
  - Visualizers   9
  - Tablet PCs   3
  - Television sets   10
  - Laptops   12
  - Cameras digital/ Video   15

- ○ Interactive boards   6
- ○ LCD projectors   49
- ○ Xerox machines   02
- ○ Microphones   20

b. ICT enabled facilities

- The college is Wi Fi enabled with bandwidth of 1000 Mbps.
- The ICT committee manages institutional archives, website and Wi-Fi
- **17** class rooms, **15** labs, **6 ICT** seminar halls, **3** audio visual rooms and centers of excellence are ICT enabled.
- Media center Drusya has video lecture capturing and   editing facilities
- SALMS St. Ann's   Learning Management System (Centralized platform to share e-content, conduct assessments and connect with students)
- Zoom account from 2020 for online classes, Webinars, Competitions, Meetings and Gsuite account for official communications

c. Cultural and sports

- SALTT - St Ann's Lunchtime Theatre , A.V room, auditorium and ground for cultural and sports
- Musical instruments Guitar, Casio, Clapbox available
- Outdoor sports facilities -Volleyball, Handball, Kho - Kho, Tennikoit, Basketball
- Sports room for indoor games
- Gym and Yoga space

d. Other facilities

- 12 Centre's of excellence for research,   Outreach, SAHAARA, SACReD, CWS, SAInT, Sanskriti, ED cell, Counseling Cell, SAKSHAM), Institutional Innovation council (IIC) – SEED, SAISC, SAIPRC, SAIC with necessary facilities
- Placement and career counseling cell
- Health centre with 4 beds and a full time nurse
- Diet counseling cell for nutrition guidance
- Fully equipped room for Herbal medicine and beauty care
- Reception, Guest room, conference, prayer room, cafeteria, bank counter, stationery shop, recreation zone are support facilities
- Energy efficient facilities - Solar lights, motion sensor lights and taps are provided
- Rain water harvest, dry waste collection facility
- For Divyangjan wheelchairs, Walker, Ramp, lift available
- Parking for two and four wheeler

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

Response: 16.79

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
119.19	62.23	42.55	61.67	57.26

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

- Library is fully automated with Integrated Library Management System and Web OPAC and augmented with Barcode technology
- ILMS software - **SOUL 2.0**
- Automation - **FULL**
- Version **- 2.0.0.14**

- Year of automation - **2010**
- There is a central library facility for the UG and an additional extension for the PG students with seating capacity of 200.
- Library has a reading hall It is well protected with automated facilities such as E-gate, and CCTV
- Books are classified using Dewey Decimal Classification System (DDC) to facilitate easy access to the resources
- Open access facility is available to provide the right information to the right user at the right time.
- The library holds **87987(UG57014+PG24591)** books, **126** Periodicals /journals/Magazines. 1107 E books, 2662 CDS/DVDS and **1323** Back Volumes, 4127(Gift Books and 795 other books) Projects and Newspapers.
- Library has Institutional membership in N-List, DELNET, National Digital Library, Shodhganga
- The staff provides orientation on library resources to the students and faculty.
- Training programmes on different databases like, N-List, and DELNET are organized regularly.
- Services and resources are being provided to the outside community through visits from schools and slum areas to develop awareness about books and reading habits.
- With the slogan of **Bond with Books** the library connects with neighborhood, alumni, and general public.
- Book exhibitions are regularly arranged
- Reference books/CDs/DVDs are also issued on a daily basis.
- Book Bank facility for SC/ST and economically backward classes is available.
- Separate cubicles for staff and e- resource hub.
- The inter library loan service renders assistance and support to other Libraries of twin cities.
- Jaws and audacity software is available for visually challenged students.
- **Digitization Facilities**
    - Reprographic machine **1**
    - Scanners **2**
    - Printers **2**
    - Computers **12**
    - Barcode Scanners **2**
    - Digital magnifier **2**
- Remote access facility for e-Resources and Web OPAC.
- Maintenance of rare books, special reports and manuscripts
- Library holds scanned question papers, Archives of student dissertations and faculty thesis
- High Speed Internet browsing facility for students and faculty in the library.
- Library maintenance is carried out systematically which includes:
    - Acquisition control systems
    - Member logins
    - Data entry
    - Article indexing system
    - Issue & return
    - Renewals
    - Report generation ,management
    - E-resources linkage through remote access
    - Serial control systems
    - ReportUser rate analysis
    - User data Maintenance
    - Storage and retrieval of data

- Improved Student Service
- Cataloging
- Sharing information
- Article alert services

Library works with a specific library policy.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 1.77

4.2.2.1 **Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
7.53	4.34	4.48	11.94	7.91

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The institution's IT policy and facilities are designed to be used for both academic and administrative works. A committed and supportive ICT team with programmers and networking professionals maintain technical-related issues. The IT facilities have undergone significant upgrades over the past few years.

1. **LAN**

- Structured network cabling is in place to manage the network
- The campus networked through LAN and the internet is 1GBPS
- The Institution has gigabit switches with 1 GBPS
- All the computer labs are equipped with 100/1000 switches
- All access points support 100+ concurrent users with 2G/5G bandwidth
- Wi-Fi Connectivity is through access points from a centralized access controller
- Wi-Fi speeds of 300-400 Mbps available at each access point

2. **Wi-Fi**

- The Wi-Fi updated to 1000Mbps in the year 2022-23
- 40Mbps leased line upgraded to 100Mbps entirely for the Examination branch.
- Wi-Fi connectivity includes a 40 Mbps leased line from ACT exclusively for IQAC and Administration offices.
- To reach out to more users additional Wi-Fi access points have been installed. Old cables replaced with Fibre optic cables.

3. **Cyber Security**

- Cyber Security of campus is enabled via antivirus software through a central server.
- Software upgrades and installation of new software are executed to cater to the requirements of new programs and research.
- Firewall mechanism is provided for departments and faculty to raise service requests for troubleshooting any device-related issues.

4. **Upgrades in Management Information System:**

- Management information system is integral to the functioning of the institution.
- It is a central data repository capable of collecting, organizing, analyzing, and protecting data.
- Contains the details of the modules of faculty, Administrative Staff, Support & Auxiliary Staff,

Student data, Circulars and Publications.

- In the Academic year 2022-23, two new menu options were added to the existing MIS- **patents and awards**

5. The St Ann's Learning Management System (SALMS)   provides the following functionality:

- St. Ann's **Learning Management System (LMS)** app is a comprehensive and efficient platform to manage   educational content.
- Helps students, instructors facilitating access to course materials like notes, PPTs, assignments, reading materials, uploading videos and other e – contents
- Enables faculty to create, organize, assess coursework, track student progress and provide feedback.

6. Outcome Based Education module for mapping and attainment of PO, PSO, CO

7. Students can access the following   from College App

- Attendance
- Grade card
- Payment of fee
- Receive reading materials, assignments, and grades.
- Provide feedback to the faculty
- Timetable
- Events
- College Websit

8. Other Upgrades

- Apps developed about college information
  - **SCOPE** - St Ann's College Placement Engine
  - **My Alumni** App and Portal to connect with Alumni
- An App for seminar booking developed by Student
- Zoom account from 2020 for online classes and events and G Suite for official communications

File Description	Document
Provide the link for additional information	[View Document](#)

4.3.2

Student - Computer ratio (Data for the latest completed academic year)

Response: 6.25

4.3.2.1 **Number of computers available for students' usage during the latest completed academic year:**

Response: 614

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

A dedicated committee is responsible for updation of website, development and upgradation of various apps, audio/ visual creation, editing, use and maintenance of media studio, lecture capturing and related hardware and software for e-content development at the institution level.

Media Center – Drusya

'DRUSYA' Studio at campus assists faculty in integrating Audio Visual and Instructional technologies in regular teaching. Centre facilitates provision for educational video recording and webcasting/live streaming, technical assistance for e-content development and online hosting.

DRUSYA, the Media Center is equipped with the following hardware to assist in recording lectures and creating e-content:

Equipment available

- High Resolution SONY Handycam Video Recorder
- Digital still cameras
- Computers and Laptops
- Photo and video editing software
- Audio Equipment
- External Hard Disk Drives for Archiving all recorded data
- Digital Display Units
- Webcams

- Microphone
- Pointers and Clickers
- LCD Projector and Screens
- Visualizer
- Green Screen

An online repository of Content created through Drusya can be accessed at:

www.stannscollegehyd.com//videos.htm.

Audio Visual Centre

- Multiple seminar halls, classrooms, and Laboratories have been outfitted with Projectors and Sound systems to facilitate the use of audio-visual material in regular teaching.
- Departments also use classrooms equipped with Wi-Fi enabled smart boards.

1. **Lecture Capturing System:**

- Hardware facilities at the dedicated Media Center – Drusya are used for capturing lectures and creating e-Content.
- To create E-content, Faculty use open-source software such as OBS Studio, screencasting tools such as Camtasia and Screen CastOMatic, and web services such as Zoom and Youtube Streaming.

2. **Mixing Equipment and Software for Editing**

- Drusya employs a variety of feature-rich editing software to enable the creation of effective content.
- FOSS tools such as KdenLive, OpenShot, VidCutter, ShotCut, and Windows Movie Maker are used
- These software's help in multitrack video editing, adding and editing elements like 2D text, performing color corrections and audio adjustments and incorporating transitions.

3. **Open source tools**

- Screencast-O-Matic, OpenCV and Simple Screen Recorder, Nimbus an open source software is used by the institution for recording and processing audio/video content.
- The Statistics Department uses R programming, Excel, licensed SPSS Tool for the statistical project work.
- The department of computer science uses Anaconda, Jupyter Notebook, Python, Java, matplotlib, Numpy, Pandas, and online compilers like C, C++, Oracle to complete lab programmes and to create real-world applications
- The Department of Chemistry and Computer Science use Moodle, a free and learning management system (LMS)
- OpenOffice and LibreOffice are office suites used by computer science department for creating and editing documents, presentations, and spreadsheets.
- Multisim tool used by Department of Physics and Electronics for teaching electronic circuits to gain practical experience with circuit design and analysis.

- All departments use Postermywall and Canva to generate a brochure, PowerPoint, animation files, etc.
- Canvas used by physical science departments to upload the course materials and student assignments

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 83.21

4.4.1.1 *Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
398.04	328.39	230.19	361.77	380.53

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	[View Document](#)

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

Physical infrastructure of the college is a critical component in supporting the educational mission of the institution, to provide a safe, healthy, and accessible environment. The facilities are maintained to a high standard, and support the academic, research, and administrative functions of the institution. The college upgrades infrastructure maintenance policies and strive to create an environment that promotes learning, research, and innovation

Classroom maintenance - The sister in charge along with support staff, monitor the maintenance and cleanliness of the building, classrooms, labs, furniture, ground, sports facilities, and the entire building. The class incharge lecturers shall ensure the maintenance of cleanliness of the classrooms and surroundings. Regular inspection shall be taken up to maintain equipment, including LCD projectors, computers, and other ICT facilities, to ensure proper functioning. Facilities for Divyangjan are monitored regularly.

Laboratory maintenance – Laboratory maintenance is taken care by the respective departments, lab attendees and support staff. Regular inspections shall be conducted to ensure compliance with safety standards and to identify repairs or calibrations. An inventory will be maintained, and supplies will be restocked. Protocols of storage and labeling of chemicals will be strictly adhered to.

Library maintenance - The Librarian, and the team of support staff, shall look after the maintenance of the library books, journals, periodicals, furniture, electronic equipment, computers and software. Pest Management measures shall be periodically carried out in the library. Technological resources will be maintained for seamless access to digital resources. Library staff shall be well-trained to assist users and maintain order. Security measures to safeguard library resources. The library advisory committee looks into the purchase of book and journals

Sports complex maintenance – The Physical Education Department is entrusted with the proper maintenance of ground and gymnasium. Regular maintenance and repairs are scheduled to keep sports equipment in optimal condition. Coaches and staff shall oversee the safety of sporting activities.

Computers maintenance - Maintenance and upgradation of the IT infrastructure is done by the computer repairing and maintenance incharges. Regular maintenance, including software updates, hardware checks, and virus scans, ensures optimal performance and security. IT staff shall promptly address technical issues to assist students and faculty

Other facilities – Facilities like electronic and electric appliance, Solar panels shall be taken care by electrician, CCTV, ICT, UPS facilities are managed by network engineers. Maintenance of RO water purifiers and elevators are under AMC services. Green campus maintenance shall be by the gardeners.

Utilization of Infrastructure facilities

Classrooms and seminar halls shall be allocated as per need base.

A.V room, Auditorium, shall be used for organizing seminars, conferences, workshops and cultural

events and a log book shall be maintained

Internet hub, reading area of the library shall be used for reading and remote access shall be used to enhance library utilization

Sport facilities are used for organizing inter and intra collegiate events, coaching students and for summer camps

College network supports the administrative and educational functions of the campus. Provides computer access to students for their academics and co-curricular activities

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 12.75

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
408	487	747	364	375

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

The institution has been organising career counselling,e-counselling sessions, seminars, webinars, and guidance for competitive exams for undergraduate as well as postgraduate students of Science, Commerce, Business Management and Arts.

Coaching for competitive examinations

Career Counselling sessions St. Ann's Knowledge, Skill and Hands on Movement **SAKSHAM** - a hub of knowledge offers coaching and enables the students to get employable in various Government and Private services and opt for Higher education. The following activities are organised:

- Lectures on career awareness both physical and online.
- Address by Illustrious alumni on the industry requirements
- Guest lectures by academicians on the emerging trends in research and development in their respective fields.
- Coaching for competitive examinations and entrance examinations of different universities by the faculty members and IAS/IPS officers.
- Orientation on Company secretaries course , innovative entrepreneurship, by inviting professionals from Institute of Company secretaries and Chartered Institute of Management and Accounts, Royal society of Chemistry,DEccan.
- National webinars on career prospects,webinars, opportunities to study abroad, available scholarships and research facilities.
- Sessions like "Student Readiness for Industry 4.0", and Prospects of higher education are periodically organised.

Placement cell:

- Developed **SCOPE(St.Ann's COllege Placement Engine)** an Android App developed by the placement cell which gives the company and placement details. The relevant information is posted in ink: https://stannsplacementcell.in (Students).
- Pre-placement talks, mock interviews, workshops and training programs,seminars and webinars are organised

e-counselling

- All the departments of the institution have conducted sessions by organising webinars and virtual meetings.
- The need for research in all disciplines and information about the admission policies and procedures was emphasised in e-counselling sessions during the covid-19 pandemic condition.

The institution has provided guidance for Competitive Exams by

- Inviting University professors, Industrialists, Eminent academicians,Scientists,Technocrats, Business analysts, IAS/IPS officers, Company secretaries and financial analysts to enlighten the students on the types of competitive examinations conducted by the government and private organisations India and abroad.
- The departments have organised webinars on soft skills and effective communication skills, free online skill development programs and training programs available by inviting prospective companies.

Departmental efforts

- **Academic counselling sessions** by Senior faculty members,

- Mentoring students on study at top universities in india and abroad.
- Organize seminars to create deep awareness about domain areas . Like Seminar on **Basic skills required on chromatography techniques** by Ms. Karunya YMC School of chromatography
- A one-day seminar for Journalism students on the **Role of Public Relations in crisis management** by Dr.P.V. Satya Prasad, Woxsen University,
- Kiranmayi Project Scientist B at the National Institute of Nutrition, has given the Intensive Nutrition Coaching Sessions.
- Interactions with Telangana academy for skill and knowledge for**Campus to Corporate programme**
- **Zoom and Gmeet meetings,** webinars on Career opportunities by al departments.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.1.3

Following capacity development and skills enhancement activities are organised for improving students' capability

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	[View Document](#)
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee monitoring the activities and number of grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 61.8

5.2.1.1 **Number of outgoing students placed and progressed to higher education during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
885	757	856	671	812

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 1.71

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
58	33	10	6	3

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years

Response: 23

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	5	0	3	3

File Description	Document
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

Students have a voice in governance through their presence in academic and administrative committees of the college. Student Council of the college,

- **Student Quality Assurance Cell (SQAC)**, serves as an interface between the management and the students. Council works under the guidance of Student Deans and IQAC.
- They are members of **Academic council** and **BoS** and represents students in Academic council meetings.
- SQAC focuses on imparting leadership qualities, team work, delegation of work, organising skills, accountability, self confidence and networking.
- It assists college Statutory, Academic and administrative committees in conducting academic, non academic and cultural events.
- They represent college and students on National and International platforms, Academic Boards, Agencies. They act as campus ambassadors to represent Institution. The responsibilities assigned to them relate to communication alerts, event management and networking. They act as Student ambassadors to interact with eminent personalities in various conferences and seminars.
- SQAC also takes the responsibility of creating awareness and sensitizing on social issues such as Voter Awareness , Harassment, Cyber security, Drug abuse, Child Abuse , Human trafficking , Traffic awareness and Road Safety, Prevention of Communicable Diseases, Vigilance week Anti ragging, Health Awareness and the like by inviting officials from Police Department, Traffic Police, Nampally High Court, SHE Teams, GHMC.
- In recognising the significance of Civic responsibility SQAC observes all National and International days of importance such as Independence Day, Republic Day, Matyrs Day, Voters Day, World AIDS Day, International Women's Day, Human Rights Day to name a few.
- Class Representatives play a vital role in facilitating student engagement. Besides being responsible for class room discipline they act as a communication channel between faculty and students for all academic and non academic matters.

Students involvement in college activities hones innate skills. In this regard College has various clubs and cells that help students gain experience in teamwork. People skills, time management, problem solving skills and leadership skills . Towards this end the following Student clubs are formed.

Physics Club, **Dhruva**, promotes the learning of physics by instilling a scientific temper. **Sanskriti Club** celebrates all cultures and traditions, while **Amrozia Club** celebrates Arabic Day.

Dharini Eco Club encourages environmental friendly practices, such as recycling and the use of natural products. **National Service Scheme** encourages social and civic responsibility, while **National Cadet Corps** develops leadership, courage, and discipline.

ROTARACT CLUB addresses community needs and enhances leadership skills. **Math Club** and **Orators Club** improve analytical and public speaking skills, respectively. **Commerce Newsletter and CHEErs club** provides a platform for commerce students to showcase their entrepreneurial, writing and research skills. **Science Club** fosters scientific exploration and understanding, while **Flamingo Bird's** Club promotes bird watching and conservation.

Code Club offers coding opportunities, and **Page Turners Club** fosters a love for literature. **Equinox Club** provides hands-on experience for students to prepare them for their futures. Joining any of these

clubs provides students with an opportunity to improve skills, develop networking, and explore interests beyond academics. Student members play significant role in organising and participating in IIC activities.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.3.3

The institution conducts / organizes following activities:

> 1. **Sports competitions/events**
> 2. **Cultural competitions/events**
> 3. **Technical fest/Academic fest**
> 4. **Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	[View Document](#)
List of students participated in different events year wise signed by the head of the Institution	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of circular/brochure indicating such kind of activities.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution

through registered Alumni association:

Response: 4.21

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
0.93	0.82	0.84	0.85	0.77

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	[View Document](#)
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

The Alumni Association of the college named "Annsoiree" was established in 1986 and was registered on 17th June 2005 bearing the registration No. : 933/2005 under the Registrar of Societies Act. with the motto- "Reunite, Renew, Reflect".

Alumni played an important role in supporting their alma mater, making important contributions in non-financial ways.

- The institution has launched an Alumni Mobile App and Portal, a dedicated platform to strengthen the bond between our alumni and the institution

- This app serves as a virtual hub, connecting alumni from various batches and providing a range of features and benefits. regardless of their location or time zone.

- With this app, the alumni could offer mentorship to current students by sharing their experiences and expertise which has provided guidance on career paths, job search strategies, and other

important aspects of their field.

- This app allowed alumni to connect with fellow graduates based on their interests, location, industry, or profession. This directory facilitates networking opportunities, fostering professional connections and collaborations within the alumni community.

- Departments have used   Social Media platforms, Whatsapp groups to reach out to alumni and keep an open door for collaboration. This helped students to make valuable connections and increase their chances of success in their careers.

- The alumni association has created a virtual data base and profiles of all the alumni and are uploaded periodically.

- Invited as resource persons to provide valuable insights and enlighten students on their area of expertise. Alumni working as academicians in universities, researchers and managers at various organizations served as resource persons for domain knowledge dissemination.

- Served as members of Board of studies of respective departments and helped to keep the curriculum relevant and up-to-date.They share their expertise to

- employablity, entrepreneurship and exposure to emerging fields.

- Campus to corporate / College to corporate connect seminars and workshops

    - Assisting college students transition from college to the corporate world.

    - provided current students with insights into their industries, including trends, challenges, and opportunities.

- Placement assistance by conducting job fairs and walk-in interviews.

- Extended financial support to meritorious and economically challenged students.

- Instituted gold medals for toppers which boost the student morale through healthy competition

File Description	Document
Upload any additional information	[View Document](View%20Document)
Provide the link for additional information	[View Document](View%20Document)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Governance and Leadership

Born as a result of the efforts of the founder Tadipatri Gnanmma to educate and empower the girl child, St. Ann's College is governed by **The Society of St. Anne, Phirangipuram** with the vision of **academic excellence, skill enhancement and value enrichment to help the girl student embark on life's journey as an empowered woman.**

Effective growth strategies need a well defined **mission** and to achieve it institution works with multidisciplinary and industry-oriented curricula coupled with diverse pedagogical approaches to foster research capabilities, employability and entrepreneurship. The mission is to nurture a culture of inclusion and equity, integrating mind, body and spirit to help build ethically, morally and socially responsible citizens with a strong sense of self-worth.

The **leadership** is committed towards creating an environment conducive to teaching, learning, research, and innovation, academic excellence and professionalism, continual improvement through periodical reviews and feedback, creativity, team work and adaptation to change, strategizing for sustained development and a culture of quality. The leadership believes in managing by exception, with clearly spelt out goals and freedom to plan and execute, offering unconditional support when needed.

The college has incorporated several practices towards the **implementation of NEP 2020**

- Multidisciplinary and interdisciplinary courses as part of the curricular structure.
- Registration at the Academic Bank of Credits
- Outcome-based education
- Online teaching and testing/online courses
- Courses on Indian knowledge systems

The perspective plan of the institution is made in tune with the vision and mission of the college, its needs and priorities, in consultations with all stakeholders. It has a five year roll out with immediate short term goals and long term perspective. It outlines the institution's strategic priorities and goals **ensuring sustained growth**.

The Planning & Evaluation committee plans for and monitors the achievement of these goals in the short term like introduction of new courses, skill courses, networking, and provides momentum and impetus for bold innovative and decisive action.

The IQAC plays a lead role in improving operational efficiency, aggregating feedback, strengthening e-governance, training and empowerment strategies and quality enhancement measures, academic performance, incentivizing research outputs, optimum utilization of facilities and resources for steady growth in the long term.

With clearly spelt out goals and faculty involvement at all levels, the leadership believes in management by exception offering unstinted support**.** The governance is participative and the administration is **decentralized** with clear lines of authority and responsibility, lending a democratic component to decision making.

Senior faculty members serve as **Deans/Controllers of exams** to handle Administrative, academic, examination and student related matters and contribute to the governance of the institution. They also serve as members of the **Governing Body, Academic council, Board of Studies, Finance committee,** and play a significant role in formulating the strategic plan.

Heads of departments, faculty and conveners of committees plan and implement their annual goals and contribute to institutional governance at various levels. The participation of faculty from goal setting to implementation helps in goal oriented team work.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Following its reaccreditation with A+ grade by NAAC in 2018, post its autonomous status, institution reassessed its strengths and opportunities to plan for the road ahead. Inputs from various stakeholders, inspection teams, and suggestions from the local community are analyzed by the Principal, the IQAC, heads of departments and senior faculty and a roadmap is developed for introduction of new academic programs, strengthening existing programs, developing necessary infrastructure and widening e-governance over all areas of operation, enhancing quality measures and deploying the resources optimally. The focus is to align efforts with the vision and mission of the college and set priorities to achieve stated goals .

The perspective plan highlights the institution's direction for next five years. Priorities were classified under seven thrust areas namely quality academic programs, staff development, student

learning enrichment, research and innovation, governance, infrastructure and e-governance, quality measures under the stewardship of the IQAC and green practices.

Deployment

- Introduction of new post graduate programs (03) undergraduate programs (03) and value added courses.
- MOUs strengthened through formation of MANASA (MoUs and Networking at St. Ann's) with 59 being currently functional.
- Internationalization through collaborative B.Com. Hons.
- 34 Policies aligned with institutional mission and implementation
- Strong focus on research, innovation and entrepreneurship culture leading to increase in research output, filing of 9 Patents, student start-up ideas, e-businesses numbering 20.
- Active Institution Innovation Council under MoE
- LMS and OBE
- Infrastructure updation and utilization (4 new classrooms, new canteen, BBA new Staff room, lab space for Zoology digital lab and Data Analytics)
- Extensive automation and digitization of academic and administrative processes
- ISO certification and NIRF participation
- Adoption of green practices towards sustainability

Administrative set up

The **institutional organogram** is reflective of the decentralised and participative management.

- **The Governing Council,** comprising members of the Society of St. Anne, Phirangipuram is the apex body that manages the affairs of the institution through planning, supervision and providing direction. The council gives the institution the necessary policy framework and guidance.
- As the head of an autonomous institution, the Principal convenes the **Governing Body and Academic Council** meetings. Experienced faculty are members of these bodies and play a strategic role. **The boards of studies** are chaired by the respective heads with department faculty as members.
- The administration is **decentralised** and activities at St. Ann's are divided into 4 units- Administration, Academics, Student affairs and Examination Cell, each coordinated by a **Dean/Controller**. The Principal works closely with the Deans, heads of departments and the conveners of committees for a 360o view.
- All **committees** are constituted with members and students from across departments to facilitate cooperation and pooling of ideas. The affairs of the administrative office and non teaching staff are handled by the administrative officer, reporting to Principal.
- The **IQAC**, headed by the coordinator and supported by Additional coordinator spearheads all the innovation and quality measures that strengthen brand St. Ann's.
- The **appointment procedure** of faculty is through selection board comprising subject experts from Osmania University, Principal, Dean and Head. Advertisement regarding vacancies is published in leading newspapers and college website.

The governance of the institution is driven by well evolved and articulated policies on admission, recruitment, service rules, finance and purchase, e-governance, research promotion, training and faculty empowerment.

File Description	Document
Upload any additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

I. Performance appraisal

Performance of the faculty is assessed through feedback from students and self-appraisal.

- Every staff member takes **feedback from her students** on her **classroom effectiveness** in terms of **content presentation, depth of knowledge, communication skills** and developing awareness on relevant issues.
- The feedback is analyzed at the departmental level and the action taken report is presented and discussed by the Head with the Principal
- Every staff member presents a **self-appraisal** on her classroom effectiveness, innovative teaching methods, contribution to research and consultancy, institutional activities, extension and development activities. These are reviewed by **HOD, Dean, Administration and the Principal** for action/appreciation.
- **Peer feedback, Parents', Alumni and Employer feedback** are obtained through structured questionnaire under *SAFIRe* (St. Ann's Focus on Impressions and Reflections) to elicit responses about the institution. Constructive suggestions are taken up for improving academic performance.
- Every staff member maintains a **daily diary** of teaching and other academic activities. It is periodically reviewed by the HOD and Principal and serves as an academic audit.
- **The administrative and non-teaching staff**: Students rate the behavior, courtesy, efficiency, availability and cooperation of the non-teaching staff. They also submit a self-appraisal. The Dean, Administration summarizes the feedback and presents it to the principal for further action.
- **Entry and exit feedback** taken from students enable the Institution to ascertain whether the students' experience has met their expectation and the stated quality mission of the institution.

II. Welfare measures

The institution has put in place welfare measures for personal wellbeing and professional advancement.

Welfare Benefits

- Employee group Insurance by LIC.
- EPF coverage for staff
- Grant of medical, maternity and adoption leaves.
- Admission and fee concession to wards of staff.
- Job for next of kin in the event of death of employees.
- Loans for personal emergencies.
- Uniforms/ clothes for security / support staff

Facilities and amenities

- Well-furnished staff rooms with intercom, personal computers, printers, Wi-Fi connectivity and restrooms.
- Well-planned library with print and electronic resources.
- Centralized research lab for research work.
- Canteen providing wholesome food and beverages.
- Well-equipped fitness center.
- Health center with basic health-care facilities, qualified nurse and physician on call. It organizes free/subsidized health camps and awareness programs.

- Diet counseling center.
- Prayer room for all faiths.
- Access to banking services on campus.
- Quarters on the college premises for few employees
- CCTV cameras to ensure safety and security.

III. Avenues for Career Development

- Financial assistance to participate in faculty improvement and professional development programs.
- Financial assistance to organize, participate and present papers at national and international conferences.
- Cash incentives for paper publications
- Felicitation for faculty achievements.
- Meritorious Teacher Award and Best Researcher award
- Flexi timings for research work.
- Grants for pursuing PhD/MRP
- Additional increments for Ph.D./NET/SLET
- Training for Administrative staff in accounting and software packages.

IV. Other incentives

- Awards for long service.
- Gifts on festive occasions
- Excursions

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.3.2

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

Response: 35.93

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**

2022-23	2021-22	2020-21	2019-20	2018-19
92	30	16	45	52

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 39.6

6.3.3.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
54	66	53	45	41

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

Resource mobilization is critical for an organization to ensure financial self –sufficiency, to plan for growth and improvement in line with its vision and mission and assure organizational sustainability.

The institution has a clearly articulated **policy for resource mobilization** and its utilization, identifying potential sources that can be tapped, facilitating and following up the leads, mechanism of disbursal of funds, budgeting , operational control and oversight, internal and external audits and accounting procedures.

- Grant-in-aid received as salary for aided staff and fee collected from students for running self financed programs are the major sources of finance.
- The college encourages, supports and facilitates the faculty to apply for major and minor research projects and to various funding agencies including UGC,CSIR, DST , State council of Higher Education etc. for the conduct of seminars and workshops
- For cultural events and other institutional activities, sponsors are sought for funding.
- Finances are mobilised through sponsors for cultural events and other activities in the college.
- Departments raise resources via sponsors for departmental activities and for award of prizes and medals
- The college augments its finances by applying for various grants under CPE, autonomy, Paramarsh and other UGC schemes.

- Infrastructure leasing for the bank on the premises, college canteen and stationary shop and for conduct of government and other exams, job fairs, special events/shows
- Funds are raised from well wishers, philanthropists and faculty members for award of gold medals in special categories.
- For proper utilization of resources, annual budgets are made prioritizing the needs and requirements for teaching, learning, research and infrastructure.
- Provision is made for financial support to staff for attending conferences and professional development programs and membership in professional bodies and for incentivizing research
- Departments present their requirements of physical infrastructure, laboratories 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.
- Quotations are sought from multiple agencies for purchases and decisions are made on the basis of cost and quality.
- Infrastructure expansion/maintenance/repair is planned for and budgeted.
- The departments and committees present their accounts at the end of the year for the amount spent
- Budget allocation is made for AMC/maintenance of equipment.
- Auditing of the resources is carried out periodically.
- Scholarships are audited
- Utilisation certificates duly audited are submitted in the case of grants for projects

The Resource Mobilisation Policy of the institution spells out clearly the sources to be tapped for resource mobilization, functions of the finance and accounts sections, mechanism for fund disbursal, internal control mechanisms, budgets and auditing and accounting procedures.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

Response: 26.12

6.4.2.1 **Total Grants received from government/non-government bodies, philanthropists year wise during last five years** *(not covered in Criterion III and V)* **(INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
2.89	0.89	3.09	4.40	14.85

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ non government bodies and philanthropists	[View Document](#)
Annual audited statements of accounts highlighting the grants received	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

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

The internal audit serves to improve the institution's financial operations by ensuring a systematic and disciplined approach to the financialaccounting of the institution in line with its goals and priorities. It provides internal checks & balances, assures internal controls, processes & operating efficiencies in performing administrative operations and governance

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

Internal Audit

The internal audit is carried out by b a team from the Generelate of the society of Sisters of St.Anne., wherein accounts are inspected periodically. Copy of Budget proposals, invoice and vouchers, and supporting documents of every purchase /event is maintained in the respective Departments and the original documents are sent to the accounts Department of the Institution. The finance officer of the institution verifies every document and observations if any, is brought to the notice of HODs for immediate rectification. The details of all the expenditures / transactions of the entire financial year are consolidated and maintained at the accounts office and submitted for external audit at the end of the financial year.

External Audit

External audit is performed by M/s. Harish Kara and Associates, Hyderabad, appointed in accordance with audit compliances & procedures.

External Audit ensures to validate that accounting and audit standards   issued by the Institute of Chartered Accountants of India are complied with. The External Auditor prepares audited reports on the financial Statements of the Institution based on their Audit. The Audit verifies evidences about the amounts and disclosure in financial statements. Auditing is done to obtain reasonable assurance about the financial statements, free from material misstatements.

- The Auditors evaluate the appropriateness of accounting policies used and reasonableness of the accounting estimates and evaluate the overall presentation of financial statement
- In the event of an objection, the institution deals with it promptly and in a transparent manner and takes steps as recommended in the audit report.
- Government Auditors appointed by the Commissioner of Collegiate Education, Government of Telangana also conduct audits in the case of any government grants received.
- In the case of grants received from various agencies like UGC, DST, projects etc., the audit is carried out as per government norms to verify the utilization and disbursement of funds as per the audit certificates submitted.
- Scholarships received are audited as per prescribed norms
- The institution files Income tax returns annually as a charitable trust and claims tax exemption as per the status conferred   u/s 12(A) of the Income tax Act 1961.

Financial Audits carried out

Internal Audit

The inspection of the books was carried out on the following dates by the society

- 2018 -19   7.11.2018
- 2019 – 20 3.10.2019 and 22.11.2019
- 2020 – 21 04.03.2021
- 2021 – 22 11.10.2021
- 2022 – 23 26.09.2022

External Audit

- The audit of the accounts was carried out by M/s Harish Khara and Associates in the months April/May every year.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

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 by IQAC

Practice 1: Empowering strategies -Training, Research and Innovation

Higher education institutions are increasingly adopting new technologies and teaching methodologies. The IQAC recognizes that to succeed in these new environments, institution must proactively invest in faculty training and development. This will help create a pool of talented faculty who can take up leadership roles.

Faculty

IQAC has implemented several measures for the sustained professional development of the staff of the institution. It organizes and/or facilitates systematic and regular faculty development and enrichment programs.

- Induction and orientation programs for newly recruited faculty on the work culture of the institution
- Enrichment Programs on Higher Education and Quality, NEP 2020, Research Methodology, IPR, Outcome-Based Education and discipline - specific programs.

- Professional Development Programs on Mentoring, Code of conduct, Teaching Tools and LMS
- The period saw as many as 600 plus academic events being organised
- Financial support for participation in academic events ,membership in professional bodies, incentives for paper publications

These measures have led to increase in papers and books published, projects, patents filed, Ph.Ds. awarded and registered, faculty as resource persons.

Non-teaching Staff : To enhance the skill sets of administrative staff, IQAC organizes training in Digital Skills for Effective Office Management use of Social Media Apps and Digital Payments, Good Laboratory Practices and Financial Literacy. Non-Teaching staff are given training in collaboration with various departments of the college and external experts.

Innovation:

Institution's Innovation Council (IIC) was established in 2019 as per norms of Innovation Cell, MoE and formed Intellectual Property Cell, Incubation Centre and Innovation and Startup cell.

- The IIC organised Workshops, orientations and Field trips, on themes related to Innovation, Incubation and Start-ups.
- Courses on startup, innovation, and entrepreneurship have been started

Outcomes: The empowering strategies have led to

- 10 patent filings, increased number of Ph.Ds (12 completed, 31 registered), publications (316), books/chapters/conferences proceedings (37), MoUs with incubation centres, student start-ups and e-businesses numbering 20

- Students' innovative ideas have won prizes in various idea pitching competitions.

Practice 2: MANASA (M**OUs** **A**nd **N**etworking **A**t **S**t. **A**nn's) - **MOUs/ Collaborations/ Linkages/Networking**

Our world is connected like never before and therefore demands unprecedented collaboration with other institutions, academia and industry

- The IQAC has been spearheading efforts at the institutional level and spurring on departments to engage in increased collaboration with relevant industry and academic institutions
- **MANASA** works to bring together academic and non-academic organizations as a facilitator for cooperation and to provide an action plan for the exchange of MoUs and subsequent execution of activities.
- The college exchanged MoUs using the Xavier Board of Higher Education network comprising Catholic institutions in May 2022 at Cochin, Kerala.
- The participation in the Cluster College initiative of the Telangana State Council of Higher Education has helped cement its role as a leading institution in the twin cities
- With the impetus provided, the college has entered into arrangements with various organizations at the institutional and departmental levels. Currently there are as many as **59 MoUs**, marking a significant improvement over the previous cycle.

- The MoUs led to students benefiting from a spectrum of activities ranging from workshops on Bio-molecular techniques to certificate courses, internships and volunteering at NGOs

File Description	Document
Upload any additional information	[View Document](#)
Provide the 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

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

Two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC

Practice1: Annual Academic & Administrative Audits (AAA)

The annual academic audit is an Institutional review process undertaken to assess the effectiveness and efficiency of academic and administrative practices. The audit includes the assessment working of various departments, teaching learning process and outcomes and efficacy of the administrative system

AAA is an annual exercise carried out by the **IQAC**. to monitor whether departments are adhering to quality measures leading to enhancement in student enrollment, engagement, training, placement and research. The administrative audit assesses the effectiveness of operations.

The audit is done internally by the IQAC and external review is by a specially constitutedexpert peer team.

Internal AAA:

Teams comprising members from IQAC and senior faculty examine the records of activities of each department and note their observations. Personnel from management are drawn as members of administrative audits. A detailed report is submitted to IQAC for review.

Coffee with Coordinator: IQAC Coordinator meets the Heads of the departments and Committee conveners to coordinate quality related activitiesand evaluate the progress of the implementation of their plans and elicit their responses regarding the same.

External AAA:

The experts for external audits, drawn from Universities or peer institutions, visit the institution with a planned schedule and conduct the audit. The audit commences with institutional presentation by IQAC followed by campus tour to observe the departments and various facilities. Their notings are presented to the faculty in the exit meeting at the end of the audit.

The departments/committeesare audited on the aspects of OBE, bridge courses, student mentoring, seminars, assignments, projects, LMS, remedial classes and advanced learners' activities, placements, progression to higher education, feedback, student and faculty research, projects, organization and participation in academic events, alumni contribution, innovations and startups, outreach activities, finance related files and committees' reports and activities.

Follow up action

The audit leads to corrective measures where necessary and universalization of good practices across departments. The IQAC develops a detailed plan to be implemented.

Practice 2: Outcome Based Education

As part of its role in reviewing and implementing teaching learning reforms, the IQAC has been instrumental in implementing Outcome Based Education practices since 2016 and launched OBE version 2.0 effective from 2021.

With its vision in sight, the IQAC took steps to rework the mission statement and enlist the graduate attributes

- Organised training sessions/workshops to enable departments to frame the objectives and outcomes for various courses and programs
- Constituted a committee comprising in-house experts drawn from different disciplines.
- OBE Committee conducted meetings with the faculty for framing Course Outcomes and Program Specific Outcomes
- Learning domains of Blooms Taxonomy were incorporated and the assessment tools designed to test attainment levels.
- The COs, PSOs and POs of every program are displayed on the institution website and in the departments .
- The outcomes are mapped on a 3 point grade and attainments are calculated on a combination of direct and indirect methods.

The OBE framework has thus helped the institution in reviewing the teaching, learning, testing processes and has helped quantify student attainmentsand identify corrective measures.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5.3

Institution has adopted the following for Quality assurance*:*

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)	

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

St. Ann's vision prioritizes inclusive policies, curriculum, and activities, ensuring gender equity, safety, and empowerment for women through a secure campus environment.

Gender Equity & Sensitization in Curricular and Cocurricular Activities

1. Institutionalization

- St. Ann's caters to diverse women, including first-gen learners, spanning socio-economic backgrounds
- **Vision** of the college leading to women empowerment aims at total transformation of its women.
- **The Centre for Women Studies (CWS)** plays a major role in generating awareness towards women's issues. Women cell established in 1991 evolved to the Centre for Women's Studies in 2009 supported by UGC.
- **Centre for Women's Studies Library** has books on Women's Studies.
- **Gender Champion Club** addresses gender issues and rights through flash mobs, debates, poster competitions, and orientation talks.
- **Mentoring** through Entrepreneurship Development cell, Institutional Innovation Council to encourage start-ups, forming self-help group
- Institution has initiated the **Gender Audit** and has a **Gender Policy**.

2. Gender Sensitisation - Curriculum

- **Courses** - Women's Studies, Gender Sensitization, Gender Studies, Women and Health, Women-Career and Growth, Self Defence - Judo, Karate, Karra Samu, Gender and Human Rights
- Departments offer **courses addressing gender equity** in economic development, Population Genetics, Women's Writing
- Internship on Gender Budgeting
- **Research:** Gender-focused student field research and faculty-authored publications, including books and papers, enriches the academic landscap

3. Gender Sensitisation activities

3.1 Academic activities

- **Conferences, Workshops, Seminars organized** sponsored by **National Commission for Women, ICSSR-SRC.**
- **Interactive sessions Guest lectures** on Women Entrepreneurs, Legal awareness, Cyber Security, Entrepreneurship.
- **Training Programmes** on Comprehensive Sexuality Education to Youth with Disabilities, Menstruation hygiene.

3.2 Extension Activities

- Women Empowerment programme to women auxiliary staff.
- Campaign on Menstrual Waste Management.
- Awareness on Women's Rights, Patriarchy, Caste, LGBT Amendment Act.
- Poshan Abhiyaan

3.3 Celebrating Important days: Women's Day, Human Trafficking Awareness Day, International Elimination Day for Violence Against Women, and World breastfeeding week.

4. Celebrating Women Achievers by honoring with **"Shreyasi Award"**

5. Gender Sensitive facilities

5.1 Safety and security

- Installation of **surveillance cameras**
- **24/7 Security** at the college gate.
- **Self-defense Training and Judo** to protect oneself from any threat or violence
- Strict **monitoring of visitors and vehicles**
- Consent of the parents is solicited for students participating outside the college who are accompanied by faculty.
- The College maintains a close, professional relationship with **local police department**
- **Health Center** with trained personnel at campus for emergency, organizes activities on menstruation hygiene, menopause and women health issues.

5.2 Alert and aware campus

- Strict implementation of Anti-ragging by the Anti-ragging Committee.
- **Internal Compliance Committee**
- **Legal Aid Clinic** provides free legal services to the students, staff and nearby community.
- **Sanitary Napkin Vending Machine and Sanitary Napkin Incinerator** are provided.

5.3 Counselling

- **Maitri Counselling Cell** of Psychology Department has Women Counseller appointed to address gender-specific issues.
- **Diet Counselling Cell** provides counselling to improve women health.
- **Mentorship program** caters to diverse student needs effectively.
- **Career Counselling** is offered by Placement Cell and Departments

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

St. Ann's College implements a comprehensive waste management program aimed at promoting waste segregation, recycling, and responsible disposal practices.

Solid Waste Segregation: The college utilizes a Twin Bin system that segregates waste into wet and dry categories, promoting effective waste separation at the source.

Organic Waste Utilization: Organic waste from the garden is collected and processed in an organic manure pit, maintained by the Department of Botany.

Vermicomposting: The Department of Zoology oversees vermicomposting, converting organic waste from the canteen into valuable compost using worms. This initiative, known as LIVOM, not only reduces waste but also generates a green product sold on campus.

Kitchen waste composting: Kitchen waste from the Nutrition lab is composted in a Khambha, and the resulting manure is used in the college's garden

Biogas Generation: The biogas plant on campus efficiently converts food waste into biogas, promoting renewable energy production.

Non-Biodegradable Waste Management:

Plastic & Glass Recycling: Plastic and glass chemical bottles are responsibly handed over to ITC paperboard, which provides stationary in return, promoting a circular economy.

Sanitary Pad Incineration: A sanitary pad incinerator is installed, ensuring safe disposal of sanitary waste.

Liquid Waste Management:

Solvent Recycling: Science departments employ distillation units to recycle and reuse up to 80% of organic solvents, minimizing waste generation.

Chemical Dilution: Acids and bases used in Chemistry and Biochemistry labs are adequately diluted before disposal into sinks, reducing environmental impact.

Chemical Stockpile Minimization: The college avoids stockpiling chemicals and minimizes long-term storage to prevent unnecessary waste.

Chemical Microanalysis: Practices like microanalysis minimize the use of chemicals during practical sessions, further reducing liquid waste.

Biomedical Waste Management:

Safe Disposal: Biomedical waste is autoclaved before disposal to render it harmless.

Segregation and Labeling: Different containers and colour coded bins are used for sharp metals, pathological waste, biohazard waste, and microbial cultures. Each container is clearly labeled for easy identification.

Regular Sanitization: The waste collection process involves regular sanitization of bins to maintain a hygienic environment.

E-Waste Management:

Recycling Collaboration: Electronic waste, including various electrical items and electronic devices, is responsibly handed over to Croma for recycling, promoting responsible e-waste disposal.

Collection Drives: Regular e-waste collection drives are organized to encourage the safe disposal of electronic waste.

Waste Recycling System:

Dry Waste Recycling: The college maintains a Dry waste center managed by the Eco Club, facilitating regular handovers of dry waste to recycling units like ITC Paperboard, Earth Box, and Green Waves Environmental Solutions, reducing landfill waste.

Awareness Initiatives: The college actively educates students and staff about waste segregation's importance through campaigns, awareness programs, invited talks, and guest lectures.

Upcycling: Creative upcycling efforts include making paper bags from old newspapers and crafting artifacts from broken glassware, contributing to waste reduction and promoting artistry.

Cloth Bag Distribution: Old sarees and bedsheets are repurposed into cloth bags and distributed for free at the vegetable market, encouraging reusable bag adoption.

General Trash Disposal: General trash is responsibly handed over to the Greater Hyderabad Municipal Corporation, ensuring proper disposal.

Hazardous Chemical Waste Management:

Safety Measures: Hazardous chemical waste is contained separately and subjected to percolation through pits filled with gravel and river sand to ensure environmental safety and resource conservation.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

One of the key aspects of the St. Ann's college's green campus concept is the emphasis on education and awareness.

1. The curriculum -

- It includes courses like Environmental Science, Ecology, Aquatic Biology and 14 other courses which provide students with a strong foundation in environmental knowledge.
- Ability Enhancement Compulsory Course on Environment Science is offered to all first year Students.
- Environment Education is a Co-Curricular Activity course offered to first-year students, sensitizing them to environmental issues and fostering a sense of responsibility towards the environment.
- Water, Air and Soil quality is monitored as research project

2. Green landscaping with trees and plants

- The college campus is greener with good biodiversity. Most of the trees and plants have their scientific names displayed on them. 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 5000 sq. ft. botanical garden is a consortium of plants classified under vegetables, fruits,30 varieties of medicinal plants, ornamental plants, greenhouse and pond ecosystem.
- The college also has **Pedestrian Friendly pathways** and **Parking area** beautifully landscaped with trees, plants and shrubs on either side providing shade.

3. **Restricted entry of Automobiles inside the campus**.

The college does not permit outside vehicles and automobiles into the campus. Majority of the students and staff use public transport. Few of the students also use bicycles and battery-operated vehicles to commute. Among students 48% come by public transport (Bus/Metro) and 50 % by private transport and 2% walk to college.

4. **Ban on singe use of plastic/Plastic Less campus**

- Replaced plastic plates and cups with steel plates,paper plates and paper cups in canteen
- Use of steel water bottles and lunch boxes is encouraged
- Training sessions on designing cloth bags from old clothes and also paper bags from newspapers.
- Students encouraged to Switch to Biodegradable sanitary pads in place of plastic pads.
- Observing National Pollution Week

5. **Other Green Initiatives @St. Ann's**

- **Green Greeting**s -Presenting a sapling to welcome guests/resource persons
- **Celebrating festivals** in eco-friendly manner
- Sale of **eco-friendly products** like clay Ganesh idols, Diya's, paper bags, vermicompost, upcycled products
- **Plantation drives**, Haritha Haram,Van Mahotsav
- **Flamingo Birds club** -conservation of biodiversity, Bird Watching Sessions-WWF
- **QR coding** plants, trees and other flora of the college
- **Field visits** to National Parks, Horticultural shows, Trekking in forests
- **Invited talks & Intercollegiate/State/National level competitions** on Environmental issues
- **Observing Eco Calendar**-Ozone Day, Sparrow Day, Water Day, Earth Day -Organizing Green challenges
- **Green corridor initiatives** like -Pot painting and planting sapling
- **Swachh Bharath Abhiyan**, Swachh pakwada Rally
- Swacchata Hi Sewa Campaigns
- **Awareness drives** and survey programmes on Energy, Wild life & water conservation
- **Signing of MOUs** for conducting environmental awareness activities
- **Observing Earth h**our -Energy conservation global event
- **Know Your Plant** -Digital Display by Botany Department
- Paperless Transactions E-Feedback Systems, E-Certificates, Online Registrations, Online assessments
- **Volunteering in National /International Green Challenges**
- **Research proj**ects on Environmental issues done by staff and students
- **Virtual Dissection lab-DIZA**

File Description	Document
Policy document on the green campus/plastic free campus	[View Document](#)
Geo-tagged photographs/videos of the facilities	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environmental audit**
2. **Energy audit**
3. **Clean and green campus recognitions/awards**
4. **Beyond the campus environmental promotion and sustainability activities**

Response: A. All of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

St. Ann's is committed to provide equal opportunity and accessibility to differently abled and under-privileged students. To ensure the participation and overall development of differently abled students, our college provides the following facilities and amenities:

1. Divyanjan Policy

The Divyanjan Policy at St. Ann's, aligning with the Disabilities Act 1995. It envisions an inclusive campus, prioritizing accessible infrastructure and fostering equality for all individuals.

2. **Equal Opportunity Cell** promotes campus inclusivity, non-discrimination, accessibility, accommodations, training, and support for differently abled students.

3. Admission Policy

The college's commitment to inclusivity is reflected in its admission policy, which includes reservations and fee concessions for differently-abled individuals. This policy not only provides opportunities for education but also acknowledges the financial challenges these students might face.

4. Examination policy

- Waiver of exam fee.
- Digital magnifier for the student to write the examination.
- Scribe facility is provided to visually impaired students.
- Extra time in the examination.
- Concession in Passing mark.
- Oral presentation for differently abled students in CIA III.

5. Holistic Support: St. Ann's holistic support extends beyond physical infrastructure.

- The college has facilities such as ramps, rails, two lifts, wheelchair and walker.
- Toilets for the locomotor disabilities have been provided on the ground floor.
- Separate cubicles and audio facilities are provided in the library for visually impaired students to access special softwares like Audacity, Jaws, Braille.

- Digital magnifiers are provided.
- Parking Provisions are reserved for differently abled students with sign boards.
- Recorded lectures are made available for visually impaired students.
- A buddy system is implemented where few students will always be available to help their different abled buddies in the campus.
- Faculty provides personalized instructions by adapting teaching methods using alternative assessments and modifying assignments to meet the student's unique needs.
- Faculty facilitate the differently-abled students in the registration process of various Skill Development Courses like anchoring, classical music, nutrition and fitness.

6. Administrative Support

The college's dedication to its students extends to helping them secure scholarships. It offers constant support for scholarship applications, facilitating financial aid for differently abled students annually through the Samarthanam Trust for the Disabled, Bangalore. Beyond scholarships, students receive essential materials like bags, pen drives, hygiene kits, and tablets, demonstrating the college's commitment to their overall well-being.

7. Celebrating Diversity

World Disabled Day, White Cane Day are celebrated to motivate and create awareness on the capabilities of differently abled students.

8. Empowering Training Programs:

Training on Comprehensive Sexuality Education to Youth with Disabilities.

9. Sensitization through Community Engagement: St. Ann's actively engages with the community to foster inclusivity

10. Support to NGOs: Math Department aids NGOs, donates to PAWMENCAP for recreation.

11. Volunteering: Students volunteer in schools and organizations catering to differently-abled individuals.

12. Awareness Programme and Field Trip: Autism awareness sessions at local schools and annual field trips to organizations like Samarthanam Trust for the Disabled and NIEPID promote an inclusive mindset among students and faculty alike.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

The college fosters cultural and heritage connections, emphasizing protection, preservation, and propagation of India's diversity. This commitment reflects in academic activities, fostering an integrated campus community.

1. Curriculum enrichment: Course on

- South Indian Heritage
- Sociology of culture
- Monuments Tradition and Culture of Telangana
- International Travel & Tourism Management
- Theatre Art
- Indian Heritage & Culture
- Community Theatre
- Happiness
- Care for elderly
- Health and wellbeing through Yoga
- Meditation and Ayurveda
- Sanskrit Literature
- Functional Arabic

2. Promoting linguistic diversity

- Language Departments- Telugu, Sanskrit, Hindi, Arabic, and French.
- College magazine publishes student articles in diverse languages like Telugu, Sanskrit, Hindi, Arabic, and French.
- The Language Department observes Hindi, Arabic, Sanskrit, French, and Mother Language Days, hosting cultural events to educate students about the rich linguistic and cultural diversity within the institution.

3. Advancing diversity, inclusion and social harmony

- SQAC, NSS, NGO students donated to Turkey earthquake and Kerala flood relief. Various charity programs by Cells, Clubs, and Centers.
- The Equal Opportunity Cell engages students in the confidence building process and takes special

care of SC/ST/OBC and PWD students.
- We observe Harmony Days: Rashtriya Ekta Diwas, National Integration Day, International Peace Day for global unity.
- Dedicated place is available for prayer of different faiths.
- The Physical Education department organises inter-regional sports events, fostering student interaction, friendship, and healthy, enjoyable activities that promote physical well-being.
- Extension activities undertaken in the tribal communities.

4. Cultural Interaction Programs

- Sanskriti Club in collaboration with SPIC MACAY organizes traditional music, dance and art programs.
- The Cultural Committee, along with Social Sciences and Languages, orchestrates vibrant celebrations of religious festivals like Bathukamma, Christmas, Eid, Bonalu, Onam, Holi, Handloom Day, Raksha Bandhan, Diwali, Guru Poornima, Traditional Day, Arab Costume Competition.
- Awareness drive promotes clay Ganesha idols and explains 21-leaf importance in Ganesh puja to students and faculty.
- North East Cultural Fest and National Seminar organized on Dynamics of North East Region: Perspectives for 21st Century sponsored by TSCHE in collaboration with St. Joseph's College, Nagaland.
- Two-day International Seminar on "Advent of Qutb Shahis in Telangana Political Impact on Culture.
- The annual flagship cultural fest- Annofesta is a portrayal of Institutional Culture of Peace, harmony and tolerance towards all kinds of diversities.
- Collaborating with INTACH, Tribal Welfare Dept., Govt. of Telangana, organized study tours, heritage walks, and visits to historical sites, monuments, tribal museums, and villages for enriched learning experiences.

5. Efforts and Achievement in Peace and Harmony

Teachers promote student involvement in fostering national integration and communal harmony.

- Ms. G. Meghana, was Invited and fully sponsored by Permanent Secretariat of Nobel Peace Laureates to attend the 18th World Summit of Nobel Peace Laureate in South Korea.
- She presented at the World Press Freedom Day event in Uruguay.
- Ms. G. Srilaya got selected and participated in the Gandhi King Scholarly Exchange Initiative at the University of Alabama, discussing US-India civil rights, social justice, and inclusion.
- Ms. Bhramara and Ms. Rashmi, Faculty also attended the 18th World Summit in South Korea.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Any other relevant information	[View Document](#)

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

St. Ann's undertakes different initiatives by organizing various activities to sensitize students and employees to the constitutional obligation: Values, Rights, Duties and responsibilities of the citizens.

1. Curriculum enrichment

Courses are offered as part of the curriculum

- Human Values and Professional Ethics
- Monument Culture and Tradition of Telangana
- Indian Constitution
- Good Governance
- Election Studies
- Bible Foundation
- Consumer Education and Awareness
- Human Rights
- E-Governance
- Gender and Human Rights
- Indian Ethos & Culture
- Human Values units are included in the Languages syllabus

2. Observing Commemorative days

- Independence and Republic Days are celebrated every year.
- Commemoration of Great leaders and observations of national days
- Great Achievers Talks, Special Guest Orations, Prayer, Tributes, Debates, Competitions, Oath Administration become part of the Program.

3. Co-curricular activities

- Plantation drives

- Swachh Bharat Abhiyan
- Azadi Ka Amrit Mahotsav
- Blood Donation, Medical Camps
- Road Safety
- NSS, NCC, Eco club, Dhwani NGO orchestrate rallies, campaigns, awareness programs on crucial themes, fostering community engagement
- Outreach programs cultivate responsibility, leadership in volunteers, enhancing their qualities.

4. Lectures, Webinars, and Special Events:

- Human Rights Education
- International webinar on Shifting Paradigms in National and International Politics in Global Pandemic scenario COVID-19
- ICSSR-Sponsored National Seminar on India's Foreign Policy Transformation
- Talk on Constitution; Gandhian Principles
- Moral Values
- Women's Rights
- Consumer Rights Day, Peace Day
- Vigilance Awareness week, National Integration Day are organized regularly.

5. Rights and Duties Sensitization:

- The institution ensures that students and staff understand their rights and duties through departmental meetings and induction programs.
- **Human Rights Club -Martin Luther King and St. Ann's Model United Nation** club organizes MUN training and competitions.
- NSS, NCC students and NSS PO assist the general and municipal election.
- **Mock Youth Parliament** organized under the aegis of Youth Parliamentary Affair, GoI
- **Human Rights and Women's rights week** organized by CWS, Dhwani NGO, SQAC, Rotaract Club, and Pol Science dept.
- Initiatives encompass a wide range of topics, including LGBT rights, the right to pursue happiness, and freedom from slavery.
- **The Electoral Literacy Club** raises awareness about the electoral process, voter registration, and voter rights.
- **Legal Aid Clinic @ St. Ann's** provides free legal services to the students, staff and nearby community.
- **St. Ann's Intellectual Property Rights Cell** provides IPR awareness for faculty and students.
- The institution partners with COVA, Gandhi King Foundation, and US Consulate for initiatives fostering compassionate citizenship, communal harmony, and social consciousness through collaborations and volunteering efforts.
- St. Ann's students conduct session for school students on Moral Values, Clean India, Gender Equality, Human Rights, Bhagavad Gita, and Niti Slokas, promoting holistic values

6. Students' major achievements

- Ms. Karonnya K designated British High Commissioner for a day in AP & Telangana
- Ms. Bastobee's Anti-Human Trafficking project earns accolades during her internship at the National Human Rights Commission, New Delhi.

- St. Ann's College cultivates a campus ethos where human values, ethics, and constitutional duties are ingrained through holistic initiatives, impacting students and staff profoundly

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)
Any other relevant information	[View Document](#)

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The institutional Code of Conduct principles are displayed on the website
2. There is a committee to monitor adherence to the institutional Code of Conduct principles
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	[View Document](#)
Policy document on code of ethics.	[View Document](#)
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Constitution and proceedings of the monitoring committee.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

1. **Title of the Practice - SHELEADS: Women Empowerment**

2. Objectives of the Practice

- To enhance self-esteem and confidence in women.
- To to provide opportunities and programs to be financially, mentally and emotionally empowered
- To make women understand that Empowered and Educated women are less likely to fall prey to sexual abuse, workplace harassment, domestic abuse many more
- To challenge discriminatory practices and achieve their potential and participate fully in society

3. The Context

Women empowerment refers to making women powerful, capable of deciding for themselves because women continue to have fewer rights, lower education and health status, less access to resources and decision-making than men. Women may face obstacles accessing education, such as financial constraints, lack of access to educational resources, and social or cultural barriers. Women safety and security can deter them from participating fully.

4. The Practice

- **Curriculum and Courses**: The college offers a well-rounded curriculum that includes courses on **gender sensitization, women and career, women's health, human values, and professional ethics**.
- **Skill Development** courses
- **Student Exchange Program:** College is providing global exposure through student exchange programs through US consulate, Gandhi King Peace foundation which can broaden students' horizons and help them gain a global perspective.
- **Self-Defence Training**: The provision of self-defence training like Karate, Karasumu and judo to enhances their sense of security.
- **Entrepreneurship Training: Entrepreneurship training through the Institute Innovation Council** supported by **SMART-St.Ann's Mart** wherein students form Self Help Groups and organise Sales counter
- **Center for Women Studies**: The presence of a dedicated centre focused on women's issues, with external advisory members and various activities, promotes awareness and advocacy.
- **Gender Champion Club**: Awareness about gender issues through activities like flash mobs, debates, and discussions.

5. Evidence of success

- Increase in enrolment and retention rates is definitely a sign of success over the years.
- Our graduates are finding meaningful employment in their chosen fields and advancing in their careers, it suggests that the education they received was empowering and relevant.
- Women are actively contributing to academic knowledge Increase in research output publications by students
- Alumni like PV Sindhu Olympic Silver medallist, **Scientists**, **Startups Entrepreneurs**

In Civil services Hari Chandana, IAS , Harshitha A   DGP officer at Trivandrum Kerala are shining examples.

6. Problems Encountered and Resources Required

- Women /Girl students face challenges like Access to education, Family constraints, Financial dependence and Health Issues.
- In implementing the practice, only problem encountered occasionally is irregularity of students
- Lack of support at home front preventing them to actively participate.
- Financial support for out of town travel and activities.

Title of the Practice – 2- Societal Cognizance

2. Objectives of the Practice

- To promote   interaction between HEI and local communities to address societal challenges and foster a sense of social responsibility.
- To promote sustainability-oriented extension activities that address environmental, economic, and social sustainability issues that celebrate diversity and inclusivity
- To develop leadership opportunities within extension programs,

3. The Context

- Extension activities are committed to enhance human potential in a changing social and economic environment.
- Outreach activities encompass various forms of outreach, including community service, research dissemination, and collaborative projects that engage students, faculty, and staff with real-world issues. Our College prioritizes extension activities and encourages all departments to contribute their part towards the community which demonstrates commitment of college to social responsibility and holistic education.
- Moreover, these initiatives often lead to innovative solutions for pressing community challenges, enriching the educational experience for all involved.

4. The Practice

- St. Ann's College emphasizes that education   should also instil moral, ethical, and social values for the betterment of society. Practices are adopted at   departmental level and Institutional level.

Avenues of Extension : Institutional Level

1. **SAHHARA (St. Ann's Helping Hands & Reaching Arms)**: SAHHARA focuses on cultivating students' sense of responsibility towards society in the areas **of Education, health, Environment Awareness and Protection, Leadership Development**
2. **NCC -** The NCC unit plays a significant role in training cadets, including in social service and outreach. Their work encompasses community development activities, vigilance week programs, visits to charitable organizations, and social service initiatives like blood donation and AIDS awareness.
3. **NSS -** Regular and special camp activities include Haritha Haram, socio-economic surveys, literacy programs, medical camps and cleanliness drives.
4. **CWS (Centre for Women Studies):** The Centre for Women's Studies has achieved success through its extension activities, evident in high participation numbers, impacting thousands annually in schools, colleges and neighborhood. Their activities involve guest lectures, panel discussions, workshops, and awareness programs on gender sensitization and women's rights,
5. **Dharini Eco Club**: This club promotes environmental awareness in and out of campus in alignment with SDG goals on climate change, clean water, leadership development and responsiveness. Their focus areas include biodiversity conservation, waste management, eco-friendly festivals, cleanliness drives, plantation events, innovative projects, internships, and the sale of eco-friendly products on campus.
6. **Department ,Committees & Clubs Level:**

Departments also shared their expertise in diverse areas and extend their support for organizing various extension activities involving students in activities like Home Gardening, Awareness on Global Warming ,Biodiversity & Conservation, Say Less to pastic, Nutrition education programmes, Awareness on Genetic disorders, rallies, street plays soft skill training, environmental awareness, computer skills, digital literacy, healthcare, sanitation, hygiene, conservation, charity programs, donation drives, and career guidance.etc

5. Evidence of Success

- Participating in outreach programs has allowed our students to acquire valuable life skills, expand their personal knowledge, and refine their interpersonal communication abilities.
- The National Cadet Corps (NCC) played a pivotal role at the time of national calamities, extending its helping hand toward rescue and emergency services.
- NSS connected them to ground realities and bonding with underprivileged.
- Eco Club encouraged critical thinking about environmental issues and innovative problem-solving and increased awareness and efforts.

6. Problems Encountered and Resources Required Please identify the problems encountered and resources required to implement the practice

- Motivating students to actively engage in community outreach requires continuous efforts from faculty.
- Ensuring safety during outreach activities, including travel, and obtaining parental consent, is a critical concern.
- Financial committment

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Distinctive Practice -Ann's Sportiva

St. Ann's College has firmly established itself as a powerhouse in the realm of sports, setting a remarkable example of dedication, commitment, and excellence. The institution's belief in the transformative power of sports, coupled with its unwavering support and excellent facilities, has resulted in a legacy of sporting success that not only enriches the lives of its students but also brings accolades to the college on national and international platforms.

A good measure of an institution's success is the alignment of its actions 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.. Women are far more visible in sports today in India than at any time in past. Proficiency in sport can be a route to employment, fame, success and empowerment. They develop social skills when they participate in team sports and experience how rewarding it is to work in a team. . It allows students to experience success as an individual and as part of a collective effort.   Seeing their contribution impact the team's success is an empowering experience. Handling the gamut of emotions from winning to losing to competing to introspecting helps boost their emotional maturity. They learn patience and perseverance, teamwork and cooperation and the ability to take success and failure with equanimity

The fundamental understanding of sports as a holistic endeavour is evident in St. Ann's College's approach to athletics. Sports, as defined, encompass all forms of competitive physical activities and games that aim to use, maintain, or improve physical abilities and skills

The college's journey in the realm of sports has been nothing short of spectacular. It has consistently emerged as a champion at the university level for several years, setting the stage for a culture of sportsmanship, enthusiasm, and dedication. The college has clinched the **Overall Osmania University Championship title for 13 consecutive years, the Handball championship for 21 years in a row, Basketball for 9 years in a row, and Judo for 13 years in a row. Over the past five years, 112 students have represented Osmania University and the state at the national level, bringing laurels to the college. Furthermore, 14 international players have proudly represented the country in various tournaments**. Such success is not a matter of chance but a result of **meticulous planning, dedicated faculty, and a supportive management** that values the holistic development of its students.

St. Ann's College goes above and beyond to support its student-athletes. The institution offers sports quotas during admissions, fee concessions, balanced diets, free sports kits, cash awards, allowances, and merit scholarships to ensure that financial constraints do not hinder the pursuit of sporting dreams. The college also boasts **state-of-the-art sports infrastructure**, including well-maintained courts and a fully equipped gym under the guidance of a qualified instructor.

Recognizing the need for **balance between academics and sports**, the college has provided for

flexibility in their academic assessment schedules, allowing students to participate in tournaments without compromising on their studies. With qualified coaches spanning 18 different disciplines, the college has established itself as a premier sporting institution in the city. Additionally, a physical education course offered as part of **co-curricular activities** attracts a significant enrolment, underscoring the students' interest in and dedication to sports. Self-defence, particularly Judo, is an integral part of the curriculum, ensuring that students are not only physically fit but also equipped with the skills to protect themselves.

Specialized coaching is provided in various sports disciplines according to students' preferences, and intra-house and intercollegiate tournaments offer platforms for identifying and nurturing talented athletes who can excel at the state, national, and international levels. The best players are selected during camp are approached for University and National Tournaments .

Many students have found **placements** at corporates, health industry and schools.

Fitness camp includes, yoga, Aerobics, Judo & Gym, as a part of weekly Skill Oriented Course and also training programmes the practice sessions are held ,which includes training and guidance sessions .Students who are willing to participate in the higher levels of tournaments are motivated .

Indoor Coaching Camp includes carom, Chess, Table-Tennis which are held weekly and students are trained as a part of weekly course.

Outdoor Coaching Camp includes Basketball, Handball, Volleyball, Tennikoit, Kho-Kho, Athletics, Taekwondo, Softball, & Cross Country.

Moreover, the college **extends its sports culture to the community** by organizing summer camps that welcome school-age students. This initiative aims to instil a love for sports at a young age and promote a healthy lifestyle.

The college's commitment to sports is not limited to just providing opportunities for participation; it actively promotes excellence**. National-level workshops**, like the Yoga National Workshop, have seen impressive participation and performances by students, demonstrating the college's commitment to providing the best facilities and support.

St. Ann's College also provides **various facilities and support mechanisms**, including diet cpounselling, daily and traveling allowances for representatives, sports merit scholarships, prizes for sports achievements, re-exam support, and attendance management.

Notably, the college has produced numerous **international players** who have represented India with pride. The list includes prominent athletes such as J Meghana, Sikki Reddy, G. Ruthvika Shivani, Vrushali, Utejitha, V. Harika, and the Olympic silver medallist PV Sindhu in badminton. The college's achievements span a range of sports, including shooting, chess, volleyball, and many more. Alica Joe, chosen as an **international judge for gymnastics**, serves as a testament to the institution's commitment to sporting excellence.

In conclusion, St. Ann's College's dedication to sports is a shining example of how educational institutions can create a positive impact on the lives of their students. Through sports, the college instils values of discipline, teamwork, perseverance, and excellence, which go beyond the field or court and

shape students into empowered individuals. The college's consistent success in sports is a testament to its holistic approach to education, where physical fitness and mental acumen are equally valued. It is a source of pride not only for the institution but for the entire community it serves.

File Description	Document
Appropriate webpage in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

The institution also has a star rating of (3.5/5) by Institution's Innovation Council, Ministry of Education, Government of India. The college engages with the Ministry of Education programmes like Unnat Bharat Abhiyan, IIC, and Ek Bharat Sresht Bharat. The institution has received funds and grants from funding agencies like UGC, DBT, TSCHE, ICSSR, NCERT, National Commission for Women. The college continues to grow with dynamic curriculum, innovations, dedicated human resources, state of the art infrastructure, outreach activities, student centric teaching methodologies, research and development, placement, innovative practices, student support activities and leadership in quality, impact and reach.

College has been listed in top colleges in the country for decades by India Today, The Week, Education world.

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 :

For a quality conscious institution on a quest for excellence, it is wise to pause, introspect and look back at the path traversed and ask itself whether it can claim to have actualized the institutional goals , ensured effective and progressive academic programs and administrative performance, maximized and ensured the integrity of teaching-learning process, has an adequate student support structure and services.

As the way forward St. Ann's would initiate the realization in students that purpose of learning is recognizing their identity, understanding the purpose in life through their connection and contribution to society, environment and to their fellow human beings.

Usage of ICT has moved from fringes to the mainstream more so ever now and we visualise to combine technology and innovation and digital learning beyond rigid subject boundaries.

When tomorrow comes -Future vision

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, 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, prioritising extension programs with tangibles , 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 college is also gearing to adopt NEP2020.

We believe that well educated women will be able to contribute to the betterment of society by an active involvement in economic, social and democratic processes, based upon ethical values, academic acumen and an awareness of contemporary issues.

"Without leaps of imagination or dreaming, we lose the excitement of possibilities. Dreaming, after all is a form of planning."

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	**Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.** Answer before DVV Verification : Answer After DVV Verification :63 Remark : Input edited excluding repeated courses and those courses which are not related academic
1.3.3	**Percentage of programmes that have components of field projects / research projects / internships during the last five years.** 1.3.3.1. **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years** Answer before DVV Verification : 34 Answer after DVV Verification: 28 1.3.3.2. **Total Number of programmes offered (without repeat count) during the last five years** Answer before DVV Verification : 37 Answer after DVV Verification: 37 Remark : Input edited as per metric 1.3.2
2.4.3	**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)** 2.4.3.1. **Total teaching experience of full-time teachers as of latest completed academic year** Answer before DVV Verification : 1854 Answer after DVV Verification: 1803
3.4.3	**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years** 3.4.3.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years** Answer before DVV Verification : 161 Answer after DVV Verification: 80 Remark : Input edited as per supporting documents
3.4.4	**Number of books and chapters in edited volumes published per teacher during the last five years**

3.4.4.1. **Total Number of books and chapters in edited volumes published during the last five years**

Answer before DVV Verification : 37

Answer after DVV Verification: 29

Remark : Input edited as per supporting documents

5.3.1	**Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years** 5.3.1.1. **Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
32	13	0	48	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	5	0	3	3

Remark : Input edited excluding participation certificate and Intercollegiate certificates

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of full time teachers year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
145	140	136	135	135

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
139	133	119	131	132