YEARLY STATUS REPORT - 2023-2024

Part A
Data of the Institution

1.Name of the Institution	St. Ann's College for Women
• Name of the Head of the institution	Dr. Sr. A. Vijaya Rani
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone No. of the Principal	040 23513020
• Alternate phone No.	040 23517919
• Mobile No. (Principal)	9100231708
• Registered e-mail ID (Principal)	stann_college@yahoo.co.in
• Address	Santoshnagar Colony
• City/Town	Hyderabad
• State/UT	Telangana
• Pin Code	500028
2.Institutional status	
• Autonomous Status (Provide the date of conferment of Autonomy)	29/04/2015
• Type of Institution	Women
• Location	Urban

• Financial Status	**UGC 2f and 12(B)**
• Name of the IQAC Co-ordinator/Director	**Dr. Smita Asthana**
• Phone No.	**04023513020**
• Mobile No:	**9489064849**
• IQAC e-mail ID	**reacc.2023@gmail.com**
3.Website address (Web link of the AQAR (Previous Academic Year)	https://stannscollegehyd.com/aqar/
4.Was the Academic Calendar prepared for that year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://stannscollegehyd.com/wp-content/uploads/2023/08/Almanac2023-24.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**---**	**2006**	**17/10/2006**	**16/10/2011**
Cycle 2	**A**	**3.41**	**2013**	**05/01/2013**	**04/01/2018**
Cycle 3	**A+**	**3.31**	**2018**	**02/11/2018**	**01/11/2023**
Cycle 4	**A**	**3.24**	**2024**	**09/08/2024**	**08/08/2029**

6.Date of Establishment of IQAC	**24/01/2007**

7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?

Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount
Department of Zoology , Biochemistry , Genetics, Microbiology	**Star College Scheme**	**DBT**	**03/03/2020**	**4400000**

8.Provide details regarding the composition of the IQAC:

• Upload the latest notification regarding the composition of the IQAC by the HEI	[View File](#)	

9.No. of IQAC meetings held during the year	**9**	
• Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website?	**Yes**	
• If No, please upload the minutes of the meeting(s) and Action Taken Report	No File Uploaded	

10.Did IQAC receive funding from any funding agency to support its activities during the year?	**No**
• If yes, mention the amount	

11.Significant contributions made by IQAC during the current year (maximum five bullets)

1. Feedback

2. Statutory Bodies' Meetings

3. NIRF

4. SSR submission to NAAC for the 4th cycle

5. Compendium of Institution Policies

12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:

Plan of Action	Achievements/Outcomes
Student & Faculty Induction - Induction programmes	**Induction programmes were held for BA, BCom, BBA and B Sc students along with their parents and they were briefed on institutional Governance, student support services, Exam policies and other dos and dont's.**

Faculty Immersion	Newly appointed faculty were oriented towards vision , mission, autonomy and work culture of the college
Departmental Orientation	Planned departmental orientation sessions with their students to highlight the curricular aspects, electives offered and exam schedule
Curriculum Development	i. Departments revised their Sem V and VI syllabus at Board of Studies meetings for batch R21 Credits as per the core structure were finalized.
Statutory Body meetings	BOS, Academic Council, Finance Committee, IQAC and Governing Body meetings were held.
Orientation on SOC/ SEC/ IDC	Orientation program was held for all the students to acquaint them with Skill Enhancement Courses.
Academic Enrichment Plans 8. Seminars, Workshops, Guest lectures, Training programmes	64 Guest lectures/Seminars, 19 career Counselling 37 workshops and training programmes were held.
Faculty participation	Faculty members participated in webinars, FDP, Quiz, Surveys, completed online courses, and were invited as resource persons.
International and Natonal semianrs	Departments of Genetics, Nutrition, MCA, M.Com of Mathematics organised International Conference and 22National conferences/seminars organised
Student Centric Activities Intra and inter collegiate events	Intra and inter collegiate, literary, cultural and academic competitions were coordinated

Special Days	Special days like National Statistics day, Birth anniversary of Ramanujam, and language specific days were celebrated
Publications	College magazine, online research journals ANNQUEST and departmental news letters were brought up.
ICT and other Infrastructure Wi-Fi Campus	Bandwidth was augmented by additional internet connections
SALMS	Development of Mobile Apps, Blogs, Strengthening of LMS
Value Enrichment - SAHHARA Activities	Year round awareness camps, visits to schools, old age homes, volunteering at community events and orientation programmes were held.
Departmental Initiatives	commitments and reached out to neighbourhood sharing our knowledge and expertise.
Academic Audit	i. Internal Audit by IQAC ii. External Audit by Peer Team
Coffee with Coordinator - Interaction with Heads of the department and committee convenors	24. One to one meeting with all the heads of the department and convenors of the committees, cells, clubs was held to get a direct feedback and suggestions.
SQAC (Student Quality Assurance Cell)	New cabinet was installed and it organized events for students and auxillary staff and assisted departments in conducting academic and student activities.

13.Was the AQAR placed before the statutory body?	Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Council	13/11/2024

14.Was the institutional data submitted to AISHE ?	Yes

- Year

Year	Date of Submission
2022-23	18/12/2024

15.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 sense of social responsibility by 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. Aligned with National Education Policy (NEP), the college has curated programs and courses aimed at promoting student success and strengthening their career opportunities. Most of the programme developed to foster students' success and enhance their career prospects. In order to facilitate the multidisciplinary approach and create favorable mindsets, the college has taken various steps and has developed a pool of need-based, value-based, skill-based, capacity-building add-on courses in collaboration with local, national, and international institutions. It provides courses and programs to build character through human and constitutional values and also, develop life skills, employability skills, and 21st-century skills that are required for the betterment of society, the environment and the whole ecosystem.

16.Academic bank of credits (ABC):

The College has registered under National Academic Depository (NAD) for the ABC scheme. The College has a digital repository of educational resources in portal SALMS accessible to students for anytime anywhere learning and facilitating the way to credit transfer globally. The institution is in discussion of signing

MOUs with foreign institutions in addition to existing ones for virtual and in person student/teacher exchange programme and academic collaboration. Online campaign are planned for creation and uploading of ABC ID, and data uploading process will commence soon.

17.Skill development:

In line with college's vision of Skill Enhancement college offers Choice Based 26 Skill Oriented Courses, 28 Skill Enhancement Courses, 18 Co- Curricular Activities,26 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, Business laboffer avenues of skill development. Students have to accrue the credits from additional value added/ Skill courses to get their degree certificate.

18.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 , and Food fests 'Sanskriti" the heritage club keeps students connected with our roots. Collaborative events, art workshops are held with SPIC – Macay , Rajbhasha Directorate, Telugu Academy, language platforms. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, and architectural wealth the college is knowm for its commitment to empowering women through education and skill development.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

5. Focus on Outcome based education (OBE): The college follows 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. There is emphasis on students' mastery of competencies and

the attainment of desired learning outcomes. St Ann's utilizes a CIA and ESE methods to evaluate student progress and attainment of learning outcomes. Assessment criteria are transparent, aligned with learning outcomes, and provide feedback for improvement

20.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. The admission process is entirely conducted online with online registration, online payment and documents upload. Hall tickets for students were made available online through a digital portal. Some part of syllabus is conducted in online mode.

Extended Profile

1.Programme

1.1 **34**

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

2.Student

2.1 **3754**

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	[View File](#)

2.2 **1361**

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

2.3   **3575**

Number of students who appeared for the examinations conducted
by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

3.Academic

3.1   **612**

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

3.2   **139**

Number of full-time teachers during the year:

Extended Profile

1.Programme

1.1	**34**
Number of programmes offered during the year:	

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

2.Student

2.1	**3754**
Total number of students during the year:	

File Description	Documents
Institutional data in Prescribed format	[View File](#)

2.2	**1361**
Number of outgoing / final year students during the year:	

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

2.3	**3575**
Number of students who appeared for the examinations conducted by the institution during the year:	

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

3.Academic

3.1	**612**
Number of courses in all programmes during the year:	

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

3.2 Number of full-time teachers during the year:	**139**

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

3.3 Number of sanctioned posts for the year:	**141**

4.Institution

4.1 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**657**
4.2 Total number of Classrooms and Seminar halls	**59**
4.3 Total number of computers on campus for academic purposes	**614**
4.4 Total expenditure, excluding salary, during the year (INR in Lakhs):	**363.43**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

St.Ann's follows a systematic process of designing and re-designing curriculum embedding need based innovations&improvements for all programmes. St.Ann's prioritises Core-competency, Inter-disciplinary-knowledge, Professional, Communication&Employable skills as curricular attributes and design the curriculum to meet it's vision-Academic-excellence, skill-enhancement and value-enrichment to help the girl student embark on life's journey as an

empowered-woman.

The institution defines Course and Program outcomes, followed by measurement of attainment levels. Program and course outcomes have been developed to reflect future needs of society and meet needs of local/global population. Curriculum has been designed to create a skilled work force that meets local/global need of the industry.

Faculty play major roles in curriculum revision/updates by inviting the necessary inputs in from all the stakeholders, collaborating with IT and other industries understand and identify the pertinent components towards reform initiatives to guarantee diversified education.

1.Points are discussed at department and they draft changes to be in curriculum/new courses/new programmes and present to Planning and Evaluation Committee(PEC).

2.After approval from PEC the departments do proposes same with the BOS

3.After incorporating BOS suggestions the curriculum will be presented to Academic Council

4.Academic Council scrutinizes and approves the curriculum/new-courses/new-programmes

5.Finally the College Governing Body approves the curriculum/new-courses/new-programmes passed by Academic council

File Description	Documents
Upload additional information, if any	[View File](#)
Link for additional information	Nil

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

34

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	View File
Details of syllabus revision during the year	View File
Any additional information	**No File Uploaded**

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

612

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	View File
Any additional information	**No File Uploaded**

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

129

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

34

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	<u>View File</u>
Any additional information	**No File Uploaded**
List of Add on /Certificate programs (Data Template)	<u>View File</u>

1.3 - Curriculum Enrichment

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

St.Ann's believes in providing a holistic and well-rounded education right from 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&Entrepreneurship. All students irrespective of their streams, take up courses on GenderSensitization, HumanValues, IndianCulture and EnvironmentalSciences as part of their program curriculum.

Professional Ethics

Various programs offer courses on Business/ProfessionalEthics/Soft-skill focus on improving communication skills, refining etiquette and aims at overall Personality Development of students

Gender/Women-Empowerment

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

Human Values

Institutions need to emphasize on the importance of social-responsibility and civic-engagement, to help students become responsible and engaged citizens. 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.

Environment& Sustainability

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.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

112

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

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

3754

File Description	Documents
List of students enrolled	View File
Any additional information	No File Uploaded

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

845

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	[View File]
Any additional information	[View File]

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni	A. All 4 of the above

File Description	Documents
Provide the URL for stakeholders' feedback report	https://stannscollegehyd.com/wp-content/uploads/2024/12/Curriculum-Tempaltes-and-Analysis-2023-24.pdf
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	[View File]
Any additional information	[View File]

1.4.2 - The feedback system of the Institution comprises the following	A. Feedback collected, analysed and action taken made available on the website

File Description	Documents
Provide URL for stakeholders' feedback report	https://stannscollegehyd.com/safire/
Any additional information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

1314

File Description	Documents
Any additional information	[View File]
Institutional data in prescribed format	[View File]

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

736

File Description	Documents
Any additional information	[View File]
Number of seats filled against seats reserved (Data Template)	[View File]

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

St. Ann's College for Women is dedicated to inclusivity and equality in education, ensuring comprehensive assessments of students' learning at various stages.

Assessment of Learning Levels:

- Start of the Term:
    - Entry-Level Assessment based on academic records.
    - Admission Counselling guides students in choosing suitable programs.
    - Induction Programs and Departmental Orientation introduce available resources and courses.
    - Bridge Courses address gaps in prerequisites.
    - Class Tests for continuous evaluation.
- Midcourse Assessment:
    - Identification of slow and advanced learners through assessments and interactions.
    - Continuous Internal Assessments include tests, assignments, and seminars.
- End Semester Examinations:
    - Academic progress is tracked for proactive support.

Support for Slow Learners:

- **Remedial Classes, model paper discussions, periodic tests, mentoring, and peer learning ensure academic growth. Psychological and parental support is also provided.**

Opportunities for Advanced Learners:

- **Identification of advanced learners allows them to participate in national/international conferences, research projects, and skills training. They also engage in leadership roles, competitions, and peer teaching.**

Support for Divyangjan Students:

- **The institution provides customized teaching aids, lab support, scribe assistance, mobility aids, and psychological support to create an inclusive learning environment.**

The college fosters a positive and healthy learning atmosphere for all students

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://stannscollege.in/AQAR2021/public/aqar24/Criteria_II/2.2.1.pdf

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
03/07/2023	**3754**	**139**

File Description	Documents
Upload any additional information	[View File](#)

2.3 - Teaching- Learning Process

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

The institution fosters learner-centric education by using modern, immersive, and participatory learning methods, including problem-based learning, experiential learning, and integration of ICT

technologies. To prepare students for real-world challenges, departments use industrial projects, site visits, and internships, which are now mandatory and credited as part of the curriculum. These hands-on experiences enhance problem-solving skills and industrial knowledge.

Faculty members employ innovative teaching strategies like role-playing, group debates, quizzes, and flipped classrooms to promote active learning and engagement. MBA students, for instance, often complete surveys and case studies as part of their coursework. Problem-based learning PBL, mini-projects, seminars, and major projects are key components of the curriculum, providing students with opportunities to experiment and learn by doing.

The institution makes effective use of ICT in teaching through tools such as LCD projectors, smart classrooms &Google Classroom. Online platforms like Zoom, Google Meet, and MOOCs support both teaching and self-directed learning, allowing flexible, collaborative, and discrimination-free exploration of content.

In addition to academic learning, students are encouraged to participate in workshops, hackathons, coding competitions, and social campaigns, enhancing their creative thinking and problem-solving abilities. Activities like the Green India and Save Water campaigns, along with professional student chapters and interdepartmental clubs, promote experiential and participatory learning while engaging students in social and environmental issues. These approaches collectively enhance students' learning, creativity, and communication skills.

File Description	Documents
Upload any additional information	[View File](#)
Link for additional Information	https://stannscollege.in/AQAR2021/public/aqar24/Criteria_II/2.3.1.pdf

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

At St. Ann's College, the academic year 2023-24 witnessed a transformative integration of ICT tools in teaching and learning, reflecting the institution's commitment to academic excellence and innovation. Teachers effectively leveraged tools like smart boards, multimedia projectors, and interactive whiteboards to create engaging and dynamic classroom experiences. Virtual platforms such as Google Classroom and Microsoft Teams were extensively used to streamline the sharing of resources, conduct assessments, and maintain seamless communication with students.

To enhance concept understanding, faculty utilized educational videos, animations, and simulations, making even the most complex topics accessible and visually appealing. Online platforms like Kahoot and Quizizz introduced an element of gamification in learning, encouraging active participation and fostering collaborative skills among students. Additionally, virtual labs and subject-specific software enabled experiential learning, particularly in science and technology streams.

Teachers also used analytics-driven tools to monitor students' progress and provide personalized feedback, ensuring continuous improvement. Workshops and webinars, conducted using online conferencing tools, connected students with experts from diverse fields, broadening their horizons.

The strategic adoption of ICT tools at St. Ann's College has not only enhanced the quality of education but has also empowered students to develop critical thinking, adaptability, and digital literacy, preparing them for the demands of a technology-driven world

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://stannscollege.in/AQAR2021/public/aqar24/Criteria II/2.3.2.pdf
Upload any additional information	View File

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

102

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

The COE, Principal, IQAC coordinator meticulously prepares and Adheres to the Academic calendar and teaching plans to ensure a structural and efficient learning environment. At the start of each Academic session, a comprehensive Academic calendar is designed in Alignment with regulatory guidelines and institutional goals.

This calendar outlines key dates for admissions, examinations, holidays, co-curricular Activites and other Academic events. It is communicated to students and faculty well in advance to facilitate smooth planning and execution.

Teaching plans

Teaching plans are an integral part of this process, prepared by faculty members at the beginning of each semester. These plans are developed based on the curriculum learning outcomes and time frames specified in the academic calendar. This includes detailed schedules for lectures, Assignments, assessments and practical sessions ensuring adequate coverage of all topics.

Handbook:

The institution develops a comprehensive students handbook serving as a reference for academic policies, regulations and guidelines. It contains details on course structures, credit system, evaluation criteria and institutional norms. The handbook ensures students and faculty are well informed, enhancing accountability and adherence to institutional standards.

Regular reviews and feedback mechanisms are in place to monitor adherence to the teaching plans, Faculty meetings, Progress reports and students feedback help identify and address any deviations or challenges promptly. The Institution also leverage technology such as SLAMS to streamline the implementation of teaching plans and track progress.

`This systematic approach fosters discipline, accountability and academic excellence, ensuring that both students and faculty achieve their academic objectives effectively`

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	[View File](#)

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

`139`

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	[View File](#)
List of the faculty members authenticated by the Head of HEI	[View File](#)
Any additional information	**No File Uploaded**

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

`33`

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	[View File](#)
Any additional information	**No File Uploaded**

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

`8.85`

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	[View File](#)
Any additional information	**No File Uploaded**

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

20

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	[View File](#)
Any additional information	**No File Uploaded**

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

25

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	[View File](#)
Upload any additional information	[View File](#)

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

IT integration in Examination Procedures

The institution follows a well-established examination-system under CBCS&CBSS incorporating Credits, Absolute-grading-system on 10 point scale, SGPA/CGPA as performance indicators. Indigenous software EMS3.0, automated for all exam related matter, featuring with quality/efficiency/accessibility.

I Pre-examination Process

- **regarding Exam-Schedule/Fee-notification /Timetable made on-line through Website /CollegeApp/Class groups/ Examcell Portal apart from class-room announcements**

1.Registration for Examination/Fee payment and Issue of Halltickets

2.Integration of attendance/Seating plan @MobileApp

3.Nominal rolls/D-Form/Attendance sheets @adminlogin

4.CCTV monitoring and recording

II-Process During Exam

1.Duplicate Hall tickets

2.Coding -Masking of Hallticket number on answer-scripts with an automatic generated code for off-line and QR code for on-screen valuation

III-Post Exam Process

1.On-screen Valuation-

2.Double valuation-Provision is made for double valuation /Scrutiny/ posting of marks question wise and automatic summing

3.Result process-Dynamic software customized to the institutional policy & Schme

4.Declaration Results-Online

5.Grade report downloadable @studentportal

IV- Post declaration of Result

1.Cumulative Grade released online

2.All grade reports are made available at the respective stakeholders' portal

3.Provisional certificates/Consolidated Grade reports available at admin portal

4.Generation of Tabulation register containing complete record of passed out students of final year

5.TC/Bonafied/Course completed Certificates Automatically generated and available @admin potal

6.Grievances-Online system

7.Revaluation application and fee payment

V-Other Student support process

1.Issue of transcripts on request

2.On-line certificate verification:

3.Academic Bank of Credits- Platform is set ready for upload of students Credits by registering in NAD portal

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.stannscollegeexamcell.in/

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

Outcome-Based Education (OBE) has been integrated into the curriculum redesign under autonomy, with the formulation of learning objectives, program outcomes (POs), program-specific outcomes (PSOs), and course outcomes (COs) for all programs.

Departments align COs and PSOs with institutional and program objectives. Heads of departments present these to the Autonomy and Planning & Evaluation Committee for approval and ratification in Academic Council Meetings(ACMs). These outcomes are displayed on the institutional website for transparency.

Evaluation tools incorporate Bloom's taxonomy, and the attainment of POs, PSOs, and COs is reviewed at the end of each semester in departmental meetings with the principal. General staff meetings at the start of each semester discuss teaching schedules and outcomes.

To communicate these outcomes, induction programs and orientation sessions are held for students and parents, with outcomes displayed on digital boards and notice boards. Direct and indirect assessment methods, with a 90% and 10% weightage respectively, are used to measure CO attainment. Student feedback is gathered using a three-point scale.

Program outcomes are assessed based on course and program-specific outcome attainment, with indirect assessment including feedback from various stakeholders. The performance of students in competitive exams, higher studies progression, and placements are also used to evaluate PSOs

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	No File Uploaded
Link for additional Information	https://stannscollegehyd.com/wp-content/uploads/2023/08/PEOs-POs-PSOs-COs.pdf

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

Departments formulate Course Outcomes (COs) and Program-Specific Outcomes (PSOs) aligned with institutional and program objectives. Heads of departments present these to the Autonomy and Planning & Evaluation Committee for final approval and ratification in Academic Council Meetings (ACMs). Evaluation tools, incorporating Bloom's taxonomy, are discussed in the Board of Studies (BOS).

Course outcomes are assessed using a three-point scale, with 90% weightage for the direct method. 3 points are awarded if ?70% of students secure a B+ grade, 2 points for 50-70%, and 1 point for <50%. Student feedback, forming 10% of the assessment, is measured similarly: 3 points for 70% satisfaction, 2 for 50-70%, and 1 for <50%. Program outcomes are evaluated by averaging the COs and PSOs, with direct assessment (90%) and indirect assessment (10%) from feedback from students, faculty, employers, parents, peers, and alumni.

Attainment levels are classified as follows:

Attainment Level

Result Statement

Plan of Action

2.5-3.00

High Attainment

More focus on advanced learners

1.5-2.5

Attained

Reinforce learning

<1.5

Not attained

Remedial measures

Course attainment is reviewed at the end of each semester. Mid-course corrective measures are implemented if necessary. Average attainment is evaluated at the end of the final semester of the program to ensure that program outcomes and PSOs are met

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	**Nil**

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

1254

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	[View File](#)
Upload any additional information	[View File](#)
Paste link for the annual report	**Nil**

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

https://stannscollegehyd.com/wp-content/uploads/2024/12/SSS-Analysis-and-ATR-2023-2024.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

The college holds a well-defined research ecosystem with a proper research promotion policy. St. Ann's Centre for Research and Development SACReD ICT enabled centralized research platform, which facilitates collaborative multi-disciplinary research with focus on Indian Knowledge system. Departments of Life sciences and Commerce have confined research labs. Institution encourages active faculty research with incentives for publications, permits leave for outsourcing of research facilities and applies for projects in government funding agencies. Students were motivated to actively participate in research and startups. Research convener monitors all research requirements of faculty and students through a centralized research centre facility. Authenticated plagiarism software DRILL BIT was procured by central research facility to have quality checks on academic publications, project reports and thesis produced by the faculty and students. SARA (St.Ann's Research Award) is given to one faculty member every year for outstanding contributions research. Management provides financial assistance for -ARP (Ann's Research Project) and Ph.D programs on approval of the proposals submitted by the faculty. Research centre organizes research related seminars. Workshops on instrumentation are organized for skill development of faculty

Faculty Awarded PhD-3

Research Projects Funded by Government for Rs 4.98 Lakhs- 1

Publications 44

Books and Chapters 15

Patent filed-1

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	[View File](#)
Provide URL of policy document on promotion of research uploaded on the website	https://stannscollegehyd.com/wp-content/uploads/2023/09/Research-Promotion-Policy.pdf
Any additional information	[View File](#)

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

1.55

File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	[View File](#)
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	[View File](#)
List of teachers receiving grant and details of grant received	[View File](#)
Any additional information	[View File](#)

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

1

File Description	Documents
e-copies of the award letters of the teachers	View File
List of teachers and details of their international fellowship(s)	View File
Any additional information	No File Uploaded

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

4.98

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	View File

3.2.2 - Number of teachers having research projects during the year

1

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://ncert.nic.in/?ln=en
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

0.0

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	**No File Uploaded**
Institutional data in Prescribed format	**No File Uploaded**

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

1

File Description	Documents
Supporting document from Funding Agencies	[View File](#)
Paste link to funding agencies' website	https://ncert.nic.in/?ln=en
Any additional information	[View File](#)

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

Research Committee and faculty members throw light on research by organizing workshops and FDPs. The SACReD (St Ann's Centre for Research and Development) central research facility provides a cordial ambience with state of the art technology. College-e-journal ANNQUEST is a platform for publications. Seminar halls with ICT facility are available to organize hands on training programs. Institutional Innovation Council supports a platform for promising start-ups with training and prototype creation under friendly ecosystem for innovation and entrepreneurship. St.Ann's Intellectual property cell mentors the faculty and students to file patents. St.Ann's Enterprise and Entrepreneurship Development Cell connects students, faculty to industry. Ideathons arranged frequently by innovation start up cell bring out the innovative ideas from students. College efforts to include project-based learning, internships enable student's exposure to new ideas and creates budding entrepreneur. College offers Design Thinking, Entrepreneurship as Skill oriented courses. Faculty attends FDP, training programs and as a measure of knowledge transfer. National Innovation and Startup policy —NISP of college is a strength for

industry-academia interaction. Incubation Centre helps potential start-ups with business plan generation and connects them to industry. As part of outreach activity, Departments initiated development of practical kits in strengthening science education at school level as a measure of knowledge transfer and community orientation

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stannscollegehyd.com/iic/

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

23

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	No File Uploaded

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software	**A. All of the above**

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	No File Uploaded

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

`0.0`

File Description	Documents
URL to the research page on HEI website	**Nil**
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	**No File Uploaded**
Any additional information	**No File Uploaded**

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

`45`

File Description	Documents
List of research papers by title, author, department, and year of publication	[View File](#)
Any additional information	[View File](#)

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

`15`

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://stannscollegehyd.com/books-authored/

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

`21`

File Description	Documents
Any additional information	**No File Uploaded**
Bibliometrics of the publications during the year	View File

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

4

File Description	Documents
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	**No File Uploaded**

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

3.21

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View File
List of consultants and revenue generated by them	View File
Any additional information	**No File Uploaded**

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

7.90

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View File
List of training programmes, teachers and staff trained for undertaking consultancy	View File
List of facilities and staff available for undertaking consultancy	View File
Any additional information	**No File Uploaded**

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

Extension activities are a vital component where education of students is fortified by sensitizing them towards the real state affairs of the community. These activities bridge the gap between academic knowledge and practical application in real state affairs fostering a sense of social responsibility and societal development. Social outreach programs have been integrated into the main curriculum subjects for holistic development of an individual.

National Service Scheme, National Cadet Corps, St.Ann's Helping Hands & Reaching Arms(SAHHARA) Dharani-Eco Club, SAMMAN -Centre for Women Studies, SQAC-Student Quality Assurance Cell, Academic departments, other committees and cells carries out various extension activities under different focus areas.

A total of 101 extension activities were organized in the neighborhood community which focused on the Sustainable Development Goals Good Health & Wellbeing, Quality Education), Gender Equality, Clean Water & Sanitation),Sustainable Cities and Communities, Climate Change.Programmes like Harithaharam, Swatch Bharath ,Blood donation camps , screening camps on anemia, diabetes, nutrition education programmes, dry waste collection for recycling, awareness sessions on breast feeding ,drug abuse, cancer, mental health ,gender issues and sustainable environmental practices are major extension activities carried in the year

Extension Activities created positive impact on health and wellbeing, women empowerment, environmental sustainability in the local community and enabled students to acquire life skills empowering them in making significant contributions towards nation building.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	**Nil**

3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

381

File Description	Documents
Number of awards for extension activities in during the year	[View File](#)
e-copy of the award letters	[View File](#)
Any additional information	**No File Uploaded**

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

101

File Description	Documents
Reports of the events organized	[View File](#)
Any additional information	[View File](#)

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

2810

File Description	Documents
Reports of the events	[View File](#)
Any additional information	[View File](#)

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

20

File Description	Documents
Copies of documents highlighting collaboration	[View File](#)
Any additional information	**No File Uploaded**

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

20

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	[View File](#)
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	[View File](#)
Any additional information	**No File Uploaded**

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipments, etc.

The college has adequate infrastructure for the smooth functioning of all curricular and co-curricular activities and for holistic development of the students. Learning resources are developed keeping in view the vision of the college. There are spacious class rooms, lecture halls, ICT seminar halls, laboratories, computers and all other support facilities that support the teaching learning and evaluation process. The college has 49 classrooms and 45 well equipped subject specific, language and research labs. Two new LCD and 10 UPS are added to infrastructure.

The College is Wi Fi enabled with bandwidth of 1000 Mbps. Advanced

computing equipment with required peripherals are in place for the staff and students. The infrastructure requirements for the succeeding year with regard to replacement, up-gradation and addition of physical facilities is discussed and proposed. The proposals are scrutinized by the respective committee and the IQAC coordinator and a decision is made the availability of funds. The physical facilities fulfil the statutory regulations from AICTE, Osmania University and state government bodies that visit the college periodically to inspect the adequacy of the infrastructure requirement for the programs offered. The timetable committee oversees the suitable allocation and utilization of classrooms and laboratories are put to optimal use.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	Nil

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

The college provides adequate facilities for all these activities Cultural activities, gymnasium and yoga, sports and games.

Cultural Activities

S.No.

Facility

Area in sq. ft.

Year of Establishment

Activities

1

St. Joseph Auditorium

7020

1989

College event, induction programme, Contests & Skill Oriented activities

2

SALTT (Quadrangle)

7800

1983

General Assembly, Competitions, fests

3

AV Room

1822.11

Academic activities, Club Activities, General meetings

Gymnasium and Yoga center

S.No.

Facility

Sport

Area sq. ft.

Year of Establishment

User Rate

1

Fitness Centre

Yoga, Judo

862.92

2006

U.G & P.G Students

Taekwondo

2019

Gym

639.85

2006

Sports facilities Indoor

S. No.

Game

Area (Sq. Ft.)

Year of Establishment

User Rate

1

Chess , Caroms, Table Tennis

1076

1986

U.G & P.G Students

Outdoor

S. No.

Game

Area (Sq. Ft.)

Year of Establishment

User Rate

1

Volleyball, Throwball

1743

1987

U.G & P.G Students

2

Handball & Kho-Kho

8611

3

Tennikoit

720

4

Basketball

5489

Yoga and Sports Equipment added in 2023-224

The sports equipment added are Yoga mats, Carom Set, Table tennis Balls, Bats, Basketballs top, ring, Nets, Kho-Kho Poles, Soft balls, Bat, Gloves,Handballs, Tennikoit Ring,Volley balls, Net,Badminton Rackets, Cocks Throw balls Skipping Ropes,Markers andWhistles.

File Description	Documents
Geotagged pictures	View File
Upload any additional information	View File
Paste link for additional information	**Nil**

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

32

File Description	Documents
Upload any additional information	View File
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

117.73

File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	**No File Uploaded**

4.2 - Library as a Learning Resource

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

- **Name of the ILMS software – SOftware for University Libraries 2.0 (SOUL 2.0)**
- **Nature of automation - FULL**
- **Version -2.0.0.14**
- **Year of automation - 2010**

SOUL is State -of -the -art integrated library Management software

designed and developed by INFLIBNET Centre. Highly versatile, user friendly OPAC with simple, advanced search.

There isa central library facility for the UG and an additional extension for the PG students. Library has a reading hall with a capacity of 200.It is well protected with automated facilities such as barcode scanner and CCTV. Books are classified using Dewey Decimal Classification System (DDC) to facilitate easy access to the resources. At present the library holds 91593 books, 126 Periodicals /journals /Magazines. 1200 e books, 2662 CDS/DVDS and 1355 Back Volumes, 4420 (Gift Books and 795 other books) Projects and Newspapers. Library users can access books, theses and journal database provided by N-list and DELNET, NDL and online other e-resources.

Reprographic machine, Scanners, Printers, Computers, Barcode Scanners, Remote access facility for E-Resources and Web OPAC, High Speed Internet browsing facility for students and faculty.

Acquisition, Member logins, Data entry, Article indexing, Issue & return, Renewals, Report management, E-resources, remote access, Report generation, User rate analysis, User data Maintenance, Storage and retrieval of data, Cataloguing, Article alerts, are the Library maintenance services.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

| 4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources | A. Any 4 or more of the above |

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	View File

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

6.432

File Description	Documents
Audited statements of accounts	View File
Any additional information	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

275

File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	View File

4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

The Institution's IT policy and facilities are designed to be used for both academic and administrative purpose. A committed and supportive ICT team with programmers and networking professionals maintain technical-related issues. The IT facilities are upgraded every year. The IT policy establish guidelines and procedures for data protection, improve efficiency, endeavor to encourage innovation and experimentation with new technologies and applications. To ensure that the institution follows relevant

rules.

Wi-fi upgrades are accomplished on a need basis. The campus network through LAN and the internet is 1GBPS. 40Mbps leased line upgraded to 100 Mbps entirely for the Examination branch. 1000 mbps Wi-Fi connectivity includes a 40 Mbps leased line from ACT exclusively for IQAC and Administration offices.

Cyber security across the campus is ensured through deployment of antivirus software through a central server.Software upgrades and installing of new software are supplemented time to time based on requirements of new programs and also to aid in research efforts of faculty. Computer Technician is provided to solve service requests.

Two new LCD and 11 UPS are added to infrastructure, keyboards, mouse, speakers, are procured in the year 2023-24. Sufficient budget is allocation for procurement, upgrading and maintenance of the IT facility

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	Nil

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
3754	614

File Description	Documents
Upload any additional information	[View File](#)

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus	A. ?50 Mbps

File Description	Documents
Details of bandwidth available in the Institution	[View File](#)
Upload any additional information	**No File Uploaded**

4.3.4 - Institution has facilities for e-content development: **Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing**

A. All four of the above

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	**Nil**
List of facilities for e-content development (Data Template)	[View File](#)

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

363.43

File Description	Documents
Audited statements of accounts	[View File](#)
Upload any additional information	**No File Uploaded**

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

Classroom maintenance - The In charge along with support staff, monitors the maintenance and cleanliness of entire building. Regular inspection shall be taken up to maintain equipment, including LCD projectors, computers, and other ICT facilities,

Laboratory maintenance – Laboratory maintenance is taken care by the respective departments, lab attenders and support staff.

09-01-2025 02:04:30

Library maintenance - The Librarian, and the team of support staff, shall look after the maintenance of the library books, computers and software.

Sports complex maintenance –Regular maintenance and repairs are scheduled to keep sports equipment in optimal condition by designated staff.

Computers maintenance - Regular maintenance, including software updates, hardware checks, and virus scans, ensures optimal performance is by IT staff

Other facilities – Solar panels, CCTV, UPS facilities are managed by network engineers/ under AMC. Green campus maintenance shall be by the gardeners.

Utilization of Infrastructure facilities

Classrooms and seminar halls shall be allocated as per time table.

For A.V room, Auditorium a log book is maintained

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

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

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	Nil

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

201

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	View File
Upload any additional information	View File

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

90

File Description	Documents
Upload any additional information	View File
Institutional data in prescribed format	View File

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology	A. All of the above

File Description	Documents
Link to Institutional website	https://stannscollegehyd.com/capacity-building-schemes/
Details of capability development and schemes	View File
Any additional information	View File

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

6426

File Description	Documents
Any additional information	View File
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees	A. All of the above

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

269

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of outgoing students progressing to higher education

400

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	**No File Uploaded**

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

19

File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

18

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

Students actively participate in college governance through their involvement in various academic and administrative committees. The Student Council, Student Quality Assurance Cell (SQAC), acts as a bridge between the management and students. Members, selected by Deans based on merit, represent diverse disciplines and are

trained in leadership, teamwork, accountability, and organizational skills. SQAC supports college committees in planning academic, cultural, and non-academic events, while addressing campus issues, acting as ambassadors, and interacting with distinguished personalities.

SQAC raises awareness on social issues like voter education, drug abuse, cyber security, and health by collaborating with authorities such as the Police Department and SHE Teams. It observes significant national and international days, fostering civic responsibility among students.

Class Representatives aid communication between students and faculty and ensure classroom discipline. Students hone teamwork, leadership, and problem-solving skills by participating in college clubs such as Physics Club, Dharini Eco Club, Sanskriti Club, and Page Turners Club. Specialized groups like National Service Scheme (NSS), National Cadet Corps (NCC), and Rotaract Club focus on social responsibility and leadership.

These clubs provide a platform to explore interests, enhance skills, and build networks, ensuring holistic development and preparing students for future endeavours

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://stannscollegehyd.com/sqac/

5.3.3 - Number of sports and cultural events / competitions organised by the institution

44

File Description	Documents
Report of the event	[View File](#)
List of sports and cultural events / competitions organised per year	[View File](#)
Upload any additional information	[View File](#)

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The institution, through its Alumni Mobile App and Portal, strives to strengthen the bond between alumni and the institution. This platform connects alumni from various batches, regardless of location or time zone, offering features for professional growth and collaboration. This app includes a networking directory, enabling alumni to connect based on shared interests, location, industry, or profession, fostering valuable collaborations within the alumni community.

Our alumni mentor current students, sharing their experiences to guide career paths, job search strategies, and industry insights. Social media platforms and WhatsApp groups further facilitate continuous engagement, helping students expand their professional connections.

Alumni also contribute by serving as resource persons in seminars, workshops, and as members of the Board of Studies, ensuring the curriculum remains relevant and up-to-date. They offer insights into employability, entrepreneurship, and emerging fields, while assisting in the transition from college to the corporate world through workshops and placement support, including job fairs and interviews.

The Annsoiree Alumni Association provides financial aid to meritorious and economically disadvantaged students and has instituted gold medals for top performers, promoting healthy competition and boosting student morale

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	Nil

5.4.2 - Alumni's financial contribution during the year | D. 2 Lakhs - 5 Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision Academic Excellence, Skill Enhancement and Value Enrichment to help the girl student embark on life's journey as an empowered woman. The perspective plan aligns with this vision and mission, addressing the college's needs and priorities through inclusive consultation with all stakeholders.

Strategic Planning and Priorities The plan outlines strategic priorities for sustained growth, focusing on high-quality academics, skill development, and holistic value-based education. Inputs from stakeholders, including academicians, employers, inspection teams, and audit reports, help shape this comprehensive strategy.

Governance and Leadership The Principal leads the governance and management of the institution, ensuring the alignment of policies with the vision and mission. Senior faculty members serve in key roles as Deans and Controllers of Examinations, overseeing administrative, academic, and student matters. Their contributions are vital as members of the Governing Body, Academic Council, Board of Studies, and Finance Committee.

Collaborative Implementation Heads of Departments (HoDs), faculty, and committee conveners actively participate in setting and achieving annual goals. They contribute significantly to institutional governance, ensuring effective implementation of policies and fostering a collaborative environment for continuous improvement.

This integrated approach supports the institution's mission of shaping empowered, skillful, and value-driven young women ready to face future challenges.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://stannscollegehyd.com/

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

Case Study highlighting decentralisation and participative management

The institution emphasizes effective leadership through decentralization and participative management, ensuring smooth functioning across all initiatives.

A significant decentralization step includes appointing Deans/Directors/Controller of Examinations to support the Head of the Institution in planning and implementing structured tasks and activities. To enhance institutional operations, various statutory and non-statutory committees, along with academic and non-academic committees, have been constituted.

This approach plays a vital role in organizing flagship events like the Annual College Fest-Annofesta, Annual Management Fest-Zesta, Hackathon Competition-Technocrats and Statistics Fest - STATA FEST etc. Discussions regarding these events are initiated in the Student Quality Assurance Committee at the management level. The Principal in coordination with Deans nominates a core committee and sub-committees, comprising of faculty and students, assigning specific responsibilities to ensure efficient execution of the event. A plan of action is designed by the respective committee convenors and presented to the Head of the Institution for approval.

Post-event, all sub-committee heads submit detailed reports to the core committee. The core committee then prepares a comprehensive report summarizing the events' success and outcomes, which is shared with the Deans and the Head of the Institution. This structured, collaborative and decentralized approach ensures transparency, accountability, and collective ownership, driving the institution's goals forward effectively.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	View File
Paste link for additional Information	https://stannscollegehyd.com/about-us/institutional-governance/

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

In line with the vision and mission of the college, and enhance the quality, a 9-point strategic plan has been envisaged by the institution; Green Practices being the one. One among them is Green Practices. The institution laid a road map to increase green practices by cultivating fundamental knowledge about the environment and its interconnection with people, sensitize students towards environmental issues and concerns, and inculcate the importance and practice of environmental sustenance and conservation among the staff and students. College continued Environmental Science as a part of the curriculum, conducted energy audit and environment audit, received ISO certification 14001:2015-EnvironmentManagementSystem, strengthened conservation of power by increasing solar panels, producing biogas by using kitchen waste in college canteen and nutrition lab, improve e-waste management by collecting e-waste in the college and collected by the students and faculty and donating to Croma for proper recycling, dry paper waste has been collected and gave to ITC for recycling, regular bulbs replaced by LED and sensor bulbs, few normal taps were replaced by sensor taps, prudent use of lights fans, organised awarenesssessions/boot camps. The continued efforts of 'Dharini'- Eco Club activities: observing EnvironmentalDay, BiodiversityDay, EarthDay etc., and above said efforts, resulted in using of 8 liters of biogas by Nutrition Department Laboratories, produced 96650 units solar power and saved Rs. 869850. The college is marching towards establishing a green and clean environment in and around the college.

File Description	Documents
Strategic Plan and deployment documents on the website	[View File](#)
Paste link for additional information	https://stannscollegehyd.com/strategy-document/
Upload any additional information	[View File](#)

6.2.2 - The functioning of the various institutional bodies is effective and efficient as visible from the policies, administrative set-up, appointment and service rules, procedures, etc.

Administrative setup

Organogram

1. Correspondent and Principal

2. Principal coordinates with statutory bodies

- **Governing Body**
- **Academic Council**
- **Finance committee**

2. Deans

3. Controller of Examinations

- **Additional Controllers**
- **Additional Coordinators**

6. HODs

7. Committee Convenors

8. Administrative Staff

9. Auxiliary Staff

10. Faculty

11. SQAC

POLICIES

https://stannscollegehyd.com/policies/

https://stannscollegehyd.com/organogram/

- **Institutional organogram is reflective of decentralised and participative management. GoverningCouncil, constitutes members from the Society of St. Anne, Phirangipuram, serves as the highest authority responsible for managing the institution's affairs through strategic planning and guidance.**

- **Principal is responsible for convening Governing Body and Academic Council meetings, ensuring alignment and coordination on key decisions. Board of studies is led by respective department head, with department faculty members and contribute their expertise and insights.**

- **Principal collaborates with Deans, department heads, and committee conveners to gain a comprehensive perspective on institutional matters.**

- **Committees comprise of faculty and students from varied departments to ensure a broad and inclusive approach. The management of administrative office and coordination of non-teaching staff are responsibilities of administrative officer, who directly reports to Principal.**

- **Campus Recruitment Officer works to strengthen campus placement efforts, aiming to provide better career opportunities for students.**

File Description	Documents
Paste link to Organogram on the institution webpage	https://stannscollegehyd.com/organogram/
Upload any additional information	View File
Paste link for additional Information	https://stannscollegehyd.com/organogram/

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination	A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Documen	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

Effective welfare measures are integral to attracting and retaining talent while promoting a holistic approach to employee health and happiness. Thus, the institution has prioritized employee welfare to foster a positive workplace culture, leading to enhanced organizational performance.

I. Welfare Measures

1. Welfare Benefits

- Employee group Insurance by LIC
- EPF coverage for staff
- 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

2. Facilities and amenities

- Well-furnished staff rooms with intercom, personal computers, printers, Wi-Fi connectivity and restrooms
- Centralized research lab
- Well-equipped fitness center
- Health center organizes free/subsidized health camps and Awareness programs for well-being
- Diet counseling center

- **Prayer room for all faiths**
- **CCTV cameras to ensure safety and security**

3. 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**
- **Meritorious Teacher Award and Best Researcher award**
- **Flexi timings for research work**
- **Training for Administrative staff in accounting and software packages**

4. Other benefits

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

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	**Nil**

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

31

File Description	Documents
Upload any additional information	[View File](#)
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	[View File](#)

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

5

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	*View File*
Upload any additional information	*View File*

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

56

File Description	Documents
Summary of the IQAC report	*View File*
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	*View File*
Upload any additional information	*View File*

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

St. Ann's College for Women has a systematic and strategic approach towards the use of financial resources, ensuring accountability and transparency. Internal and external audits are conducted periodically to ensure compliance with rules and regulations of the institution. The financial statements and books of accounts are maintained with utmost professional accounting standards.

Internal Audit

A team of sisters of St. Anne Society conduct internal audit twice a year to verify financial details of expenditure/transactions made and check the documents meticulously.

External Audit

The external audit is conducted by the auditors of M/S Harish Kara

and Associates of Hyderabad in compliance with audit procedures in the months of April/May. The audit is carried out as per government norms to validate the utilization and disbursement of funds.

The internal audit by the congregation of St. Anne was conducted on 02/10/2023 & 27/03/2024

The external audit by the auditors of M/S Harish Kara and Associates of Hyderabad was carried out during April/May, 2024.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

2.15

File Description	Documents
Annual statements of accounts	View File
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	View File

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

- The primary sources of finance are grants-in-aid provided as salaries for aided staff and fees collected from students for running self-financed programs.
- Sponsors serve as a source of funding for cultural events and other institutional activities.
- Leasing infrastructure for banks, college canteens, stationery shops, government exams, job fairs, and special events or shows serves as a source of revenue.
- Funds for awards, including gold medals in special categories, are raised from well-wishers, philanthropists and faculty members.
- To ensure proper resource utilization, annual budgets are

prepared, prioritizing the needs and requirements for teaching, learning, research, and infrastructure.

- Departments and committees submit their accounts at the end of the year, detailing the expenditures incurred.

- Infrastructure expansion, maintenance, and repairs are planned and included in the budget.

- Resources are audited periodically to ensure accountability.

- Utilization certificates, duly audited, are submitted for grants received for projects.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	Nil

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

IQAC was instrumental in reflecting quality standards in various operational fields complementing the vision and mission of the College.

Practice 1

Placements and Corporate Training

Placement Cell of the college was actively involved with leading recruiters from diverse sectors to facilitate the placement process effectively. The collaborative effort with the Corporate Relations Cell to plan and conduct more placement training, including soft skill training, aptitude tests, mock interviews, career guidance sessions etc., witnessed a colossal participation from both students and recruiters. The number of companies visited has increased from 41 to 45, the mean salary increased from 3.72

LPA to 4.3LPA, Median salary saw an increase from 3 LPA to 3.5 LPA.

Practice 2

Entering NIRF

In this regard, IQAC played a remarkable role in leveraging the performance of the institution by strengthening the NIRF ranking in the band of 150-200. Before the year 2023, the college has not featured in the framework of ranking. This development shows the increased and persistent efforts of IQAC in sustaining quality and implementing measures that led to a substantial development of well – rounded skill set through teaching learning, innovation, entrepreneurship and research which cater to NIRF parameters. The incremental growth in terms of quality sustenance envisages more career opportunities for students to get placed and set standards for their future. This significant achievement of the institution has a tremendous impact on the performance outcomes in terms of quality education and research.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	Nil

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

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

Example 1: SAFIRe (St.Ann's Focus on Impressions and Reflections) – Feedback mechanism @ St.Ann's

IQAC initiated and facilitated an organized feedback mechanism through structured questionnaires under "SAFIRe" (St. Ann's Focus on Impression and Reflections) was administered to obtain formal feedback from various stakeholders.

The feedback was taken from the following stakeholders

1. Entry Level
2. Student Satisfaction Survey (Exit feedback)

3. Teacher Evaluation by Students (TES)
4. Student Feedback on Administration (SFA)
5. Faculty Feedback on Institution (FFI)
6. Administrative staff Feedback on Institution (ASFI)
7. Institutional Strength, Weakness, Opportunities and Challenges (SWOC)
8. Curriculum feedback- Employers, Parents , Alumni, Students , Peers

Annual Academic & Administrative Audits (AAA)

Internal AAA is an Institutional review process undertaken by IQAC to assess effectiveness and efficiency of academic and administrative Internal IQAC and senior faculty examine the records of activities of departments and note their observations. Personnel from management are drawn for administrative audits. A detailed report is submitted to IQAC.

External AAA

Experts drawn from Universities and/or peer institutions, visit the institution to conduct the audit. The audit commences with institutional presentation followed by campus tour. Their notings are presented to the faculty in the exit meeting. Audit leads to corrective measures, through a detailed plan by IQAC.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	Nil

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)	A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	https://stannscollege.in/AQAR2021/public/aqar24/Criteria_VI/Annual_Report_2023-24.pdf
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

St. Ann's College for Women promotes inclusivity and women's empowerment through policies and innovative academic and extracurricular initiatives.

Promoting Gender Awareness and Empowerment

- The Centre for Women Studies (CWS) raises awareness on gender issues, supported by a Women's Studies library section.
- The Gender Champion Club organizes engaging activities like flash mobs, debates, poster campaigns, and expert talks to encourage dialogue on gender topics.
- Academic efforts include specialized courses addressing gender issues.
- Events such as ICSSR-SRC-sponsored conferences and lectures on entrepreneurship, cyber security, and Poshan Abhiyaan enhance students' knowledge and skills.
- Observing Women's Day, Breastfeeding Week, Poshan Abhiyan promotes awareness on Health & Well Being
- Admission through sports quota, providing student athletes with balanced diet, sports kits, cash awards, allowances , excellent infrastructure with courts and a gym with a qualified instructor
- Shreyasi Award celebrates accomplished women achievers.

Ensuring Safety and Gender-Sensitive Facilities

- **Safety is prioritized through comprehensive surveillance by cctv cameras, 24/7 security, monitored visitor and vehicle access, parental consent for external activities.**
- **Self-defence training through Judo classes**
- **Partnerships with the local police department enhance campus security**
- **Health centre with trained personnel, anti-ragging and compliance committees, and counselling services provided by Maitri and specialized cells for diet and career guidance.**

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://stannscollegehyd.com/cwscentre-for-womens-studies/

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment	**A. Any 4 or All of the above**

File Description	Documents
Geotagged Photographs	[View File](#)
Any other relevant information	[View File](#)

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

St. Ann's College ensures proper segregation of waste at the source and facilitates recycling. Twin Bin system on campus enables the segregation of waste into degradable waste and nondegradable waste. While the organic waste from Garden and canteen is used for composting in organic manure pit and vermicomposting by Zoology department in designated pit. The resulting compost is utilized in the botanical garden and sold under the Zoology department's green initiative, LIVOM. Dry waste is sent for recycling. Nutrition lab kitchen waste is composted in Khambha and used in garden.. Liquid waste management: Distillation units are installed to recycle and reuse 80% of the organic solvents. Acids and bases used in Chemistry and Biochemistry labs are diluted before discarding into the sinks. The stockpiling of

chemicals is avoided. Biomedical waste is rendered harmless through autoclaving before disposal. Different colored bins are used to collect and segregate sharp metals, blood contaminated cotton and disposable gloves .Sanitary pad incinerator is in place to handle menstrual waste. A waste recycling system for paper and plastic involves partnerships with ITC Paperboard Earth Box .Hazardous chemical waste is managed using green chemistry principles and micro scale experiments in the Chemistry department, prioritizing environmental safety

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

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of the facilities	[View File](#)
Any other relevant information	[View File](#)

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

A. Any 4 or All of the above

File Description	Documents
Geotagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

7.1.6 - Quality audits on environment and energy undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

1. **Green audit**
2. **Energy audit**
3. **Environment audit**
4. **Clean and green campus recognitions/awards**
5. **Beyond the campus environmental promotional activities**

A. Any 4 or all of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance,

A. Any 4 or all of the above

reader, scribe, soft copies of reading materials, screen reading, etc.	

File Description	Documents
Geotagged photographs / videos of facilities	View File
Policy documents and brochures on the support to be provided	View File
Details of the software procured for providing assistance	View File
Any other relevant information	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

St. Ann's provides inclusive environment, tolerance and harmony to cultural, regional, linguistic, communal, socio-economic, other diversities through a plethora of academic and extracurricular initiatives.

- Observing Linguistic Days like Telugu Day, Urdu Day, International Arabic Day, Sanskrit Day, Hindi Day, Guru Purnima, French Arts and Culture Day promote unity in diversity
- Celebrations of Multifaith Festivals like Bathukamma, Dandiya Holi, Onam, Christmas, Annofesta-College Fest, Dussehra celebrations highlight the college's commitment to regional and cultural harmony.
- Mental Health Day, International Day of Persons with Disabilities, and Diabetes Awareness Drives focus on societal upliftment.
- Programs like the International Student Exchange and interactions with diplomats and academicians encourage cross-cultural understanding
- The Centre for Women Studies sensitises students on gender issues through workshops, debates, and creative campaigns.
- Holistic well-being of students is promoted through the services of The Maitri Counseling Cell and Diet Counselling Cell and Career Counselling cell.
- Environmental Campaigns, Blood donation drives, anti-drug rallies focus on social responsibility.
- Communal harmony and unity promoted through celebrations of Independence Day, Republic Day, Marty's Day and Telangana

Formation Day

Thus College, prepares students to thrive in a multicultural and interconnected world

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

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

St. Ann's actively fosters constitutional awareness and civic responsibility among students and employees through a wide range of initiatives. The institution integrates values, ethics, and governance into its curriculum, offering courses that deepen understanding of constitutional principles. National observances like Independence Day and Republic Day are celebrated annually with tributes, talks, debates, competitions, and oath ceremonies. Co-curricular activities such as tree plantation drives, Swachh Bharat, blood donation camps, medical camps, road safety initiatives, and community outreach further reinforce these values. Through lectures and webinars, topics like human rights, global politics, constitution, Gandhian principles, moral values, and women's rights are explored. Students' rights and duties are emphasized in induction programs and departmental meetings. The Human Rights Club and Model United Nations provide platforms for training and competitions, while the Mock Youth Parliament, conducted in collaboration with the Ministry of Parliamentary Affairs, fosters an understanding of governance. Voter awareness programmes organised by Electoral Literacy Club Intellectual Property Rights Cell organises sessions for faculty and students Collaborations with organizations like COVA, Gandhi King Foundation, the US Consulate promote compassionate citizenship. Additionally, College conducts workshops for school children on moral values, cleanliness, gender equality, and human rights, fostering societal awareness

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	No File Uploaded

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	A. All of the above

File Description	Documents
Code of Ethics - policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	View File
Any other relevant information	No File Uploaded

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

St.Ann's instills values and promotes responsible citizenship among students by celebrating National and International Commemorative Days, Events, and Festivals. Environmental initiatives included Theme based activities on World Environment Day, World Wildlife Day, World Water Day, Earth hour, World Environment Health Awareness Day , National Energy Conservation Day ,National Pollution Day to instill responsibility towards nature/planet Cultural & linguistic Celebrations like Dashabdhi Utsavalu, Telangana Formation Day Rally , Telugu Bhasha Dinotsavam, Urdu Day, International Arabic Day and Guru Purnima

,Batukamma & Dandiya Celebrations Patriotism and social responsibility promoted during Republic Day, Independence Day, Martyr's Day, National Girl Child Day, World Elder Abuse Awareness Day and Women's Day. Health and well Being is promoted by organizing awareness campaigns, sessions, competitions rallies on days like World Anti-Drugs Day, World Mental Health Day, World Diabetes Day, World Cancer Day, Worls Aids Day Additionally, International Yoga Day emphasized fitness and mindfulness. Nutrition initiatives: World Vegan Day, Month long events like workshop, webinars during National Nutrition Month Academic Days: Science Expo, Games, Quiz on National Statistics Day, National Science Day , World Microbiome Day, International Microorganism Day, National Mole Day This broad spectrum of activities contribute to holistic development, cultural integration, and civic responsibility

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

Best Practice 1: Bridging Education: Empowering Young Minds through Science Outreach

This practice promotes interest in science among government school students by engaging volunteers to conduct hands-on science experiments and demonstrations. It contributes to experiential learning but challenges like language barriers, and safety concerns have to be addressed. Volunteering helped students gain leadership& teaching skills and also to work in teams. Resources like portable lab teaching kits, transportation, financial support, and multilingual instructional aids were required. Overall it is observed that student understanding of scientific concepts and active participation in science fair has improved. Thus, this practice bridges educational gaps and contributes to the upliftment of underprivileged schools.

Best Practice 2: Way Forward through Skill Development

This practice aims to bridge the gap between academics and industry by integrating skill development courses into curriculum and capacity building through activities like workshops, mentorship sessions, and real-world projects. Around 26 Skill oriented courses (2 semester), 22 Discipline specific courses (2 semester) offered by various departments and a course on Communication skills (one semester) enrich students with concept of career making and enable them to be more competent, confident & communicative. Though there were challenges like, limited industry partnerships, and balancing academics with skill training, the program has achieved high student participation, improved job readiness, and notable progress in communication, leadership, and teamwork.

File Description	Documents
Best practices in the Institutional website	https://stannscollegehyd.com/wp-content/uploads/2024/12/Best-Practices-2023-24.pdf
Any other relevant information	**Nil**

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Promoting Multifaith Culture and Harmony at St. Ann's College

St. Ann's College for Women is a vibrant example of multicultural and multifaith harmony.

The institution celebrates festivals and events from all major faiths, creating an atmosphere of cultural and linguistic diversity. Christmas, Ramadan, Diwali, Onam ,Holi and other religious observances are marked with equal zeal, promoting respect for all traditions. Celebration of Festivals like Bathukamma inlude fusion of Dandiya and local Bathukamma dance. Sankranthi, Pongal Onam festivals further showcase the college's commitment to celebrating diverse heritages.Events such as ANNOFESTA-Annual College Fest which includes Carol Singing by

Teaching and Nonteaching Staff ,Intercollegiate literary and cultural competitions culminate with Christmas Celebrations,

Faculty and students participate collectively in these celebrations, breaking barriers and nurturing an understanding of each other's beliefs. Linguistic inclusivity is demonstrated through initiatives like Telugu, Urdu, Arabic, French and Sanskrit Day celebrations, alongside activities that highlight regional and global cultures.

This practice of mutual respect and collaboration extends into the classroom and beyond, fostering an philosophy of tolerance, equity, and social harmony. By embracing diversity and ensuring all voices are heard, St. Ann's College prepares students for a world that values coexistence. This distinctive approach strengthens the institution, making it a model of unity in diversity.

File Description	Documents
Appropriate link in the institutional website	https://stannscollegehyd.com/wp-content/uploads/2024/12/Distinctive-Practice-2023-24.pdf
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

Language depts

- Proficiency development academic events
- Study Abroad and Exchange Programs

Physical Science Department will organize-

- Seminars on Cutting-Edge Scientific Discoveries, Emerging Technologies ,Current Research Trends:
- Computational Science Workshops:

Research-Oriented Programs

- Faculty-Led Research Seminars
- Innovation and Entrepreneurship in Science

- Career Development and Networking
- Alumni Speaker Series

- Workshops on Innovative Teaching in Life Sciences

- Community Outreach and Public Science Engagement

Commerce Department

- Seminars on Industry Trends and Business Innovations

- Entrepreneurship and Startups: Accounting Software Training: Offer workshops on accounting software like Tally ERP, QuickBooks, SAP. These sessions should cover the setup of accounts, journal entries, financial reporting, and inventory management.

- Digital Marketing and E-Commerce:

- Case Study Competitions
- IFRS and Global Accounting Standards: Hold seminars on International Financial Reporting Standards (IFRS)
- Workshops on Digital and Financial Literacy

- Blockchain and Crypto currency:
- Financial Literacy Programs:
- Alumni Network and Mentorship Programs
- AI and Robotics Competitions

Plans committee and Cells

- All units of st Ann's work in tandem to bring out the inherent skills of students and provide opportunities.
- Sports –
  - OU intercollegiate competition
  - District, regional
  - National and international tournaments

IQAC Plans

- Induction, Orientation programs
- National seminar
- Workshop for admin and non – teaching staff
- St Ann's meritorious teacher award
- St. Ann's Research Award
- Ann's Chronicle
- Academic and Administrative audit
- Theme of the year events
- Quality monitoring

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