YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	St. Mary's College
• Name of the Head of the institution	J Mathew George
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	914023544300
• Mobile No:	9849967801
• Registered e-mail	info@stmaryscollege.in
• Alternate e-mail	mathew@stmaryscollege.in
• Address	8-3-229, Tahirville, Near Yousufguda Check Post
• City/Town	Hyderabad
• State/UT	Telangana
• Pin Code	500045
2.Institutional status	
• Type of Institution	Co-education
• Location	Urban
• Financial Status	Self-financing

• Name of the Affiliating University		**Osmania University**
• Name of the IQAC Coordinator		**Jaimole Cross**
• Phone No.		**914023544300**
• Alternate phone No.		**04023545642**
• Mobile		**9573593450**
• IQAC e-mail address		**iqac@stmaryscollege.in**
• Alternate e-mail address		**jaimolecross@stmaryscollege.in**

3.Website address (Web link of the AQAR (Previous Academic Year)	https://www.stmaryscollege.in/academics/iqac/aqar-2019-2020/
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.stmaryscollege.in/connect/calendar/

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.42**	**2008**	**16/09/2008**	**16/09/2013**
Cycle 2	**B**	**2.52**	**2014**	**21/02/2014**	**21/02/2019**
Cycle 3	**B++**	**2.83**	**2019**	**09/08/2019**	**08/08/2024**

6.Date of Establishment of IQAC	**10/12/2007**

7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**Nil**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of IQAC	View File

9.No. of IQAC meetings held during the year	**3**	
- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**	
- If No, please upload the minutes of the meeting(s) and Action Taken Report	No File Uploaded	
10.Whether IQAC received funding from any of the 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. Organised Training sessions to conduct online classes & evaluations and improve quality content in Moodle 2. Organised online international/commemorative days by various departments 3. Encouraged teachers to attend online FDP/Workshop/Webinars 4. Conducted bridge courses and orientation program for newly admitted students 5. Motivated individual faculty members to create profiles using Google sites

12.Plan of action chalked out by the IQAC in 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
To organise training sessions to improve the quality of content on LMS (Moodle)	Achieved
To have training sessions for the staff members to conduct online classes using Zoom& Google Meet	Completed
To increase the number of staff members signing up for MOOC courses	In Process
To train teachers to conduct online evaluation through Moodle/ Google forms/Kahoot	Completed
To conduct sessions on health and well being of staff and students	Done
To create individual faculty profiles using Google sites	Done
To increase the number of teachers with PhD.	In Process
To conduct colloquium sessions online /offline regularly	Achieved
To organise sessions on career guidance for the students	Done
To conduct academic and administrative audit by AAA Cell	Completed
International/ Commemorative days to be identified and organised offline/online	Done
To attend more FDPs/Workshops/webinars online	In Process
To conduct bridge courses for the newly admitted students	Done
13.Whether the AQAR was placed before statutory body?	Yes

- Name of the statutory body

Name	Date of meeting(s)
Governing Council	14/03/2022

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	28/02/2022

Extended Profile

1.Programme

1.1	8
Number of courses offered by the institution across all programs during the year	

File Description	Documents
Data Template	View File

2.Student

2.1	1478
Number of students during the year	

File Description	Documents
Data Template	View File

2.2	0
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

File Description	Documents
Data Template	View File

2.3	531
Number of outgoing/ final year students during the year	

File Description	Documents
Data Template	View File

3.Academic

3.1 Number of full time teachers during the year	**63**

File Description	Documents
Data Template	View File

3.2 Number of Sanctioned posts during the year	**63**

File Description	Documents
Data Template	View File

4.Institution

4.1 Total number of Classrooms and Seminar halls	**35**
4.2 Total expenditure excluding salary during the year (INR in lakhs)	**128**
4.3 Total number of computers on campus for academic purposes	**215**

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

St Mary's College, as an affiliated college of Osmania University, follows the syllabi prescribed by the University as the base for the curricula. However, the College has attempted to enrich the curricula by adding practical inputs as well as current developments in the field. Every coursehas a course handout, which the teacher

uploads on Moodle. Every student has access to this course handout, which describes the expected course outcomes, what is beyond the University syllabi, the detailed session plan, the list of additional resources to be used and the teacher's expectations. The session plan also refers to the pedagogical tools the teacher plans to use in each session and how a particular session is planned to be conducted. Teachers resequence the syllabi from foundational knowledge to application, and then use appropriate methodology to teach each part. Course handouts ensure that teachers plan for the full course keeping in mind the complete picture instead of taking lesson plans one day at a time. This also helps them in spending longer time on parts of the syllabus which are foundational or more critical. Guest lectures by practitioners are added to this mix in order to keep the learning relevant and contemporary.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	Nil

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

St Mary's College adheres to the academic calendar as much as possible. As an affiliated college, the college calendar needs to be aligned with the almanac issued by Osmania University. The college strictly adheres to the dates notified by the affiliating University with regard to the conduct of internal evaluation. The College's academic calendar is updated whenever Osmania University notifies the dates for internal evaluation or modifies the dates. Often, when the academic calendar is planned, the University may not have notified the dates and so, we include tentative dates for internal exams in the 7th and 14th week of a semester. We update the dates with the notified dates as and when the University issues relevant circulars. This often happens after the start of a semester and sometimes, just a few weeks before the first internal exams are scheduled. There were semesters when the University has decided to conduct only one internal test instead of two and we have had to comply with such decisions. Whenever the internal or end-semester exam dates are changed, if those clash with anything else that was already planned, then we are forced to change the rest of what was planned as well.

File Description	Documents
Upload relevant supporting documents	View File
Link for Additional information	**Nil**

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University	**B. Any 3 of the above**

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

10

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	**No File Uploaded**
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement

for year: (As per Data Template)

11

File Description	Documents
Any additional information	**No File Uploaded**
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

1394

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

254

File Description	Documents
Any additional information	View File
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

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

The CBCS curricula that Osmania University has prescribed has Environmental Studies as a compulsory paper in the very first year of undergraduate studies. Gender Sensitization is included in General English-5 as a critical component. Environmental Studies is a two-credit course and General English-5 is a three-credit course, both of which are mandatory for students. Gender and diversity related issues are also taken up in the Leadership & Life Skills course that the college offers to all first-year students across two semesters.This course is taught by our trained counsellors who are post-graduates in psychology and have the necessary training to handle complex and nuanced concepts related to gender with sensitivity in a co-eduational set-up. Environmental Studies are taught by teachers from Life Science background.St Mary's College

has attempted to integrate its values into the education system as every department has adopted a social cause and one day in a year is celebrated as community service day. Professional Ethics and Human Values are covered in the Skill Enhancement Courses. The College has an Academic Integrity policy, which is, in a sense, a stepping stone for Professional Ethics. The BBA students have a specific course on Business Ethics and Corporate Governance.

File Description	Documents
Any additional information	**No File Uploaded**
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

3

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	**No File Uploaded**
MoU's with relevant organizations for these courses, if any	**No File Uploaded**
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

1.3.3 - Number of students undertaking project work/field work/ internships

150

File Description	Documents
Any additional information	**No File Uploaded**
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	**B. Any 3 of the above**

File Description	Documents
URL for stakeholder feedback report	**No File Uploaded**
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	**No File Uploaded**
Any additional information(Upload)	View File

1.4.2 - Feedback process of the Institution may be classified as follows	**C. Feedback collected and analyzed**

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://stmaryscollege.in/academics/feedback-report/

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

620

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

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

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

221

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 the learning levels of the students and organizes special Programmes for advanced learners and slow learners

At the beginning of an academic year, St Mary's College conducts proficiency tests in certain fields such as English, Computer Skills, Accounting etc.These proficiency tests help the Mentors assess the current level of communication and computer skills and knowledge of fundamentals. This, in addition to the internal exams, helps departments plan special offerings catering to student diversity. The overall data on the average level of skills also helps teachers refine their course handouts. Our trainedcounsellors often come across students facing specific difficulty in class either because of them being slow or advanced learners. They play a critical role in helping other teachersunderstand general challenges being faced by individual students. Mentors also organize special programmes such as bridge classes and extra sessions, but many slow learners don't like to self-identify themselves so by attending these extra sessions. Hence, teachers make themselves available much longer after classes to engage one-on-one with students who find routine modes of education challenging. Teachers also attempt to use multiple pedagogical tools to cater to student diversity. Multimedia content on Moodle allow for self-paced learning. Clubs related to academic domains too help create interest and promote peer teaching, which help both advanced and slow learners.

File Description	Documents
Link for additional Information	https://drive.google.com/drive/folders/13fOe0o4tUs7Q1Q-Yfmo4N7Zyk1u5yuxU?usp=sharing
Upload any additional information	View File

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

Number of Students	Number of Teachers
1490	63

File Description	Documents
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

Teachers in St Mary's College use various pedagogical tools to enhance learning outcomes and to cater to diversity. While lecturing is still the main tool, there is increased focus on groupand activity-oriented learning. Especially in BBA, attempt is to enhance case-based learning and games. In BA, especially in Mass Communication classes, the approach is towards practical learning. Students learn by handling the camera themselves and involve in media projects.In BSc, all subjects have a practical component and a balance is ensured between theory and practice. In BCom, accounting papers are taught on Tally, an accounting software package, which ensures that students gain practical and employable skills. English and other Languages are taught in an interactive way, focusing on conversational and writing skills. Teachers use multiple tools, such as Kahoot and Quizziz, to make learning fun and participative.In activity sessions, students take the lead and the focus is on developing leadership and initiative, while also focusing on problem solving approaches, team work, negotiation skills and other aspects of group learning.BBA and BCom (vocational) have a project component, which significantly adds to their practical orientation. Using multimedia content on Moodle, many teachers have also attempted to partially flip their classrooms.

File Description	Documents
Upload any additional information	View File
Link for additional information	Nil

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

All teachers in all courses use the Learning Management Software (Moodle) for placing the course handouts, providing study material and multimedia content for their courses. All students have access to the LMS either on the web or on the app or both. Most teachers have placed their own e-resources including recorded lectures on Moodle for students. In addition, teachers also place other lectures, PDFs, e-books, and other internet-based learning resources arranged thematically and in terms of relevance within their course page. Such content makes the courses interesting, informative and interactive. Having much of the content online for the students to access them at their convenience at any time of the day allows for self-paced learning and for catering to diversity. This also allows teachers to often flip the classroom. The campus is fully WiFi enabled and this allows for accessing content even during the class. Many teachers also use PPTs for presentation during the class and then place the PPTs in the session resource on Moodle. They also use online resources such as Kahoot or Quizziz and other educational apps such as Duolingo for engagement in classroom and beyond. Class Tests and assignments too are often managedon the LMS.

File Description	Documents
Upload any additional information	No File Uploaded
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	https://drive.google.com/drive/folders/1zNJekCUVv2cpae_D_SaQAkaAelZENOMN?usp=sharing

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

62

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	View File
Circulars pertaining to assigning mentors to mentees	View File
mentor/mentee ratio	**No File Uploaded**

2.4 - Teacher Profile and Quality

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

63

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

12

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

402

File Description	Documents
Any additional information	[View File](#)
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	[View File](#)

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

Mechanism of internal assessment is very transparent. The frequency is, unfortunately, fixed by the University, and so are the dates of the internal assessments. The question pattern of these tests too are decided by the University and this is a serious constraint in using internal assessment for learning enhancement. All internal tests are objective in nature and the pattern is fixed based on the number of credits involved and not on the basis of the nature of the subject. However, on the positive side, this reduces subjectivity in evaluation and assessment when it comes to internal exams.The IRP system ensures that there is absolute transparency in the conduct of examinations and in the announcement of results. When dates are fixed, the IRP will notify students and parents, and the same happens when results too are declared. Given that all exams are conducted as objective tests, there are hardly any disputes either.The only variety that is there is in the assignments, which carry just 5% weightage for 5 credit courses and none for 3 or less credit courses. While teachers do attempt to use these assignments to impactlearning outcomes,the low-weightage minimises the impact but also related grievances.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	https://docs.google.com/document/d/1GOx6LyAkn5uBgqqJC1FqKf9I4hQDUrSp/edit?usp=sharing&ouid=10419999962930029822&rtpof=true&sd=true

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

The empowered Examination Committee, comprising a Chairperson and two members including the Vice-Principal as an ex-officio member, looks into all matters related to examinations. Since the dates, the

question pattern, the weightage and the timelines are all fixed by the University and as the internal exams are all objective in format, there is hardly any scope for complaints or grievances related to internal examinations. During the year under consideration, most internal exams were conducted online and this ensured even greater transparency as both marks and their basis were available to the students right after the exams. As marks are first uploaded on the IRP and students and parents get to see the scores before they are submitted to the University, any concernrelated to evaluation is known immediately. The Exam Committee looks into all such matters. All examinations related grievances are addressed timely and on priority before the deadline for the results to be submitted to the University. If a student is unsatisfied with the resolution providedby the Exam Committee, he or she ought to approach the college's Grievance Redressal Cell. However, on matters related to internal exams, not one student has approached the Grievance Redressal Cell till date.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	Nil

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

All Programme and Programme Specific Outcomes are mentioned on the College's website and on the relevant programme pages on the LMS platform (Moodle). These are discussed and debated before they are placed online and the statements are reviewed at least once a year both for relevance and deliverability. All courses in all programmes have their course handouts on Moodle. Course outcomes are explicitly stated in the respective course handouts. These course outcomes too are debated and discussed by the teaching group before they are finalised. Hence, the teachers concerned are very much part of the drafting of course outcomes and their review from the perspective of actual outcomes. The teachers, in turn, make it a point to include the statements in their communication to the students. Since the course outcomes precede the session plan, a keen student will be able to see how each of the stated course outcomes reflect in the session plan. Students are also able to hold the teacher accountable as the programme outcomes, programme specific outcomes and the course outcomes are all explicitly stated in connection with the

course deliverables and the teacher's expectations from the students. Student feedback is taken on course outcome as well.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://stmaryscollege.in/academics/ug-programmes/bachelor-of-business-administration/
Upload COs for all courses (exemplars from Glossary)	View File

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

As an affiliated College, we are unable to utilise the examination system for assessing programme outcomes and course outcomes in an intentional manner. However, the College does get incidental inputs from internal examinations, especially assignments, on many of the expected outcomes. The proficiency tests conducted after the completion of the academic year provide better evaluation on specific outcomes albeit in a limited number of areas. These tests are intentionally designed to capture certain skillsets. In addition to the proficiency tests, the Class Tests and online exercises on Kahoot, Quizziz, Duolingo etc also help us assess in some form the actual outcomes. However, these assessments suffer from the lack of compulsion and we are often able to test only the relatively better students with such tools. Most programmes have outcomes related to employability and research skills. The real test of those outcomes are actual placements, projects and student publications. Students registered for placements also appear in mock interviews, whichprovide some assessment to the institution about the actual outcomes. The college gets inputs from companies which hire our students about what they see as outcomes and inadequaciesof our undergraduate programmes. These inputs are used by IQAC and the Programme Leadership.

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for Additional information	**Nil**

2.6.3 - Pass percentage of Students during the year

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

364

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	[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://docs.google.com/document/d/1_3uf_QfuqHTDvJma4Y2UPHpV7ZJpkFdi/edit?usp=sharing&ouid=104199999962930029822&rtpof=true&sd=true

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

NIL

File Description	Documents
Any additional information	**No File Uploaded**
e-copies of the grant award letters for sponsored research projects /endowments	**No File Uploaded**
List of endowments / projects with details of grants(Data Template)	**No File Uploaded**

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year

0

File Description	Documents
List of research projects and funding details (Data Template)	**No File Uploaded**
Any additional information	**No File Uploaded**
Supporting document from Funding Agency	**No File Uploaded**
Paste link to funding agency website	**Nil**

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

4

File Description	Documents
Report of the event	**No File Uploaded**
Any additional information	View File
List of workshops/seminars during last 5 years (Data Template)	View File

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

4

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	View File

13-05-2022 08:03:58

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

10

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Extension activities are carried out through three distinct channels. One, every academic department in St. Mary's College adopts one social cause for the academic year. Departments during the year contribute resources and volunteer for their chosen cause, often within a five-kilometre radius of the College. Both teachers and students involve in such initiatives. One day in a year is set apart as Community Service Day, on which all Departments involving maximum members would volunteer for their respective cause, while during the rest of the year, different departments would do so at different times. Two, the Student Council, thestudent clubs collectively and Serwings, a club committed to social cause specifically, take initiatives to serve the society, especially in and around the campus. Sometimes they do this on their own, but often student clubs do this in partnership with local NGOs and organisations such as Youngistaan Foundation (an initiative of an alumnus), Street Cause, and T-Hope. During the year, our students were involved in teaching the less privileged, in distributing essentialsduring the Covid pandemic and in providing help to destitutes. Three, the NSS unit of the College is at the forefront of extension activities including social campaigns, surveys andShramdaan.

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

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

0

File Description	Documents
Any additional information	**No File Uploaded**
Number of awards for extension activities in last 5 year(Data Template)	**No File Uploaded**
e-copy of the award letters	**No File Uploaded**

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

6

File Description	Documents
Reports of the event organized	View File
Any additional information	**No File Uploaded**
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	View File

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/

NCC/ Red Cross/ YRC etc., during the year

45

File Description	Documents
Report of the event	View File
Any additional information	**No File Uploaded**
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

0

File Description	Documents
e-copies of linkage related Document	**No File Uploaded**
Details of linkages with institutions/industries for internship (Data Template)	**No File Uploaded**
Any additional information	**No File Uploaded**

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

0

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	**No File Uploaded**
Any additional information	**No File Uploaded**
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	**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 equipment etc.

St Mary's College has 30 large class rooms, which can seat 60 students comfortably, 2 class rooms which can accommodate up to 50 students and 2 small classrooms, which are designed for seating a maximum of 30 students. There is also a Class Room facility in the Mass Communication Laboratory, which can seat 60 students. The two computer labs with nearly 130 seating also have classroom functionalities including projectors, white boards etc. All Science Laboratories - Electronics, Chemistry, Biotechnology, Biochemistry - have white boards with provision for use of mobile projectors. The two mini-Conference Rooms and one Seminar Hall which can accommodate about 150 members are also equipped with fixed projectors and movable white-board facilities. The Digital Classroom, the Masscomm Laboratory and the Seminar Hall also have high quality sound system. The Digital Classroom is the space used for recording lectures. Editing is done in the Mass Communication lab. There is campus-wide Wi-Fi as well as LAN.The Library too has over ten computers for student and staff usage, which are in addition to the computing facilities available in the labs and in the departments. The lab computers have licensed software relevant for the curricula like Adobe Photoshop or Tally.

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, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

St Mary's College has limited outdoor and indoor facilities for sports and cultural activities. The College has a full-fledged basketball and volley-ball court, two cricket practice-nets and two covered table-tennis tables. In addition, the College has an indoor games facility that provides for board games such as carroms, chess etc. The College has basketball, volleyball, throwball, football and cricket teams, who practice on campus and also use grounds in the neighborhood. For major matches, grounds are hired by the College as required. The College does not have a gymnasium, but it has yoga

mats and other facilities. The College has a male and a female Asst Physical Education Director each. There is a conscious effort on to promote sports activities among girl students. Overall, the College gives importance to physical fitness and sports. Having had several celebrity sportspersons such as Sania Mirza, Ashwini Ponnappa as alumni, the College continues to attract students interested in sports as a career. Cultural and Literary activities are mainly driven by the numerous student clubs. Our students have won several prizes competing in student fests across different campuses. The college organises several department-level fests including Montage, which is a national student short-film festival, every year.

File Description	Documents
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 such as smart class, LMS, etc.

34

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

34

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

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

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

9.36

File Description	Documents
Upload any additional information	**No File Uploaded**
Upload audited utilization statements	**No File Uploaded**
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

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

St Mary's College Library is automated using an integrated Library Management System that is part of the Institutional Resource Planning (IRP) software the college uses. While books and resources can be borrowed and renewed only physically, all data is maintained digitally and all staff members and students can see the details in their IRP account. The system also reminds the borrowers of their due date. The systems show the database of books and their status to borrowers. If a book has been temporarily withdrawn from circulation for binding work, then the same is visible online. The library uses barcode readers which are integrated with the software for issue, renewal and return of books. Since staff members and students can access the IRP information on both web and on the College app, they are able to check the status and availability of books sitting wherever they are. However, while there is automation, the library is not digitised and users are currently not able to access books and materials outside of work hours. While resources placed on Moodle are available to staff and students round the clock, additional reference books which are there in the library are not accessible round the clock.

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

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources	**C. Any 2 of the above**

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

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

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

0.89215 Lakhs

File Description	Documents
Any additional information	View File
Audited statements of accounts	**No File Uploaded**
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

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

15

File Description	Documents
Any additional information	View File
Details of library usage by teachers and students	**No File Uploaded**

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

St. Mary's College regularly updates and upgrades its IT facilities including Wi-Fi and LAN. The current campus-wide Wi-Fi is state of the art with 30 access points providing for both 2.4 GHz and 5 GHz connectivity with upto 1 GB per second speed. These facilities were upgraded during the pandemic. The Wi-Fi and LAN facilities are

connected to two dedicated lines providing1 GBps and 400 MBps connections. There is 100% Wi-Fi coverage on campus. In addition to this, ACT Fiber Corp is providing free Wi-Fi on campus for students for their personal use. Hardware facilities are regularly updated too. As software upgrades often require hardware upgrades, most computers especially in computer labs have seen RAM and other upgrades. About 10% of the systems are replaced with newer systems annually. However, during the last year, many of the physical facilities including computer facilities saw limited utilisation. Yet, since many teachers used campus Wi-Fi for online classes, accessories like cameras, spotlights, microphones etc were added to improve the overall student experience. Video recording facilities were also put to use along with online platforms such as Zoom Education, Google Suite for Education, Microsoft for Education etc to run both online and hybrid classes.

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

4.3.2 - Number of Computers

141

File Description	Documents
Upload any additional information	View File
Student – computer ratio	No File Uploaded

4.3.3 - Bandwidth of internet connection in the Institution	A. ? 50MBPS

File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support

facilities) excluding salary component during the year (INR in Lakhs)

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

9.5

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts.	No File Uploaded
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

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

Administration and maintenance of infrastructure and physical facilities are handled by a technically qualified team led by Head – Administration. They take care of the building and utilisation of all facilities including classrooms, seminar halls, laboratories, library, sports facilities and IT infrastructure. They are permanent employees of the College and not contractual or outsourced staff.Classroom usage is as per time-table approved by the Principal. Outside of the timetable, the Heads of the Departments concerned decide the utilisation of respective classrooms. Labs are used as per the timetable and otherwise based on availability. The Library functions during College working hours and is managed by two Assistant Librarians. The utilisation of the Sports facilities is managed by the Assistant Physical Education Directors, but maintenance is managed by the Admin team. For booking common facilities like the Seminar Hall, Digital Class Room, Conference Rooms etc, a register system is in place. Based on the bookings, the in-charges concerned make arrangements to keep the facilities ready. Library, Labs and Sports Facilities also have support staff attached for routine maintenance. In addition, any user requiring additional support can reach out to the concerned in-charges. Registers are also placed to record and address complaints and requests for repairs.

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 benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

4

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	[View File]()
Upload any additional information	**No File Uploaded**
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	[View File]()

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

147

File Description	Documents
Upload any additional information	[View File]()
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	[View File]()

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills	B. 3 of the above

File Description	Documents
Link to institutional website	**Nil**
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

0

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

0

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 has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	View File
Details of student grievances including sexual harassment and ragging cases	View File

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

13

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

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

33

File Description	Documents
Upload supporting data for student/alumni	**No File Uploaded**
Any additional information	View File
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government

examinations) during the year

7

File Description	Documents
Upload supporting data for the same	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/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year

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

1

File Description	Documents
e-copies of award letters and certificates	**No File Uploaded**
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at univer sity/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

St Mary's College has an empowered Student Council with an Executive Board that has a President, a Vice-President, Secretary and Joint Secretaries in addition to Executive Members. Every class elects its Council members, and the Council members in turn elect theExecutive Board. The Executive Board is responsible for the day to day running of student activities on campus.The Student Council of St Mary's College has four constituent organizations called Programme Councils, viz, the BA Student Council, the BBA Student Council, the BCom Student Council and the BSc Student Council. The Programme Councils play the same role at the Programme-level as the Student

Council plays at the College-level. The Council members ensure that information dissemination among students about curricular, co-curricular and extracurricular activities are smooth and transparent. They also play a role in conflict resolution, grievance redressal and in ensuring fairness in campus life. The President and Secretary of the Student Council are members of the IQAC. One or two of them are also part of statutory bodies such as the Internal Complaints Committee and the Anti Ragging Committee. The Student Council works directly with the Principal and Head-Administration. The Programme Councils work with the HoDs concerned.

File Description	Documents
Paste link for additional information	https://stmaryscollege.in/academics/campus-life/
Upload any additional information	No File Uploaded

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

18

File Description	Documents
Report of the event	View File
Upload any additional information	View File
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

5.4 - Alumni Engagement

5.4.1 - There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

St. Mary's College Alumni Association is registered under the Telangana Societies Act.Our alumni continue to help the College maintain its reputation long after they have graduated. It is a

matter of pride that many of our alumni have done extremely well in their fields and are still connected to the institution. Each Department has its own alumni networks as well. Given that the institution is only less than two decades old, the institution has not tapped the alumni for financial resources. But, members of the Alumni continue to contribute to the College in terms of ideas and act as resource persons for various sessions. Occasionally, some of them sit on the recruitment interview panels as well. Our alumni support the College in many ways especially by training our students and mentoring them. Members of the alumni also deliver guest lectures and organise sessions for raising the aspirations of students. They also do skill building exercises. Especially with student activities and clubs, alumni members are involved in providing inputs and guidance to active students. Members of the alumni also help students by providing internships and projects. St Mary's College Alumni Association currently does not have any regional chapters.

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

5.4.2 - Alumni contribution during the year (INR in Lakhs)	E. <1Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The vision of the college is to be an institution acclaimed globally for comprehensive education and exceptional student experience. To reach that vision, College plans to ensure industry-relevant, skill-oriented, practice-based learning and holistic development, create a customer-centric, service-assured learning environment which widens the horizon of student aspirations, acquireworld-class talent at all levels, and build international strategic partnerships as well as state-of-the-art curricula and infrastructure. The vision and

mission of the institution has three distinct parts to it: global focus, comprehensive education and student experience. The governance of the institution is reflective of this. The College is led by senior management with global exposure. Its IQAC and Governing Body has people who have industry exposure and corporate leadership experience. The College is part of a group of institutions that include multiple international schools. The college also has partnerships with industry bodies and international institutions. With teacher and student representations in statutory bodies and with a significant focus on student-centric education that allows for self-paced learning and managing classroom diversity, the College's focus on student experience is central to its philosophy. Student clubs are the life of the campus and leadership training for students has been given high priority by the College management.

File Description	Documents
Paste link for additional information	https://stmaryscollege.in/the-college/about/
Upload any additional information	No File Uploaded

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

St Mary's College practises the concept of leadership at all levels and as a result, every issue is attempted to be resolved at the lowest tier of leadership. Escalation to the next rung is only when it is unavoidable and when aggregate units or multiple departments are involved. Heads of the Departments are empowered leaders who enjoy a reasonable amount of administrative and operational autonomy within the overall framework. St Mary's College is run by the St Mary's Educational Society, a Society founded by teachers and is run by teachers. To that extent, the management has a teacher-perspective on all matters. This ensures that teachers are trusted with authority commensurate with their responsibilities. The concept of Leadership at all Levels is practiced and represented by Leadership Circles at the College, the Department, the Class and Club levels. The Principal's Leadership Circle has all Departmental and Programme Heads as members. Each of the Heads of the Departments has their team members as part of their Circle. In turn, eventually, each Class Mentor has her students in their circle. All decisions at the relevant level are taken collectively by the respective Leadership Circle. Leaves too are approved by the immediate reporting manager.

File Description	Documents
Paste link for additional information	https://stmaryscollege.in/academics/iqac/
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Based on the recommendations of the NAAC peer team in the third cycle of accreditation in 2019, St. Mary's College has developed a strategic plan for its development till 2024. The institutional Strategic Plan was prepared for the Internal Quality Assurance Cell (IQAC) of the College in alignment with the College's vision, mission and values, and was approved by the College's Governing Body. The Strategic Plan of the College has become the guiding framework for activities and initiatives planned by the Departments and all individual members of the staff. The annual plans of the institution follows from the strategic plan for the period. In turn, each department's plan follows from the institutional plan. To cite an instance, one of the points of the strategic plan is to raise the percentage of PhD holders in teaching staff to 20% by 2022, to 30% by 2023, and to 40% by 2024. The HR policy was consequently modified and resources were deployed in accordance. This has resulted in the target for 2022 being met in 2021 itself. On similar lines, many, although not all, of the plans in place for 2024 are likely to be met. The pandemic did disrupt progress on some fronts.

File Description	Documents
Strategic Plan and deployment documents on the website	**No File Uploaded**
Paste link for additional information	https://stmaryscollege.in/academics/iqac/strategic-plan-2020-24/
Upload any additional information	**No File Uploaded**

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

The College has a well-developed governance structure in place. The Governing Body of the College is the highest decision-making body for the institution. There is a functional division between academic

and administrative departments in the institution. However, the Principal as the Head of the Institution oversees all aspects of the institution. The IQAC, the academic departments, the administrative department, the staff association and the Student Council all provide policy inputs to the Principal. The Principal takes approval for policies and set ups from the Governing Council. The approved policies form the basis of all rules and procedures in the institution. HR Department, which handles appointments and separation of staff, reports directly to the Principal. Service rules are stated clearly in the HR Policy of the institution, which is made available online to all the members of the staff to ensure transparency and fairness. When it comes to the appointment of the teaching staff, the selection committee is constituted as per the University's norms, including a subject-expert appointed by the University. Appointments of the teaching staff are finalised only after the Selection Committee recommends the appointment. All procedures related to promotions and appraisals are included in the HR Policy of the College.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the Institution webpage	https://stmaryscollege.in/wp-content/uploads/2022/01/Organogram-.png
Upload any additional information	View File

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)Document	No File Uploaded
Screen shots of user interfaces	No File Uploaded
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

St Mary's College has no employees on limited period contract or on outsourced basis. All employees, whether academic, administrative or support staff, are permanent and regular employees. All employees of the institution have leaves and other benefits as per policy. Leaves available to the staff include Casual Leaves, Sick Leaves, Maternity/Paternity Leaves, Bereavement Leaves, Marriage Leaves etc. Children of all employees are eligible for full tuition fee waive-off in St Mary's College and St. Mary's Junior Colleges, and for 75% tuition fee waive-off in the group's international schools. All employees are covered under accident insurance. All confirmed employees are covered under health insurance or ESI. All employees are eligible for contributory provident fund and for gratuity as per the provisions of the Gratuity Act. In addition, leave encashment, reimbursement of academic event participation expenses, publication incentives for quality publications, paid academic and study leaves are available for academic staff. Those teachers who are registered for their PhD get fully paid additional Doctoral Research Leaves of up to 24 days a year. Members of the support staff are eligible for uniforms and interest-free loans in the form of salary advance. Staff members at all levels receive regular training free of cost.

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

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

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

1

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 programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

1

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	**No File Uploaded**
Reports of Academic Staff College or similar centers	**No File Uploaded**
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

27

File Description	Documents
IQAC report summary	**No File Uploaded**
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	**No File Uploaded**
Upload any additional information	[View File](#)
Details of teachers attending professional development programmes during the year (Data Template)	[View File](#)

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

The College has a performance appraisal system for Teaching and Non-Teaching staff. All academic staff belong to one of the three categories that they opted to be in: Teacher-Administrator, Teacher-Researcher, or Teacher-Mentor. All teachers are first assessed on their teaching performance, primarily based on the anonymous student feedback taken twice a semester. Depending on the category, they are also assessed against the expected output in their category. In addition, each one's contribution to fulfilling the vision and mission of the College and to institution building is assessed. The academic staff concerned first fills a self-assessment form, to which his/her supervisor adds their remarks after having had a one-on-one with them. The academic staff produces proof of all claims and based on the data, inputs are noted and the form is submitted to the Principal. Based on these inputs, an employee's performance is rated as Average, Good or Excellent (and rarely, exceptional).

A similar process is followed for both non-teaching and technical staff, but there is greater subjectivity in assessments in their case as many of the contributions of the non-teaching and technical staff are difficult to quantify. Therefore, the supervisor plays a bigger role in the appraisal process. Grievances related to the appraisal process are referred to the CEO.

File Description	Documents
Paste link for additional information	https://forms.gle/7f6nfP83bzMxNEgo6
Upload any additional information	[View File](#)

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

St Mary's College is part of a group of institutions run by the St Mary's Educational Society, which is a Christian Minority Educational Society with all its finances audited and accounted. The college does not conduct internal financial audit but it is done by the Society. As public institutions with celebrity alumni, every small thing about St Mary's institutions are scrutinized by news media. The Society raises all its finances from fees and is not dependent on any grant or contributions from the government or any other source. The Society has also raised debt for infrastructure augmentation from public and private sector banks, who in turn have done due diligence on the financial health of the Society and its institutions before lending money. All salaries are paid through online banking and salaries are credited into the accounts of the staff maintained in Bank of Baroda, which has a branch on campus. The institution does not collect any money without issuing a receipt. Every fee paid by a student immediately reflects on the IRP (both web and app) of the parent and the student concerned. The institution does not accept any donation or contributions. All expenditures are accounted and audited by the Society.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

0

File Description	Documents
Annual statements of accounts	**No File Uploaded**
Any additional information	**No File Uploaded**
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	**No File Uploaded**

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

St. Mary's College raises all its funds either as fees or as loans from banking institutions. The College belongs to a group of institutions run by the St. Mary's Educational Society, which raises debt for all its institutions when required. Currently, the institution does not receive any money from any government or non-government sources. The institution also does not accept donations. Hence, institutional strategies for mobilization of funds are limited. A large part of the resource utilization goes into either salary related expenditure or into financing bank loans. The College is constrained by the limited land space within which it is operating at capacity currently. Infrastructure enhancement in the current premises can only be done if the government permits higher floors. Otherwise, the College needs to raise much more funds to expand in a different location if the College has to grow into a bigger institution. The College's strategic plan has a plan to start PG programmes but without additional space (which isn't available in the current location), such a plan isn't feasible. But, to expand, the College needs to raise funds which are several times the current fee revenue, which is a major hurdle to cross.

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	**No File Uploaded**

6.5 - Internal Quality Assurance System

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

The academic year 2020-21 posed many challeges on all walks of life including education sector. The home isolation imposed on teachers

and students by the pandemic persuaded them to re-invent the strategies for learning. The IQAC of St Mary's College could foresee things and encouraged all the members to move into virtual platforms for all the academic deliveries. For the curriculum delivery and instructions, the College procured Zoom Education licenses for all the classes across the programmes. With the dedicated Zoom Account for each and every class, the negative impacts of the swift shift from physical platforms to virtual platfiorms were minimized. For this, IQAC took the initiative to get the faculty members trained virtually by some of the expert members on the platform. The members were also trained on Moodle for the content management and assessment of the students. With these initiatives of the IQAC, the faculty members could develop massive content on the Moodle and the internal assessment of two terms was carried on Moodle and Google-forms. The students felt less burdened with the ease of accessing the data and attempting the examinations virtually. They received the results right after submission of the answers.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

St. Mary's College has made it a policy to deliver instruction across courses and programmes through the Outcome Based Teaching and Learning (OBTL). As it was submitted earlier, the syllabi provided by the Osmania University are restructured into a Course handout. The course handout provides the number of sessions as per the credits offered for a particular course. The course handout is a contract between the teacher and the students taking that particular course. The handout explicitly states the expected outcomes, which are assessed though formal feedback. The outcomes which are not concurrent to either the academia or the industry are eliminated through periodical review at the end of the semester or at the beginning of the ensuing semester. The IQAC requires the departments to furnish the changes made in the course outcomes along with the old outcomes. The IQAC at periodical meetings approves the course outcomes and the course handout for the ensuing term. Once the outcome and the handouts are approved by the IQAC, they are binding on faculty members and the students, except in some contingent

circumstances warranted by nature, Government and corporate. The IQAC at St. Mary's Colleges gives top priority for the industry feedback in designing outcomes.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

D. Any 1 of the above

File Description	Documents
Paste web link of Annual reports of Institution	Nil
Upload e-copies of the accreditations and certifications	No File Uploaded
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	[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 Mary's College campus is a secure and safe space for both boys and girls. However, for most part of the year, there were no physical classes. Hence, the focus was on ensuring equity and safety in the online space. The IQAC took initiatives to train students on safe practices online. In addition to every Class having a Mentor, there were two full-time trained Counsellors (women), who are post-graduates in applied psychology / clinical psychology and are

certified counsellors. There is also a dedicated email id for counsellors. In addition, for those seeking anonymous help, open google forms are kept for reaching out. In addition to the Counsellors, when students want counselling from someone outside the College for various reasons, an organization called Roshni extends their help. This was especially important as pandemic added to the concerns about mental well-being of students, especially girl students.In addition to the mandatory Internal Complaints Committee, the College also has a Women Empowerment Cell headed by a senior lady teacher. The Women Empowerment Cell organizes programmes for staff and students, which are related to legal rights, gender issues, self-protection, women's health and finance. The College has partnered with SHE teams of TS Police.

File Description	Documents
Annual gender sensitization action plan	**Nil**
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	**Nil**

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	**C. Any 2 of the above**

File Description	Documents
Geo tagged Photographs	**No File Uploaded**
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 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

St Mary's College does not generate any Biomedical waste or Hazardous chemicals or Radioactive waste. Some bio-waste is generated by the Cafeteria, which the service provider clears in partnership with the municipal corporation's waste disposal agency.

Recyclable solid waste is collected by an external agency sponsored by ITC under the WoW (Wellbeing out of Waste) programme. Paper, plastic and e-waste are seggregated and handed over for process under the WoW programme. ITC has certified the College for its participation in the programme. Highly degradable waste, especially bio-waste, is cleared by the GHMC through authorised agencies. The college only pays for the cost in this regard.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	Nil
Any other relevant information	No File Uploaded

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

B. Any 3 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded

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 with trees and plants**

B. Any 3 of the above

File Description	Documents
Geo tagged photos / videos of the facilities	**No File Uploaded**
Any other relevant documents	View File

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

7.1.6.1 - The institutional environment and energy initiatives 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	**E. None of the above**

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	**No File Uploaded**
Certification by the auditing agency	**No File Uploaded**
Certificates of the awards received	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading	**A. Any 4 or all of the above**

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	**No File Uploaded**
Details of the Software procured for providing the assistance	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

St. Mary's College has staff and students from several parts of the country (and a few students from abroad too), adding to cultural, regional, linguistic and socioeconomic diversities on campus. We have found several ways to celebrate the diversity. One of it is the celebration of ethnic days on campus once every semester. On ethnic days, students wear traditional attire, attire that is culturally closest to their roots. Students look forward to these days. It is generally celebrated on the Fridays close to the Independence Day and the Republic Day. However, in the current academic year, due to most of the activities being online, ethnic day celebration too had to be conducted online. Another major celebration of diversity happens on the International Mother Language Day. Colourful events, both cultural and literary, are organised on campus usually, but this year, the International Mother Language Day too had to be organised online. Traditionally, the college also celebrates the international students day or foreign students day, but this year, that wasn't celebrated. All such events provide not only an inclusive environment, but also an opportunity for students to appreciate beauty and excellence beyond cultural differences, equipping them to be ready for a multicultural world.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	**No File Uploaded**

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

St. Mary's College utilises the celebration of all national days, especially Independence Day, Republic Day, Constitution Day, Gandhi Jayanthi and Ambedkar Jayanthi, as opportune moments to focus on constitutional values, including rights, duties and civic responsibilities. The Fridays closest to the Independence Day and Republic Day are also celebrated as Ethnic Days on campus to focus on our unity in diversity. The National Service Scheme (NSS) unit organises events that are centred around the constitutional obligations. For instance, a blood donation camp is annually organised to focus on the values of sacrificial giving and saving lives.In addition, Serwings, a student club also prioritises on activities that instil a sense of duty and responsibility among the students. On the Constitution Day, students and staff recite the Preamble of the Constitution. Each of the rights and duties are discussed in the light of contemporary developments. The Department of Social Sciences also focuses on the sensitisation of students and employees in this regard. Every national day is an occassion utilised by the Principal to specifically address one or more aspects of the constitutional ethos and the challenges in its practice. The values of the institution are aligned with the values of the founding fathers of the Republic of India.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	No File Uploaded
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 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 4. Annual awareness programmes on Code of Conduct are organized	B. Any 3 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 programs etc., in support of the claims	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

One of the best practices of St. Mary's College is the celebration of national and international days. On such days, several activities across the institution result in a concerted effort to celebrate the occassion. To cite a few instances, the International Mother Language Day is celebrated every year with a focus on celebrating vernacular languages and the linguistic diversity of our country. Of course, even foreign students join the celebration and it is interesting to watch the native speakers celebrate their culture and languages, which we consider foreign. Days like the International Day of the Girl Child and International Yoga Day are of immense significance. The College's commitment to gender equality is fully reflected in the celebrations related to the Day of the Girl Child and Women's Day. On the other hand, celebration of the international Yoga Day, world happiness day, and Thanksgiving Day are all out of the College's commitment to wellness and well-being of the students and staff. Fitness at all levels is more than a catchphrase in the College. In addition to all the National Days and days such as the Constitutional Day, several international days are chosen, which are in alignment with institutional values and priorities.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	[View File](#)
Geo tagged photographs of some of the events	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.2 - Best Practices

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

Best Practice I -

1. Title of the Practice: Celebrating International Days on Campus.

2. Objectives of the Practice: We aim to foster the highest standards in students holistic development and wantto create global citizens rooted in Indian ethos

3. The Context: To enable our students to experience and understand the world community better and appreciate the diversity that exists in the world. The world outside campus is increasingly multi-cultural and it is important that students are equipped to live and work in a competitive and multicultural world.

4. The Practice: While planning for the subsequent semester, the Principal's Leadership Circle, comprising all Heads of the Department, identify around 8 international days to be celebrated on campus, to promote cultural, social and global ambience in the institution and list them to be celebrated by departments as their initiative. The Department of English and Languages have celebrated 'Hindi Diwas', 'Bastille Day' and 'International Mother Language Day' in the last few years. The Department of Commerce has celebrated the 'International Day for the Girl Child' and the International Day of Happiness in two different years.The Counselling Cell celebrates 'Suicide Prevention Day' and the Gratitude Week. The Department of Management has celebrated the 'World Food Day'. Men staff and the Staff Association organise the 'International Womens Day' every year. 'The World Statistics Day' was celebrated by The Department of Sciences. Each of these occasions result in the institution being decked up in varied hues, festive atmosphere and lot of fun element on each of these occasions. On some of these days, not just the departments, but even student clubs aligned their events to observe the spirit of the day. Usually, students would come up with self-decided dress codes and would event put up food stalls which serve food that fits the theme of the day, but those were missing this year.

5. Evidence of Success: A clear indication of the success of these days is the huge participation for each of the events. Furthermore, the gusto displayed by the organising committee and the participants are evident in abundant measure by all. The sense of belongingness, camaraderie, team work and excitement were an integral part of all national and international day celebrations. Student feedback

indicates that the celebration of these international days contribute to student experience and comprehensive learning.

6. Problems Encountered and Resources Required: During the pandemic and the consequent lockdowns, these weren't easy.While departments used the student volunteers who showed tremendous organization skills, having events online meant several hurdles. The kind of concerted action one normally sees during a regular year was missing during the current year. Yet, these national and international days did createa positive atmosphere even on virtual campus.

Best Practice II

1. Title of the Practice: Staff Colloquia

2. Goal: Healthy exchange of ideas, information and scope for peer-learning rooted in respect, a key value of the College, through inter-disciplinary presentations is the purpose behind having a colloquium session every fortnight.

3. The Context: Colloquia are arranged once every fortnight to enable individuals from different department to express their ideas on a theme of their choice. Most of the topics for presentation are chosen to appeal to other colleagues from different departments and the relevance of these topics and the content presented are always beyond the limits of a single field of study.

4. The Practice: Each Department gets its turn by rotation and the Colloquium dates are included in the Academic Calendar. The HoDs give chance to all their faculty members who show interest. The HOD discusses the proposal presented with the teacher who is keen on presenting a topic, and works with him or her in customising it to the broader audience. The HOD initiates the colloquium session by introducing the speaker and the topic, followed by the actual presentation and talk. The practice involves a healthy exchange of ideas, followed by questions and suggestions in the question-answer session. The presentation itself spans between 30 to 45 minutes followed by the QA session subsequent to which the IQAC takes a feedback of the session. The feedback is analysed and results sent to the presenter by email. This helps the presenter also work on ideas, especially interdisciplinary ones,enabling him or her to develop them further for research or publication.

5. Evidence of Success: Evidence of success of this practice is gauged by the healthy interaction which occurs both during, after and beyond the date of presentation as well. There are professional

disagreements too across departmental boundaries and this augurs well for the knowledge community which sometimes is starved of this aspect, especially in undergraduate colleges. That most teachers make it a point to attend Colloquia sessions also points out to its impact. The impact of this is more than subtle and a culture of open exchange of ideas and thoughts benefit the teacher and the taught, auguring well for the College and its research culture.

6. Problems Encountered and Resources Required: There are occasions where strong academic disagreements among members on particular ideas have become sharp and emotional, at least temporarily, but professional behaviour sooner than later overcomes such emotional reactions and relations have eventually remained cordial. The other main problem is our lack of control over the College academic calendar, which is impacted by the affiliating University making changes in the almanac. This often implies that planned Colloquia sessions have to be rescheduled at short notice, which dampens the spirit of the ones who have prepared well in anticipation of the event.

File Description	Documents
Best practices in the Institutional web site	[View File](#)
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

St Mary's College's vision is 'To be an institution acclaimed globally for comprehensive education and exceptional student experience'. A distinct area of the college's priority and thrust is student experience. The classroom experience is student-centric and it ensures that students get the best of the learning ambience. For an undergraduate institution, thethe bar is set high when it comes to e-resources on the LMS.Constructive mechanisms including student and faculty peerfeedback, inputs from the Student Council and individual students, parent inputs and alumni interaction are all oriented towards comprehensive education and raising the student exoerience. Given the intentional focus on experience, there is an adequate mix of rules with fun, freedom with restriction and congeniality with control. Curricular activities, the Counselling Cell, the Placement Cell, Student activities,International Student Exchanges, Study Circles, Foreign Language training, Finishing School, Certificate Programmes, Cultural and Sports Events, and

International Day Celebrations, all combine to make campus a thriving space for learning while creating happy memories for life. In spite of the college being an affiliated college, many students choose St. Mary's College over private universities and autonomous colleges primarily because of our success in ensuring holistic education along with exceptional student experience.

File Description	Documents
Appropriate web in the Institutional website	[View File]()
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

Plan of action for the next academic year (2021-22) includes the following:

1. Raise the percentage of PhD holders in teaching staff to to 25% by 2022.

2. Ensure 60% of coverage of e-resources for sessions across all subjects on LMS (Moodle) by 2022

3. Make research a critical part of every HoDs responsibility.

4. Include additional hours spent by teachers on slow learners into the modified API framework.

5. Introduce project-based learning for all programmes – Start project training in Semester V.

6. Introduce internships in all undergraduate programmes.

7. NPTEL Local Chapter to be launched.

8. Strengthen career guidance and placement activities by augmenting the corporate relations team.

9. HR policy to be modified to focus on career growth and organisational priorities.

10. Colloquia sessions to have increased focus on research.