



## YEARLY STATUS REPORT - 2021-2022

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	St. Mary's College
• Name of the Head of the institution	Dr Jaimole Cross
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	914023544300
• Mobile No:	9618107863
• Registered e-mail	info@stmaryscollege.in
• Alternate e-mail	principal@stmaryscollege.in
• Address	8-3-229, Tahirville, Near Yousufguda Check Post
• City/Town	Hyderabad
• State/UT	Telangana
• Pin Code	500045
<b>2.Institutional status</b>	
• Affiliated / Constitution Colleges	Affiliated
• Type of Institution	Co-education
• Location	Urban

• Financial Status	<b>Self-financing</b>				
• Name of the Affiliating University	<b>Osmania University</b>				
• Name of the IQAC Coordinator	<b>Dr. N. Srinath</b>				
• Phone No.	<b>914023544300</b>				
• Alternate phone No.	<b>04023545642</b>				
• Mobile	<b>8919429864</b>				
• IQAC e-mail address	<b>iqac@stmaryscollege.in</b>				
• Alternate e-mail address	<b>nsrinath@stmaryscollege.in</b>				
<b>3. Website address (Web link of the AQAR (Previous Academic Year))</b>	<a href="https://stmaryscollege.in/academics/iqac/aqar-2020-2021/">https://stmaryscollege.in/academics/iqac/aqar-2020-2021/</a>				
<b>4. Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://stmaryscollege.in/connect/calendar/">https://stmaryscollege.in/connect/calendar/</a>				
<b>5. Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B</b>	<b>2.42</b>	<b>2008</b>	<b>16/09/2008</b>	<b>16/09/2013</b>
<b>Cycle 2</b>	<b>B</b>	<b>2.52</b>	<b>2014</b>	<b>21/02/2014</b>	<b>21/02/2019</b>
<b>Cycle 3</b>	<b>B++</b>	<b>2.83</b>	<b>2019</b>	<b>09/08/2019</b>	<b>09/08/2024</b>
<b>6. Date of Establishment of IQAC</b>	<b>10/12/2007</b>				
<b>7. Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,</b>					
Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount	
<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	
<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>	<b>Yes</b>				
• Upload latest notification of formation of	<a href="#">View File</a>				

IQAC		
<b>9.No. of IQAC meetings held during the year</b>	<b>4</b>	
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>If No, please upload the minutes of the meeting(s) and Action Taken Report</li> </ul>	No File Uploaded	
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>		
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
<p>1. Organized Training sessions to improve quality content in Moodle  2. NPTEL launched and active participation by students and faculty  3. Encouraged teachers to attend online and offline FDP/Workshop/Webinars  4. Conducted bridge courses and orientation program for newly admitted students  5. Motivated individual faculty members to take up project work for final year students</p>		
<b>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</b>		

Plan of Action	Achievements/Outcomes
To raise the percentage of PhD holders in teaching staff	In Process
To ensure 60% of coverage of e-resources for sessions across all subjects on LMS (Moodle)	Achieved
To make research a critical part of every HoDs responsibility	In Process
To include additional hours spent by teachers on slow learners into the modified API framework	In Process
To introduce project-based learning for all programmes - Start project training in Semester V	Completed
To introduce internships in all undergraduate programmes	Achieved
To launch NPTEL Local Chapter	Achieved
To strengthen career guidance and placement activities by augmenting the corporate relations team	Completed
To modify the HR policy to focus on career growth and organizational priorities	Achieved
To have colloquia sessions with increased focus on research	Done
<b>13. Whether the AQAR was placed before statutory body?</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name	Date of meeting(s)
Governing Council	15/04/2023

**14. Whether institutional data submitted to AISHE**

Year	Date of Submission
2021-2022	28/01/2023

**15. Multidisciplinary / interdisciplinary**

St. Mary's College, affiliated to Osmania University, offers undergraduate courses in Physical Sciences, Life Sciences, Social Sciences, Languages, Commerce and Business Management, covering a wide range of curricula that are designed to provide students with diverse and comprehensive educational experiences. Emphasizing interdisciplinary and transdisciplinary approaches, the college strives to deliver a well-rounded education that prepares students for their future endeavors. In the context of the National Education Policy (NEP), the college not only has attempted to incorporate NEP suggestions into its curriculum within the constraints of an affiliated college but has also put them into practice, ensuring the students' benefit and growth. The college hopes to be autonomous in order to transcend some of these constraints and offer interdisciplinary programs including at PG Diploma levels.

Within STEM domains, course groups include combinations such as (a) Biotechnology, Biochemistry, and Chemistry, (b) Mathematics, Statistics, and Computer Science, and (c) Mathematics, Electronics, and Computer Science. Within such diverse combinations, the college equips students with a broad foundation of knowledge and skills, enabling them to explore different academic paths and areas of interest. They pave the way for their higher studies and professional life, providing a strong basis for further learning and specialization.

Undergraduate programs in Commerce at St. Mary's College includes three distinct programs: Regular/General BCom, a BCom with focus on Computer Applications, and a vocational BCom focused on Advertising and Sales Promotion. Depending on the chosen program and its applications, students undertake a variety of courses that contribute to their comprehensive understanding of the subject matter. By tailoring the curriculum to suit the requirements and objectives of each program, the college ensures that students receive relevant and practical education in their chosen fields.

Osmania University prescribes project-based study for final year students. At St. Mary's College, students are encouraged to engage in research projects that are developed using multidisciplinary

methodologies. These projects serve as a culmination of their academic journey, allowing them to apply their knowledge and skills in a practical and meaningful manner. The college encourages students to undertake research in interdisciplinary fields, thereby fostering cross-pollination of ideas and perspectives. Exceptional research projects with interdisciplinary themes may even have the opportunity to be published in renowned peer-reviewed journals, providing students with a platform to showcase their work to a wider audience.

St. Mary's College would like to offer a wider range of curricula that promote interdisciplinary and transdisciplinary learning, especially integrating them to address real-life problems. Given its urban location, the College is keen on greater industry-integration and continuing education for working professionals. The recommendations of the NEP encourage us to continue pursuing those plans, which would also ensure that our curricula remain relevant and up to date. Through a combination of foundational core courses and application-oriented specialized courses, our students will receive a comprehensive education in close contact with industry. We will also then align the final year research projects using multidisciplinary and interdisciplinary approaches to the needs of the industry, providing students with opportunities to make industry-relevant contributions.

#### **16.Academic bank of credits (ABC):**

St. Mary's College is an affiliated college of Osmania University. The college offers regular programs and courses that are offered both offline and online depending on the epidemic situation. The institute is implementing the rules established by the affiliated university, and student registration is proceeding with Academic Bank of Credits. Currently, as an affiliated college, we do not have the option to register as an institution. We hope to get the status of an autonomous institution and then register as an institution with Academic Bank of Credits.

#### **17.Skill development:**

Skill development at St Mary's College include development of both soft and hard skills. The college places great emphasis on the holistic development of its students and organizes a wide range of events and activities aimed at fostering their soft skills, life skills, and values. Recognizing the importance of soft skills in today's professional world, the college has taken up various initiatives to enhance these skills. Students are encouraged to participate in personality development workshops, webinars, group

discussions, and receive valuable tips on handling interviews. These activities not only help students refine their communication, teamwork, and leadership abilities but also equip them with the necessary tools to excel in their future careers.

The college specifically recognizes leadership skills as a key skill to be developed for nation building. Consequently, all first-year students undergo a two-semester certificate course in Leadership and Life Skills. In addition, Osmania university has introduced a mandatory two-credit course on professional and leadership skills for all students during their second year. These courses are designed to provide students with essential skills that are crucial for their personal and professional growth. By focusing on areas such as effective communication, problem-solving, decision-making, and leadership development, these courses equip students with the competencies needed to succeed in their chosen fields and with the necessary skills and knowledge to overcome challenges both within and outside the classroom.

Student activities, especially those led by students and organized through the seventeen student clubs and the NSS unit, also significantly contribute to character building and enhancement of skills. These activities not only enhance their empathy, social awareness, and civic responsibility but also instill valuable life skills that will benefit them throughout their lives. Some of these events are organized in partnership with agencies, governmental and non-governmental, and help students also grow as dutiful citizens. These events are specifically designed to impart fundamental life skills to students, enabling them to make a positive impact on society while also developing their own personal and interpersonal abilities. St Mary's College has also instituted an award for the Best Student Citizen and the same is given to a student of the final year who has made the biggest difference during the previous three years.

The placement cell at the college understands the significance of bridging the gap between academia and industry requirements. To facilitate this, they organize engaging seminars and training sessions conducted by industry professionals. These provide students with insights into the key skills needed to succeed in their desired careers. Additionally, academic departments regularly invite guest speakers to deliver talks on various topics related to career development. Students gain valuable insights and guidance to make informed decisions regarding their future career paths. Many certificate programs offered in collaboration with industry are also skill-oriented in nature. These include programs related to



technology, software, platforms, and applications. Student projects in the final-year, especially those which are interdisciplinary and research-oriented, also teach research skills, which are a critical set of skills for today's students.

#### **18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

St. Mary's College is dedicated to promoting the learning and appreciation of Indian languages, culture, and heritage through a variety of events and initiatives. By organizing webinars and seminars focused on topics such as cultural heritage and law, the college creates a platform for students to engage in discussions and gain insights into these important aspects of Indian society. Furthermore, the college actively celebrates Hindi Diwas, Sanskrit Day, International Mother Language Day, and International Day for Cultural Diversity, emphasizing the significance of these languages and cultural diversity.

To ensure a comprehensive understanding of Indian culture, the curriculum of various degree programs at St. Mary's College incorporates cultural values and traditions into relevant subjects. Courses such as corporate governance, ethics and social responsibility of business, human rights, and value education are designed to instill a value-oriented mindset in students, integrating Indian cultural values into the academic curriculum. By integrating cultural aspects into these subjects, the college aims to develop students who are not only knowledgeable in their respective fields but also possess a deep understanding and appreciation for Indian cultural heritage.

The College has students and staff members from several parts of India, and we encourage sharing of narratives that educate each other. In addition to academic efforts, St. Mary's College organizes events such as ethnic day, which further celebrate and highlight the diversity and richness of Indian culture. During these special occasions, faculty members and students participate by dressing in traditional attire, showcasing the vibrant colors and attire associated with different regions of India. Furthermore, students display their talents through musical and dance performances that reflect the diverse cultural traditions of the country. These serve as a platform for students to express their creativity and celebrate the cultural tapestry of India.

More than half the students on campus have also opted for Hindi and Sanskrit as their second language. Local languages such as Telugu



are used by teachers, in addition to English and Hindi, in remedial classes to help students understand and comprehend their subjects better. To facilitate online supplementation, Hindi and Sanskrit teachers also create online content and place it on the Moodle-based Learning Management System the college uses. Students of Life Sciences have also taken initiatives to showcase Indian plant species which have medicinal or nutritional value.

Through these various events and initiatives, St. Mary's College fosters an environment that promotes the learning and preservation of Indian languages, culture, and heritage. By organizing webinars, seminars, and celebrations, the college encourages students to delve deeper into their linguistic and cultural roots. Moreover, the incorporation of cultural values into the curriculum ensures that students develop a strong ethical foundation and an appreciation for Indian cultural heritage. The traditional and ethnic day celebrations provide a vibrant platform for students to showcase their talents and celebrate the diversity and richness of Indian culture. Overall, St. Mary's College aims to nurture students who not only excel academically but also possess a deep understanding and appreciation for their cultural heritage and roots.

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

St. Mary's College has embraced the outcome-based teaching and learning (OBTL) methodology across all its courses and programs. To implement this approach effectively, the college has reorganized the syllabi given by Osmania University into session-wise course handouts with clear outcomes. These modified handouts provide detailed information about the sequence, the material and the additional efforts involved for various outcomes related to a specific course. Serving as a contractual agreement between instructors and registered students, the course handouts outline the expected learning outcomes that will be assessed through various mechanisms.

To ensure the quality and relevance of the courses, regular reviews are conducted at the end of each semester or at the beginning of the subsequent semester. These reviews help identify any objective that may not meet the academic or industry requirements. The Internal Quality Assurance Cell (IQAC) mandates that departments submit information regarding any modifications made to course outcomes, along with the previous stated outcomes. The IQAC then reviews and approves the course outcomes and handouts for the upcoming semester during scheduled meetings. Once approved, all faculty members and students are expected to adhere to these handouts, unless there are

specific legal, governmental, or corporate requirements that necessitate deviation.

The same approach is used for certificate courses as well. When it comes to certificate courses, the College is not constrained by the syllabi given by the University, and this helps the teachers offering certificate courses greater flexibility and effectiveness to ensure outcome-based education.

St. Mary's College places significant emphasis on incorporating industry input when formulating the learning objectives for its courses. The IQAC recognizes the importance of industry relevance and actively seeks input from relevant stakeholders during the course development process. By involving industry professionals, the college ensures that the learning objectives align with current industry standards and expectations. This collaborative approach facilitates the practical application of knowledge and enhances students' employability.

In short, St. Mary's College adopts the outcome-based teaching and learning methodology for all its courses and programs. The course handouts, restructured based on the published syllabi, act as agreements between instructors and students, clearly defining the anticipated learning outcomes. Regular reviews are conducted to maintain the academic and commercial relevance of the outcomes, with any necessary modifications submitted to the IQAC. The IQAC approves the course outcomes and handouts, considering industry input to ensure alignment with industry requirements. By following this approach, St. Mary's College aims to provide students with a high-quality education that prepares them for real-world challenges and meets industry demands. In addition, internships and projects too help ensure better outcomes from the other courses that are delivered within classroom settings. The contribution of co-curricular student clubs too in providing contextual learning experiences and practical learning, thus resulting in better outcomes, cannot be ignored. Faculty mentors of these clubs ensure that the focus is on real-life learning and practical training, thus ensuring clear and targeted outcomes.

#### **20.Distance education/online education:**

St Mary's College is not authorized to offer distance education qualifications. However, online education as a supplement to physical education is effectively used by the College. Over half a decade ago, the College started using a Learning Management System (LMS) based on the Moodle-platform and students are able to access

the same round the clock and from anywhere. This ensured that even when a student missed a particular class, the student could access the content and the relevant material, thus being able to easily catch up before coming for the next class. During the Covid pandemic, the Internal Quality Assurance Cell (IQAC) of St. Mary's College took the initiative to increase online teaching. Every class was given a Zoom Education account and teachers used the platform in combination with the Moodle-based LMS to deliver classes effectively and without significant disruption during the pandemic.

Once regular classes resumed in the undergraduate programs, Zoom accounts are being used only for additional sessions and remedial classes, which are in addition to the scheduled physical classes. However, for many certificate courses, Zoom-based teaching supplemented by the LMS continues to be used. The College intends to expand the offering of these certificate courses to working professionals and others, which would call for a more strategic use of online education.

IQAC has taken the lead in training and equipping teachers for digital content creation and online education. The Moodle-based LMS hosts high quality content including multimedia resources, e-books, presentations, and online reference materials. All course handouts too are now only in the digital format, which makes them easier for students to access and environmentally friendly.

As a local chapter of NPTEL, the college has encouraged students and faculty to sign up for a variety of MOOCs. While as an affiliated college, we are unable to provide credits for the NPTEL certificates, we formally recognize student and staff achievements in NPTEL and even reimburse the cost of certain subject-specific certifications. The various academic departments of St Mary's College too create their own online and offline certificate programs in their respective fields, which students can enroll in for either for free or at very little cost. The Department of Commerce has partnered with Zell Mumbai to offer training for global professional credentials such as ACCA in the online mode. Such programs fill the gap between the demands of the industries and the standard university curriculum.

In addition, our online platforms are also used to educate the less fortunate and to train them in basic communication skills and in running webinars for trainers and school teachers.

## Extended Profile

<b>1.Programme</b>	
1.1	328
Number of courses offered by the institution across all programs during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>2.Student</b>	
2.1	1233
Number of students during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.2	1
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	
File Description	Documents
Data Template	No File Uploaded
2.3	489
Number of outgoing/ final year students during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>3.Academic</b>	
3.1	64
Number of full time teachers during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
3.2	55

Number of Sanctioned posts during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>4.Institution</b>	
4.1 Total number of Classrooms and Seminar halls	34
4.2 Total expenditure excluding salary during the year (INR in lakhs)	139.46
4.3 Total number of computers on campus for academic purposes	202

## 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

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 course has 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 plan 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 part 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	<a href="#">View File</a>
Link for Additional information	Nil

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

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 date 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	<a href="#">View File</a>
Link for Additional information	Nil

**1.1.3 - Teachers of the Institution participate in B. Any 3 of the above 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**

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View File</a>
Any additional information	No File Uploaded

## 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

9

File Description	Documents
Any additional information	<a href="#">View File</a>
Minutes of relevant Academic Council/ BOS meetings	No File Uploaded
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

### 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)

12

File Description	Documents
Any additional information	No File Uploaded
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View File</a>
List of Add on /Certificate programs (Data Template )	<a href="#">View File</a>



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

683

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

376

File Description	Documents
Any additional information	<a href="#">View File</a>
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View File</a>

### 1.3 - Curriculum Enrichment

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

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-educational 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	<a href="#">View File</a>

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

10

File Description	Documents
Any additional information	<a href="#">View File</a>
Programme / Curriculum/ Syllabus of the courses	No File Uploaded
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	<a href="#">View File</a>
Number of courses that include experiential learning through project work/field work/internship (Data Template)	<a href="#">View File</a>

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

574

File Description	Documents
Any additional information	<a href="#">View File</a>
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	<a href="#">View File</a>

## 1.4 - Feedback System

### 1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution

A. All of the above

from the following stakeholders Students  
Teachers Employers Alumni

File Description	Documents
URL for stakeholder feedback report	<a href="#">View File</a>
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)	<a href="#">View File</a>

**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	<a href="#">View File</a>
URL for feedback report	<a href="https://stmaryscollege.in/academics/feedback-report/">https://stmaryscollege.in/academics/feedback-report/</a>

## 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	<a href="#">View File</a>
Institutional data in prescribed format	<a href="#">View File</a>

**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**

148

File Description	Documents
Any additional information	<a href="#">View File</a>
Number of seats filled against seats reserved (Data Template)	<a href="#">View File</a>

## 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

The institution assesses the learning levels of the students and organizes special Programmes for advance 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 of the average level of skills also helps teachers refine their course handouts. Our trained counsellors 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 teachers understand 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	<a href="https://drive.google.com/drive/folders/1Hx0bLovwHqBms_8DNZ9L8W6IsyMOzahv?usp=share_link">https://drive.google.com/drive/folders/1Hx0bLovwHqBms_8DNZ9L8W6IsyMOzahv?usp=share_link</a>
Upload any additional information	<a href="#">View File</a>

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

Number of Students	Number of Teachers
1233	55

File Description	Documents
Any additional information	<a href="#">View File</a>

## 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

Learning experiences are improved by the use of student-centered practises like experiential learning, participatory learning, and problem-solving techniques. Different pedagogical approaches are used by teachers at St. Mary's College to improve learning results and accommodate diversity. Although lectures remain the primary teaching method, group and activity-based learning are receiving more attention. An effort is made for participatory learning by using various tools, like Kahoot and Quizziz and case-based learning, particularly in BBA. The emphasis in mass communication courses, in particular, is on practical learning through hands-on experience with the camera and participation in media initiatives. Every course in B.Sc. has a practical component, and the ratio of theory to practise is maintained. Tally, an accounting software program, is used to teach accounting papers in the B.Com program, ensuring that students acquire useful and marketable abilities. The teaching of English and other languages is interactive, with a focus on conversational and written abilities. Several guest lectures are presented in several fields to educate students about current events and to engage them with experts. The B.Sc., BA, BBA, and B.Com courses' project component significantly sharpens their practical emphasis. Many instructors have also experimented with partially flipping their classes utilising Moodle's multimedia resources.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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

ICT-enabled tools are used by teachers to facilitate effective

teaching and learning. The Learning Management System (Moodle) is used by all instructors in all courses to store course materials, including handouts, study guides, and multimedia. The LMS is accessible to all students via the web, an app, or both, allowing for self-paced learning and accommodating for diversity. Most educators have posted their own digital resources, such as lectures that have been filmed, on Moodle for students. Additionally, instructors upload additional lectures, PDFs, e-books, and other online learning materials to the course page, all of which are organized topically and according to relevancy. The lectures become engaging, educational, and participatory in the classroom and beyond, they also employ online resources like Kahoot or Quizziz and other educational apps like Duolingo. Additionally, it enables teachers to frequently flip the classroom. Since the entire campus has WiFi, it is possible to view content even when classes are in session. PPT presentations are frequently used by teachers during class, and the PPTs are then added to the Moodle session resource. Assignments and class tests are frequently managed on the LMS.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="https://stmaryscollege.in/academics/learning-resources/">https://stmaryscollege.in/academics/learning-resources/</a>

### 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

55

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	<a href="#">View File</a>
Circulars pertaining to assigning mentors to mentees	No File Uploaded
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

55

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View File</a>

#### 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

16

File Description	Documents
Any additional information	<a href="#">View File</a>
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)	<a href="#">View File</a>

#### 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

405

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	<a href="#">View File</a>

## 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 impact learning outcomes, the low-weightage minimises the impact but also related grievances

File Description	Documents
Any additional information	<a href="#">View File</a>
Link for additional information	Nil

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 concern related 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 provided by 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	No File Uploaded
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.

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 preceded 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	No File Uploaded
Paste link for Additional information	<a href="https://stmaryscollege.in/academics/ug-programmes/">https://stmaryscollege.in/academics/ug-programmes/</a>
Upload COs for all courses (exemplars from Glossary)	<a href="#">View File</a>

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, which provide 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 inadequacies of our undergraduate programmes. These inputs are used by IQAC and the Programme Leadership

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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**

**363**

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
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://drive.google.com/drive/u/0/folders/1dbM3CxtSUPCFRZ69vsNirAxJ3GA\\_J7Rw](https://drive.google.com/drive/u/0/folders/1dbM3CxtSUPCFRZ69vsNirAxJ3GA_J7Rw)

## 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)**

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**

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

11

File Description	Documents
Report of the event	<a href="#">View File</a>
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	<a href="#">View File</a>

### 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

11

File Description	Documents
Any additional information	<a href="#">View File</a>
List of research papers by title, author, department, name and year of publication (Data Template)	<a href="#">View File</a>

#### 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**

11

File Description	Documents
Any additional information	<a href="#">View File</a>
List books and chapters edited volumes/ books published (Data Template)	<a href="#">View File</a>

**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, the student 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 essentials during 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 and Shramdaan.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

**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

3

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year(Data Template)	<a href="#">View File</a>
e-copy of the award letters	<a href="#">View File</a>

### 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

11

File Description	Documents
Reports of the event organized	<a href="#">View File</a>
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	<a href="#">View File</a>

### 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

356



File Description	Documents
Report of the event	<a href="#">View File</a>
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	<a href="#">View File</a>

### 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

82

File Description	Documents
e-copies of linkage related Document	<a href="#">View File</a>
Details of linkages with institutions/industries for internship (Data Template)	<a href="#">View File</a>
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

11

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	<a href="#">View File</a>

## 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.

The infrastructure at St. Mary's College includes 30 large classrooms that can accommodate up to 60 students, 2 medium-sized classrooms with a capacity of 50 seats and 2 small classrooms that can seat up to 30 students. The Mass Communication Laboratory doubles as a classroom where 60 students can be accommodated. In addition, there is a Digital Classroom (50 capacity) which is equipped with a fixed projector and sound system. Faculty can also record lectures in the Digital Classroom and upload them on Moodle for students to access and use. The College also has 2 Computer Laboratories designed to seat a maximum of 130 students. These labs are equipped with all ICT facilities. Arrangements for White Board and Mobile Projectors can be made in all Science Laboratories - Electronics, Chemistry, Biotechnology, Biotechnology. The College also has two mini-conference rooms and one Seminar Hall (150 member capacity) where there are fixed projectors and where there is the additional possibility of using a mobile white board. The Mass Communication Laboratory and the Seminar Hall are also equipped with high quality sound systems. The campus is completely Wi-Fi enabled with the possibility of LAN connections. There are over 10 computers in the library that both students and staff can utilise. In addition to these computers, we also have one system per staff in all Departments. All laboratories also have one computer each. The computers in these labs have licensed software like Adobe Photoshop, Tally that relevant to the syllabi taught in the classroom

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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.

The college offers some facilities for sports and cultural activities, both indoors and outdoors. On-campus, students have access to a basketball court, a volleyball court, two cricket practice nets, and two covered table-tennis tables. Additionally, an indoor games area is available for board games such as carrom and chess. The college has several sports teams, including basketball, volleyball, throwball, football, and cricket. These teams practice on campus and sometimes also use nearby grounds for matches. For

major matches, the college rents additional grounds. Although the college does not have a gymnasium, yoga mats are available, and the college organizes yoga sessions. The college employs one male and one female Assistant Physical Education Director each, and there is a concerted effort to encourage female students to participate in sports through the Sports Club. The college fosters a culture of physical fitness and sports, and has produced several notable alumni, such as Sania Mirza, Ashwini Ponnappa and Varuni Jaiswal, who have pursued successful careers in sports. Cultural and literary activities are primarily driven by student clubs, and the college has a history of success in inter-college competitions. Several department-level festivals are also organized by the college including Montage, a national level short-film and documentary film festival

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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	<a href="#">View File</a>
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View File</a>

#### 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)

92.57

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)	<a href="#">View File</a>

## 4.2 - Library as a Learning Resource

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

The St. Mary's College Library also known as the Bibliothèque is equipped with an automated integrated Library Management System that is part of the Institutional Resource Planning (IRP) software utilized by the college. Although books and resources can only be borrowed and renewed physically, all data is stored digitally, and both students and staff members can access the details using their IRP account. Additionally, the system sends reminders to borrowers of their due date and displays the database of books and their availability status. If a book is temporarily withdrawn from circulation, the same is reflected online. Barcode readers are integrated within the software for the issuance, renewal, and return of books. Through the web and the college app, staff members and students can remotely access information regarding the availability and status of books. However, the library is not completely digitized, and users cannot access books and materials outside of work hours. Nonetheless, the resources placed on Moodle are available 24/7 for both staff and students to consult

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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	<a href="#">View File</a>
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	<a href="#">View File</a>

#### 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)

0.8057

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

#### 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

85

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	<a href="#">View File</a>

### 4.3 - IT Infrastructure

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

St. Mary's College prioritizes the regular updating and upgrading of its IT facilities, including both Wi-Fi and LAN networks. Currently, the campus-wide Wi-Fi system is state-of-the-art, boasting 30 access points that provide both 2.4 GHz and 5 GHz connectivity with speeds of up to 1 GB per second. These facilities were recently upgraded

during the pandemic. The Wi-Fi and LAN systems are connected to two dedicated lines that provide 1GBps and 400 MBps connections, respectively. There is 100% Wi-Fi coverage throughout the campus. Additionally, students have access to free Wi-Fi from ACT Fiber Corp for their personal use on campus. Hardware facilities are also regularly updated to keep pace with software upgrades. As a result, many of the computers in the computer labs have seen accompanying RAM and other upgrades, with approximately 10% of systems replaced with newer models annually. Although physical facilities saw limited utilization over the last year, many teachers used the campus Wi-Fi to conduct online classes. To improve the student experience, accessories like cameras, spotlights, and microphones were added, and video recording facilities were utilized along with the provision of using online platforms like Zoom Education, Google Suite for Education, and Microsoft for Education. Even after the complete shift to offline classes, these tools continue to be used in both online and hybrid formats and to record and disseminate lectures.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

#### 4.3.2 - Number of Computers

202

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Student – computer ratio	<a href="#">View File</a>

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

File Description	Documents
Upload any additional Information	<a href="#">View File</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View File</a>

## 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)

46.88

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)	<a href="#">View File</a>

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.

A team of technically qualified professionals, headed by the Head-Administration, oversees the administration and maintenance of the College's infrastructure and physical facilities, including classrooms, seminar halls, laboratories, library, sports facilities, and IT infrastructure. These individuals are permanent employees of the College and not outsourced or contractual staff. Classroom usage follows an approved timetable, and outside of the timetable, Heads of the concerned Departments make decisions regarding classroom utilization. Labs are utilized based on the set timetable and availability. The Library is open during College working hours and is managed by two Assistant Librarians. The two Assistant Physical Education Directors manage the utilization of the Sports facilities, while the Administration team handles maintenance. A register system is in place for booking common facilities like the Seminar Hall, Digital Class Room, Conference Rooms, etc. There is also a provision for booking mobile projectors and mobile white board. A register maintains the details of students and staff using sports equipment recorded by the The in-charges concerned arrange for facilities to be prepared based on the bookings. Support staff is also attached to the Library, Labs, and Sports Facilities for routine maintenance. In case of additional support requirements, users can reach out to the concerned in-charges. Registers are also kept to record and address complaints and requests for repairs

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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

5

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	<a href="#">View File</a>
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)	<a href="#">View File</a>

#### 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

126

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View File</a>



**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**

**A. All of the above**

File Description	Documents
Link to institutional website	Nil
Any additional information	<a href="#">View File</a>
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View File</a>

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

271

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

271

File Description	Documents
Any additional information	<a href="#">View File</a>
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	<a href="#">View File</a>

**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	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View File</a>

## 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

50

File Description	Documents
Self-attested list of students placed	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

### 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

49

File Description	Documents
Upload supporting data for student/alumni	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of student progression to higher education	<a href="#">View File</a>

### 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**

8

File Description	Documents
Upload supporting data for the same	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

**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.**

7

File Description	Documents
e-copies of award letters and certificates	<a href="#">View File</a>
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	<a href="#">View File</a>

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 )

The Student Council at St. Mary's College is a well-empowered body, led by an Executive Board consisting of the President, Vice-President, Secretary, Joint Secretaries, and Executive Members. Each class democratically elects their own Council members, who in turn elect the Executive Board. The Board is responsible for managing the day-to-day student activities on campus. The Student Council comprises of four Program Councils, namely the BA, BBA, BCom, and BSc Student Councils. These Program Councils perform the same function at the program-level as the Student Council does at the college-level. The Council members ensure that communication and

dissemination of information about curricular, co-curricular, and extracurricular activities are conducted smoothly and transparently. They also play a crucial role in conflict resolution, grievance redressal, and maintaining fairness in campus life. The President and Secretary of the Student Council are part of the IQAC, while one or two members are also involved in other statutory bodies such as the Internal Complaints Committee and the Anti-Ragging Committee. The Student Council works closely with the Principal and Head-Administration, while the Program Councils collaborate with the relevant HoDs.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

### 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

53

File Description	Documents
Report of the event	<a href="#">View File</a>
Upload any additional information	No File Uploaded
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)	<a href="#">View File</a>

## 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

The St. Mary's College Alumni Association is a registered organization under the Telangana Societies Act. Our alumni have continued to uphold the College's reputation, long after their graduation. It fills us with immense pride that many of our alumni

have achieved great success in their respective fields and remain closely connected to our institution. Additionally, each department has its own alumni network. Despite being a relatively young institution, St. Mary's College has not yet fully utilized the potential financial resources of its alumni. However, alumni members continue to make valuable contributions to the College by providing ideas and acting as resource persons for various academic sessions. They also occasionally participate in recruitment interviews as panelists. Furthermore, our alumni support the College in numerous ways by training and mentoring our students. They deliver guest lectures, organize sessions to enhance student aspirations and skills, and offer guidance to active students involved in various clubs and activities. Additionally, alumni members help students secure internships and projects

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

#### 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 college envisions itself as a globally acclaimed institution offering comprehensive education with an exceptional student experience. To achieve this vision, the college has undertaken industry-relevant, skill-oriented, and practice-based learning to promote holistic development. It aims to create a customer-centric, service-assured learning environment that expands the horizons of student aspirations. Additionally, the college aims to attract world-class talent at all levels and build international strategic partnerships while providing wider opportunities and excellent infrastructure.

The vision and mission of the institution comprise three distinct parts: a global focus, comprehensive education, and an exceptional student experience. The governance of the institution reflects these priorities, with the college led by senior management who have had the opportunity to learn and work in global setups. The IQAC and Governing Body include individuals with industry exposure and corporate leadership experience. As part of a group of institutions that includes multiple international schools, the college also maintains partnerships with industry bodies and international institutions like the student and faculty exchange program with foreign universities such as Budapest Metropolitan University.

The College places a strong emphasis on providing a student-centric education that enables self-paced learning and manages classroom diversity. Teacher and student representation in statutory bodies underscores this focus on the student experience. Moreover, the college prioritizes student clubs and leadership training programs to enhance the overall campus experience for students.

File Description	Documents
Paste link for additional information	<a href="https://stmaryscollege.in/the-college/about/">https://stmaryscollege.in/the-college/about/</a>
Upload any additional information	<a href="#">View File</a>

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 his/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	<a href="https://stmaryscollege.in/academics/iqac/">https://stmaryscollege.in/academics/iqac/</a>
Upload any additional information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

St. Mary's College has created a strategy plan for its growth until 2024 based on the recommendations of the NAAC peer committee during the third cycle of accreditation in 2019. In accordance with the college's vision, mission, and values, the institutional Strategic Plan was created for the Internal Quality Assurance Cell (IQAC) and authorised by the college's governing body. The Departments' and each employee's individual activities and objectives are now planned in accordance with the College's Strategic Plan. The institution's annual plans are derived from the period's strategic strategy. The institutional plan is then followed by the plans for each department. One of the goals of the strategic plan, is to increase the proportion of PhD holders among the teaching staff to 20% by 2022, 30% by 2023, and 40% by 2024. As a result, the HR policy was altered, and resources were allocated accordingly. As a result, the target for 2022 was already met in 2021. Similarly, many of the plans for 2024 are likely to be realized, though not all of them. Progress was halted by the pandemic in several areas

File Description	Documents
Strategic Plan and deployment documents on the website	No File Uploaded
Paste link for additional information	<a href="https://stmaryscollege.in/academics/iqac/strategic-plan-2020-24/">https://stmaryscollege.in/academics/iqac/strategic-plan-2020-24/</a>
Upload any additional information	<a href="#">View File</a>

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 Governing Body of the College, which functions within a strong**

governance structure, is the body having the highest decision-making authority for the institution. While there is a functional separation between academic and administrative departments, the Principal, as the institution's head, is responsible for managing every area of the institution. The Principal receives policy recommendations from the IQAC, the academic departments, the administrative department, the staff association, and the student council. The Governing Council must give its support to the Principal's policies and organisational plans. All institution policies are based on the policies that have been authorised. The institution's HR Policy, which is made available online to all staff members, clearly outlines service regulations to promote openness and fairness. The HR Department, which manages staff hires and separations, reports directly to the Principal. According to University policies, a subject-expert chosen by the University is a member of the selection committee for teaching staff appointments. Only after the Selection Committee suggests appointing a member of the teaching staff is the appointment finalised. The College's HR Policy details every step of the promotion and appraisal process

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

### 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	<a href="#">View File</a>
Screen shots of user interfaces	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	<a href="#">View File</a>



### 6.3 - Faculty Empowerment Strategies

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

All employees, whether academic, administrative, or support staff, are permanent and regular employees at St. Mary's College. There are no employees on a limited period contract or on an outsourced basis in College. Leaves available to the staff include Casual Leaves, Sick Leaves, Maternity/Paternity Leaves, Bereavement Leaves, Marriage Leaves, On Duty Leave, Doctoral Research Leave and Academic Leave. While On Duty Leave, Doctoral Research Leave and Academic Leave are restricted to academic staff, all other employees can avail all other leaves and benefits as per policy. The 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 confirmed employees are covered under health insurance or ESI, and all employees are covered under accident insurance. In addition, all employees are eligible for contributory provident fund and for gratuity as per the provisions of the Gratuity Act. For academic staff, leave encashment, reimbursement of academic event participation expenses, publication incentives for quality publications, and paid academic and study leaves are available. 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. Finally, staff members at all levels receive regular training pertaining to their field free of cost

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

#### 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

0

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	No File Uploaded

### 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

11

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	<a href="#">View File</a>
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	<a href="#">View File</a>

### 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

22

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	<a href="#">View File</a>
Details of teachers attending professional development programmes during the year (Data Template)	<a href="#">View File</a>

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

The College has a performance appraisal system in place for Teaching and Non-Teaching staff. All academic staff belong to one of three categories: Teacher-Administrator, Teacher-Researcher, or Teacher-Mentor. First and foremost, all teachers are evaluated on their teaching performance based on anonymous student feedback taken twice a semester after each Internal Assessment. Each teacher is also encouraged to give and receive peer feedback that will help them improve the methods employed in class for teaching and learning. They are also evaluated against the expected output in their respective teacher category. Besides, their contribution to fulfilling the College's vision and mission and to institution building is assessed, acknowledged and rewarded. The process requires each academic staff to complete a self-assessment API Score Sheet, followed by a one-on-one with their immediate supervisor, who adds their remarks and observations. The academic staff produces proof of all claims, and based on the data and inputs noted, the form is submitted to the Principal. Employee performance is rated as Average, Good, Excellent, or Exceptional, based on these inputs. The process is similar for non-teaching and technical staff, but assessments are more subjective in their case, as many of their contributions are not as simple to quantify. Hence, the supervisor plays a larger role in their appraisal process. Any grievance related to the appraisal process is handled by the CEO.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

## 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 managed by the St Mary's Educational Society, a Christian Minority Educational Society that undergoes financial audits for accountability. Although the college doesn't conduct internal financial audits, the Society performs the audit. Given that the college is a public institution with notable alumni, it is subjected to media scrutiny. The Society solely depends on fees paid by students and does not rely on any grant or donations. For infrastructural development, the Society raised funds through debt from both public and private sector banks that examined the Society's financial health before loaning. The institution uses online banking to pay all salaries, which are credited to the staff's Bank of Baroda accounts. Additionally, the college never collects money without issuing a receipt. All student fees are immediately reflected on the IRP of both the student and parent. The institution doesn't accept any form of donations or contributions, and all expenditures are accounted for 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 procures all of its finances from two main sources: student fees and loans obtained from banking institutions. The College is part of a larger group of institutions managed by the St. Mary's Educational Society, which acquires debt as required by its establishments. As of now, the college does not receive any monetary assistance from any governmental or non-governmental entities. Additionally, the institution does not accept any form of donations. Consequently, the College's financial mobilization strategies are restricted. The bulk of the institution's resources are primarily dedicated to salary-related costs and loan repayments. However, the college faces limitations in terms of its physical land area and can only expand its infrastructure if the government authorizes construction of additional floors. Or else, the College would be required to gather substantial financial resources and develop a larger institution in a different location that has more scope for expansion. The College's strategic plan outlines intentions to establish postgraduate programs, however with the space restriction in place, such an initiative remains unfeasible in the short-term. To expand, the College must obtain significant funding, which poses a significant obstacle to overcome

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 2021-22 presented numerous challenges to the education sector due to the second wave of COVID-19 pandemic, which expected students and teachers to work in hybrid mode based on the rampancy of the spread of the illness. To adapt to this situation, St. Mary's College's Internal Quality Assurance Cell (IQAC) anticipated the challenges and encouraged all members strengthen their use of virtual platforms for teaching and learning. The College continued to procure Zoom Education licenses for all classes across programs, with each class having a dedicated Zoom account. Members of the IQAC were also given training on Moodle's content management and student evaluation systems. These initiatives allowed faculty members to create extensive Moodle content, and the internal

evaluation for two terms was done using Google Forms and Moodle. While working online, students discovered that it was simpler to acquire information, take virtual tests, and instantly receive results. On the basis of the recommendations made by government agencies, IQAC also urged employees and students to return to the college. All St. Mary's residents were required to follow the standard procedure of donning masks and using disinfectants.

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 implemented the Outcome Based Teaching and Learning (OBTL) approach for all its courses and programs. The syllabi provided by Osmania University are restructured into a course handout that specifies the number of sessions offered per credit for a particular course. This course handout serves as a contractual agreement between the teacher and students enrolled in that specific course. It clearly outlines the expected learning outcomes that are assessed through formal feedback. Any outcomes that are not relevant to the academic or industry standards are removed through periodic reviews at the end of the semester or at the start of the next semester. The IQAC mandates that departments provide details on changes made to the course outcomes, along with the old outcomes. The IQAC then approves the course outcomes and handouts for the upcoming term during periodic meetings. Once approved, these outcomes and handouts are binding on all faculty members and students, except under special circumstances such as those mandated by nature, government, or corporate entities. The IQAC at St. Mary's College places high priority on industry feedback while designing learning outcomes for its courses.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Upload details of Quality assurance initiatives of the institution (Data Template)	<a href="#">View File</a>

## **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 as well as in January 2022, there were no physical classes. Hence, the focus was on ensuring equity and safety in the online as well as offline space. The IQAC took initiatives to train students on safe practices online. In addition to every Class having a Mentor, there was a full-time trained Counsellor (women), who is post-graduate in applied psychology / clinical psychology and are certified counsellor. There is also a dedicated email id for counsellor. In addition, for those seeking anonymous help, open google forms are kept for reaching out. In addition to the Counsellor, 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	<a href="https://drive.google.com/drive/folders/16fud58GMIHOyNyhZ3I7NnmUC1ucRelIv?usp=sharing">https://drive.google.com/drive/folders/16fud58GMIHOyNyhZ3I7NnmUC1ucRelIv?usp=sharing</a>

**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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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 segregated 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	<a href="#">View File</a>
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	<a href="#">View File</a>
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:** **B. Any 3 of the above**

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

File Description	Documents
Geo tagged photos / videos of the facilities	<a href="#">View File</a>
Any other relevant documents	<a href="#">View File</a>

**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** **C. Any 2 of the above**

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

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	<a href="#">View File</a>

**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	<a href="#">View File</a>
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).

**The staff and students at St. Mary's College represent many regions of the nation (and a few international students as well), adding to**

the campus's socioeconomic, cultural, and regional diversity. We have come up with a number of ways to celebrate diversity. One of them is the once-a-semester observance of ethnic days on campus. Students dress traditionally on ethnic days, representing the roots of their culture. These days are anticipated by the students. Typically, it is observed on the Fridays near Independence Day and Republic Day. However, in the current academic year, ethnic day celebrations had to be held online as well because the majority of activities were done online. On the International Mother Language Day, diversity is also widely celebrated. Usually, vibrant literary and cultural events are planned on campus, but this year, the International Mother Language Day also needed to be planned online. The college typically also commemorates International Students Day or Foreign Students Day, but not this year. All of these activities give children the chance to experience inclusivity and to recognise greatness and beauty regardless of cultural differences, preparing them for life in a multicultural society

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View File</a>
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 utilizes 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 organizes events that are centered on the constitutional obligations. For instance, a blood donation camp is annually organized to focus on the values of sacrificial giving and saving lives. In addition, Serwings, a student club also prioritizes on activities that instill 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 sensitization of students and employees in this regard. Every national day is an occasion utilized

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	<a href="#">View File</a>
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**

File Description	Documents
Code of ethics policy document	<a href="#">View File</a>
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	<a href="#">View File</a>
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 occasion. 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 Thanks giving 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)	<a href="#">View File</a>
Geo tagged photographs of some of the events	<a href="#">View File</a>
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: Celebrating International Days on Campus.

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 various departments come up with their proposals on conducting the International and National days based on the relevance to their field of study such as International Mother Language Day, the International Day of Happiness, 'International Womens Day', World Diabetics Day, World Environmental Day, etc.

### Best Practice II: Staff Colloquia

Colloquia are arranged once every fortnight to enable individuals from different departments 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.

File Description	Documents
Best practices in the Institutional web site	No File Uploaded
Any other relevant information	<a href="#">View File</a>

### 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, the bar is set high when it comes to e-resource on the LMS. Constructive mechanisms including student and faculty peer feedback, input from the Student Council and individual students, parent inputs and alumni interaction are all oriented towards comprehensive education and raising the student experience. 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

## 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

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 course has 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 plan 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 part 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	<a href="#">View File</a>
Link for Additional information	Nil

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

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 date 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	<a href="#">View File</a>
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	<a href="#">View File</a>
Any additional information	No File Uploaded

**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**

9

File Description	Documents
Any additional information	<a href="#">View File</a>
Minutes of relevant Academic Council/ BOS meetings	No File Uploaded
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

**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)**

12

File Description	Documents
Any additional information	No File Uploaded
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View File</a>
List of Add on /Certificate programs (Data Template )	<a href="#">View File</a>

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

683

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

376

File Description	Documents
Any additional information	<a href="#">View File</a>
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View File</a>

### 1.3 - Curriculum Enrichment

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

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-educational 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	<a href="#">View File</a>

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

10

File Description	Documents
Any additional information	<a href="#">View File</a>
Programme / Curriculum/ Syllabus of the courses	No File Uploaded
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	<a href="#">View File</a>
Number of courses that include experiential learning through project work/field work/internship (Data Template)	<a href="#">View File</a>

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

574

File Description	Documents
Any additional information	<a href="#">View File</a>
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	<a href="#">View File</a>

### 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**

**A. All of the above**

File Description	Documents
URL for stakeholder feedback report	<a href="#">View File</a>
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)	<a href="#">View File</a>

**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	<a href="#">View File</a>
URL for feedback report	<a href="https://stmaryscollege.in/academics/feedback-report/">https://stmaryscollege.in/academics/feedback-report/</a>

## 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	<a href="#">View File</a>
Institutional data in prescribed format	<a href="#">View File</a>

#### 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

148

File Description	Documents
Any additional information	<a href="#">View File</a>
Number of seats filled against seats reserved (Data Template)	<a href="#">View File</a>

## 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

The institution assesses the learning levels of the students and organizes special Programmes for advance 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 of the average level of skills also helps teachers refine their course handouts. Our trained counsellors 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 teachers understand 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	<a href="https://drive.google.com/drive/folders/1Hx0bLovwHqBms_8DNZ9L8W6IsyMOzahv?usp=share_link">https://drive.google.com/drive/folders/1Hx0bLovwHqBms_8DNZ9L8W6IsyMOzahv?usp=share_link</a>
Upload any additional information	<a href="#">View File</a>

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

Number of Students	Number of Teachers
1233	55

File Description	Documents
Any additional information	<a href="#">View File</a>

### 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

Learning experiences are improved by the use of student-centered practises like experiential learning, participatory learning, and problem-solving techniques. Different pedagogical approaches are used by teachers at St. Mary's College to improve learning results and accommodate diversity. Although lectures remain the primary teaching method, group and activity-based learning are receiving more attention. An effort is made for participatory learning by using various tools, like Kahoot and Quizziz and case-based learning, particularly in BBA. The emphasis in mass communication courses, in particular, is on practical learning through hands-on experience with the camera and participation in media initiatives. Every course in B.Sc. has a practical component, and the ratio of theory to practise is maintained. Tally, an accounting software program, is used to teach accounting papers in the B.Com program, ensuring that students acquire useful and marketable abilities. The teaching of English and other languages is interactive, with a focus on conversational and written abilities. Several guest lectures are presented in several fields to educate students about current events and to engage them with experts. The B.Sc., BA, BBA, and B.Com courses' project component significantly sharpens their practical emphasis. Many instructors have also experimented with partially flipping their classes utilising Moodle's multimedia resources.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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

ICT-enabled tools are used by teachers to facilitate effective teaching and learning. The Learning Management System (Moodle) is used by all instructors in all courses to store course materials, including handouts, study guides, and multimedia. The LMS is accessible to all students via the web, an app, or both, allowing for self-paced learning and accommodating for diversity. Most educators have posted their own digital resources, such as lectures that have been filmed, on Moodle for students. Additionally, instructors upload additional lectures, PDFs, e-books, and other online learning materials to the course page, all of which are organized topically and according to relevancy. The lectures become engaging, educational, and participatory in the classroom and beyond, they also employ online resources like Kahoot or Quizziz and other educational apps like Duolingo. Additionally, it enables teachers to frequently flip the classroom. Since the entire campus has WiFi, it is possible to view content even when classes are in session. PPT presentations are frequently used by teachers during class, and the PPTs are then added to the Moodle session resource. Assignments and class tests are frequently managed on the LMS.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="https://stmaryscollege.in/academics/learning-resources/">https://stmaryscollege.in/academics/learning-resources/</a>

### 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

55

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	<a href="#">View File</a>
Circulars pertaining to assigning mentors to mentees	No File Uploaded
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**

55

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View File</a>

**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**

16

File Description	Documents
Any additional information	<a href="#">View File</a>
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)	<a href="#">View File</a>

**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**

405

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	<a href="#">View File</a>



## 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 impact learning outcomes, the low-weightage minimises the impact but also related grievances

File Description	Documents
Any additional information	<a href="#">View File</a>
Link for additional information	Nil

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 concern related 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 provided by 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	No File Uploaded
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.

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 preceded 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	No File Uploaded
Paste link for Additional information	<a href="https://stmaryscollege.in/academics/ug-programmes/">https://stmaryscollege.in/academics/ug-programmes/</a>
Upload COs for all courses (exemplars from Glossary)	<a href="#">View File</a>

### 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, which provide 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 inadequacies of our undergraduate programmes. These inputs are used by IQAC and the Programme Leadership

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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

363

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
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://drive.google.com/drive/u/0/folders/1dbM3CxtSUPCFRZ69vsNirAxJ3GA\\_J7Rw](https://drive.google.com/drive/u/0/folders/1dbM3CxtSUPCFRZ69vsNirAxJ3GA_J7Rw)

## 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)

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

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

11

File Description	Documents
Report of the event	<a href="#">View File</a>
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	<a href="#">View File</a>

### 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

11

File Description	Documents
Any additional information	<a href="#">View File</a>
List of research papers by title, author, department, name and year of publication (Data Template)	<a href="#">View File</a>

### 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

11

File Description	Documents
Any additional information	<a href="#">View File</a>
List books and chapters edited volumes/ books published (Data Template)	<a href="#">View File</a>

### 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, the student 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 essentials during 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 and Shramdaan.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

### 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

3

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year(Data Template)	<a href="#">View File</a>
e-copy of the award letters	<a href="#">View File</a>

### 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

11

File Description	Documents
Reports of the event organized	<a href="#">View File</a>
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	<a href="#">View File</a>

### 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

356

File Description	Documents
Report of the event	<a href="#">View File</a>
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	<a href="#">View File</a>

### 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

82

File Description	Documents
e-copies of linkage related Document	<a href="#">View File</a>
Details of linkages with institutions/industries for internship (Data Template)	<a href="#">View File</a>
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

11

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	<a href="#">View File</a>

## 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.

The infrastructure at St. Mary's College includes 30 large classrooms that can accommodate up to 60 students, 2 medium-sized classrooms with a capacity of 50 seats and 2 small classrooms that can seat up to 30 students. The Mass Communication Laboratory doubles as a classroom where 60 students can be accommodated. In addition, there is a Digital Classroom (50 capacity) which is equipped with a fixed projector and sound system. Faculty can also record lectures in the Digital Classroom and upload them on Moodle for students to access and use. The College also has 2 Computer Laboratories designed to seat a maximum of 130 students. These labs are equipped with all ICT facilities. Arrangements for White Board and Mobile Projectors can be made in all Science Laboratories - Electronics, Chemistry, Biotechnology, Biotechnology. The College also has two mini-conference rooms and one Seminar Hall (150 member capacity) where there are fixed projectors and where there is the additional possibility of using a mobile white board. The Mass Communication Laboratory and the Seminar Hall are also equipped with high quality sound systems. The campus is completely Wi-Fi enabled with the possibility of LAN connections. There are over 10 computers in the library that both students and staff can utilise. In addition to these computers, we also have one system per staff in all Departments. All laboratories also have one computer each. The computers in these labs have licensed software like Adobe Photoshop, Tally that relevant to the syllabi taught in the classroom

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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.

The college offers some facilities for sports and cultural activities, both indoors and outdoors. On-campus, students have access to a basketball court, a volleyball court, two cricket practice nets, and two covered table-tennis tables. Additionally, an indoor games area is available for board games such as carrom and chess. The college has several sports teams, including

basketball, volleyball, throwball, football, and cricket. These teams practice on campus and sometimes also use nearby grounds for matches. For major matches, the college rents additional grounds. Although the college does not have a gymnasium, yoga mats are available, and the college organizes yoga sessions. The college employs one male and one female Assistant Physical Education Director each, and there is a concerted effort to encourage female students to participate in sports through the Sports Club. The college fosters a culture of physical fitness and sports, and has produced several notable alumni, such as Sania Mirza, Ashwini Ponnappa and Varuni Jaiswal, who have pursued successful careers in sports. Cultural and literary activities are primarily driven by student clubs, and the college has a history of success in inter-college competitions. Several department-level festivals are also organized by the college including Montage, a national level short-film and documentary film festival

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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	<a href="#">View File</a>
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View File</a>

#### 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)****92.57**

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)	<a href="#">View File</a>

**4.2 - Library as a Learning Resource****4.2.1 - Library is automated using Integrated Library Management System (ILMS)**

The St. Mary's College Library also known as the Bibliothèque is equipped with an automated integrated Library Management System that is part of the Institutional Resource Planning (IRP) software utilized by the college. Although books and resources can only be borrowed and renewed physically, all data is stored digitally, and both students and staff members can access the details using their IRP account. Additionally, the system sends reminders to borrowers of their due date and displays the database of books and their availability status. If a book is temporarily withdrawn from circulation, the same is reflected online. Barcode readers are integrated within the software for the issuance, renewal, and return of books. Through the web and the college app, staff members and students can remotely access information regarding the availability and status of books. However, the library is not completely digitized, and users cannot access books and materials outside of work hours. Nonetheless, the resources placed on Moodle are available 24/7 for both staff and students to consult

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional Information	Nil

**4.2.2 - The institution has subscription for the following e-resources e-journals e-****C. Any 2 of the above**

**ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources**

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	<a href="#">View File</a>

**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)**

0.8057

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

**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**

85

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	<a href="#">View File</a>

**4.3 - IT Infrastructure**

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

St. Mary's College prioritizes the regular updating and upgrading

of its IT facilities, including both Wi-Fi and LAN networks. Currently, the campus-wide Wi-Fi system is state-of-the-art, boasting 30 access points that provide both 2.4 GHz and 5 GHz connectivity with speeds of up to 1 GB per second. These facilities were recently upgraded during the pandemic. The Wi-Fi and LAN systems are connected to two dedicated lines that provide 1Gbps and 400 MBps connections, respectively. There is 100% Wi-Fi coverage throughout the campus. Additionally, students have access to free Wi-Fi from ACT Fiber Corp for their personal use on campus. Hardware facilities are also regularly updated to keep pace with software upgrades. As a result, many of the computers in the computer labs have seen accompanying RAM and other upgrades, with approximately 10% of systems replaced with newer models annually. Although physical facilities saw limited utilization over the last year, many teachers used the campus Wi-Fi to conduct online classes. To improve the student experience, accessories like cameras, spotlights, and microphones were added, and video recording facilities were utilized along with the provision of using online platforms like Zoom Education, Google Suite for Education, and Microsoft for Education. Even after the complete shift to offline classes, these tools continue to be used in both online and hybrid formats and to record and disseminate lectures.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

#### 4.3.2 - Number of Computers

202

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Student – computer ratio	<a href="#">View File</a>

#### 4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

File Description	Documents
Upload any additional Information	<a href="#">View File</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View File</a>

#### 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)

46.88

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)	<a href="#">View File</a>

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.

A team of technically qualified professionals, headed by the Head-Administration, oversees the administration and maintenance of the College's infrastructure and physical facilities, including classrooms, seminar halls, laboratories, library, sports facilities, and IT infrastructure. These individuals are permanent employees of the College and not outsourced or contractual staff. Classroom usage follows an approved timetable, and outside of the timetable, Heads of the concerned Departments make decisions regarding classroom utilization. Labs are utilized based on the set timetable and availability. The Library is open during College working hours and is managed by two Assistant Librarians. The two Assistant Physical Education Directors manage the utilization of the Sports facilities, while the Administration team handles maintenance. A register system is in place for booking common facilities like the Seminar Hall, Digital Class Room, Conference Rooms, etc. There is also a

provision for booking mobile projectors and mobile white board. A register maintains the details of students and staff using sports equipment recorded by the The in-charges concerned arrange for facilities to be prepared based on the bookings. Support staff is also attached to the Library, Labs, and Sports Facilities for routine maintenance. In case of additional support requirements, users can reach out to the concerned in-charges. Registers are also kept to record and address complaints and requests for repairs

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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

5

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	<a href="#">View File</a>
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)	<a href="#">View File</a>

#### 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

126

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View File</a>
<b>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>	<b>A. All of the above</b>
File Description	Documents
Link to institutional website	<b>Nil</b>
Any additional information	<a href="#">View File</a>
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View File</a>
<b>5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year</b>	
<b>271</b>	
<b>5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year</b>	
<b>271</b>	
File Description	Documents
Any additional information	<a href="#">View File</a>
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	<a href="#">View File</a>
<b>5.1.5 - The Institution has a transparent mechanism for timely redressal of student</b>	<b>A. All of the above</b>



**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**

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View File</a>

## **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**

**50**

File Description	Documents
Self-attested list of students placed	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

### **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**

**49**

File Description	Documents
Upload supporting data for student/alumni	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of student progression to higher education	<a href="#">View File</a>

### 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

8

File Description	Documents
Upload supporting data for the same	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 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.

7

File Description	Documents
e-copies of award letters and certificates	<a href="#">View File</a>
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	<a href="#">View File</a>

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 )

The Student Council at St. Mary's College is a well-empowered body, led by an Executive Board consisting of the President, Vice-President, Secretary, Joint Secretaries, and Executive Members. Each class democratically elects their own Council members, who in turn elect the Executive Board. The Board is responsible for managing the day-to-day student activities on campus. The Student Council comprises of four Program Councils, namely the BA, BBA, BCom, and BSc Student Councils. These Program Councils perform the same function at the program-level as the Student Council does at the college-level. The Council members ensure that communication and dissemination of information about curricular, co-curricular, and extracurricular activities are conducted smoothly and transparently. They also play a crucial role in conflict resolution, grievance redressal, and maintaining fairness in campus life. The President and Secretary of the Student Council are part of the IQAC, while one or two members are also involved in other statutory bodies such as the Internal Complaints Committee and the Anti-Ragging Committee. The Student Council works closely with the Principal and Head-Administration, while the Program Councils collaborate with the relevant HoDs.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

**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**

53

File Description	Documents
Report of the event	<a href="#">View File</a>
Upload any additional information	No File Uploaded
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)	<a href="#">View File</a>

#### 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

The St. Mary's College Alumni Association is a registered organization under the Telangana Societies Act. Our alumni have continued to uphold the College's reputation, long after their graduation. It fills us with immense pride that many of our alumni have achieved great success in their respective fields and remain closely connected to our institution. Additionally, each department has its own alumni network. Despite being a relatively young institution, St. Mary's College has not yet fully utilized the potential financial resources of its alumni. However, alumni members continue to make valuable contributions to the College by providing ideas and acting as resource persons for various academic sessions. They also occasionally participate in recruitment interviews as panelists. Furthermore, our alumni support the College in numerous ways by training and mentoring our students. They deliver guest lectures, organize sessions to enhance student aspirations and skills, and offer guidance to active students involved in various clubs and activities. Additionally, alumni members help students secure internships and projects

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

5.4.2 - Alumni contribution during the year

E. <1Lakhs

(INR in Lakhs)	
File Description	Documents
Upload any additional information	No File Uploaded
<b>GOVERNANCE, LEADERSHIP AND MANAGEMENT</b>	
<b>6.1 - Institutional Vision and Leadership</b>	
6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution	
<p>The college envisions itself as a globally acclaimed institution offering comprehensive education with an exceptional student experience. To achieve this vision, the college has undertaken industry-relevant, skill-oriented, and practice-based learning to promote holistic development. It aims to create a customer-centric, service-assured learning environment that expands the horizons of student aspirations. Additionally, the college aims to attract world-class talent at all levels and build international strategic partnerships while providing wider opportunities and excellent infrastructure.</p> <p>The vision and mission of the institution comprise three distinct parts: a global focus, comprehensive education, and an exceptional student experience. The governance of the institution reflects these priorities, with the college led by senior management who have had the opportunity to learn and work in global setups. The IQAC and Governing Body include individuals with industry exposure and corporate leadership experience. As part of a group of institutions that includes multiple international schools, the college also maintains partnerships with industry bodies and international institutions like the student and faculty exchange program with foreign universities such as Budapest Metropolitan University.</p> <p>The College places a strong emphasis on providing a student-centric education that enables self-paced learning and manages classroom diversity. Teacher and student representation in statutory bodies underscores this focus on the student experience. Moreover, the college prioritizes student clubs and leadership training programs to enhance the overall campus experience for students.</p>	

File Description	Documents
Paste link for additional information	<a href="https://stmaryscollege.in/the-college/about/">https://stmaryscollege.in/the-college/about/</a>
Upload any additional information	<a href="#">View File</a>

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 his/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	<a href="https://stmaryscollege.in/academics/igac/">https://stmaryscollege.in/academics/igac/</a>
Upload any additional information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

St. Mary's College has created a strategy plan for its growth until 2024 based on the recommendations of the NAAC peer committee during the third cycle of accreditation in 2019. In

accordance with the college's vision, mission, and values, the institutional Strategic Plan was created for the Internal Quality Assurance Cell (IQAC) and authorised by the college's governing body. The Departments' and each employee's individual activities and objectives are now planned in accordance with the College's Strategic Plan. The institution's annual plans are derived from the period's strategic strategy. The institutional plan is then followed by the plans for each department. One of the goals of the strategic plan, is to increase the proportion of PhD holders among the teaching staff to 20% by 2022, 30% by 2023, and 40% by 2024. As a result, the HR policy was altered, and resources were allocated accordingly. As a result, the target for 2022 was already met in 2021. Similarly, many of the plans for 2024 are likely to be realized, though not all of them. Progress was halted by the pandemic in several areas

File Description	Documents
Strategic Plan and deployment documents on the website	No File Uploaded
Paste link for additional information	<a href="https://stmaryscollege.in/academics/iqac/strategic-plan-2020-24/">https://stmaryscollege.in/academics/iqac/strategic-plan-2020-24/</a>
Upload any additional information	<a href="#">View File</a>

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 Governing Body of the College, which functions within a strong governance structure, is the body having the highest decision-making authority for the institution. While there is a functional separation between academic and administrative departments, the Principal, as the institution's head, is responsible for managing every area of the institution. The Principal receives policy recommendations from the IQAC, the academic departments, the administrative department, the staff association, and the student council. The Governing Council must give its support to the Principal's policies and organisational plans. All institution policies are based on the policies that have been authorised. The institution's HR Policy, which is made available online to all staff members, clearly outlines service regulations to promote openness and fairness. The HR Department, which manages staff hires and separations, reports directly to the Principal. According to University policies, a subject-expert chosen by the University is a member of the selection committee

for teaching staff appointments. Only after the Selection Committee suggests appointing a member of the teaching staff is the appointment finalised. The College's HR Policy details every step of the promotion and appraisal process

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

### 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	<a href="#">View File</a>
Screen shots of user interfaces	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	<a href="#">View File</a>

### 6.3 - Faculty Empowerment Strategies

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

All employees, whether academic, administrative, or support staff, are permanent and regular employees at St. Mary's College. There are no employees on a limited period contract or on an outsourced basis in College. Leaves available to the staff include Casual Leaves, Sick Leaves, Maternity/Paternity Leaves, Bereavement Leaves, Marriage Leaves, On Duty Leave, Doctoral Research Leave and Academic Leave. While On Duty Leave, Doctoral Research Leave and Academic Leave are restricted to academic staff, all other employees can avail all other leaves and benefits as per policy. The 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 confirmed employees are covered under health insurance or ESI, and all employees are covered under accident insurance. In addition, all employees are eligible for contributory provident fund and for gratuity as per the provisions of the Gratuity Act. For academic staff, leave encashment, reimbursement of academic event participation expenses, publication incentives for quality publications, and paid academic and study leaves are available. 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. Finally, staff members at all levels receive regular training pertaining to their field free of cost

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

### **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**

0

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	No File Uploaded

### **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**

11

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	<a href="#">View File</a>
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	<a href="#">View File</a>

### 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

22

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	<a href="#">View File</a>
Details of teachers attending professional development programmes during the year (Data Template)	<a href="#">View File</a>

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

The College has a performance appraisal system in place for Teaching and Non-Teaching staff. All academic staff belong to one of three categories: Teacher-Administrator, Teacher-Researcher, or Teacher-Mentor. First and foremost, all teachers are evaluated

on their teaching performance based on anonymous student feedback taken twice a semester after each Internal Assessment. Each teacher is also encouraged to give and receive peer feedback that will help them improve the methods employed in class for teaching and learning. They are also evaluated against the expected output in their respective teacher category. Besides, their contribution to fulfilling the College's vision and mission and to institution building is assessed, acknowledged and rewarded. The process requires each academic staff to complete a self-assessment API Score Sheet, followed by a one-on-one with their immediate supervisor, who adds their remarks and observations. The academic staff produces proof of all claims, and based on the data and inputs noted, the form is submitted to the Principal. Employee performance is rated as Average, Good, Excellent, or Exceptional, based on these inputs. The process is similar for non-teaching and technical staff, but assessments are more subjective in their case, as many of their contributions are not as simple to quantify. Hence, the supervisor plays a larger role in their appraisal process. Any grievance related to the appraisal process is handled by the CEO.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

#### 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 managed by the St Mary's Educational Society, a Christian Minority Educational Society that undergoes financial audits for accountability. Although the college doesn't conduct internal financial audits, the Society performs the audit. Given that the college is a public institution with notable alumni, it is subjected to media scrutiny. The Society solely depends on fees paid by students and does not rely on any grant or donations. For infrastructural development, the Society raised funds through debt from both public and private sector banks that examined the Society's financial health before loaning. The institution uses online banking to pay all salaries, which are credited to the staff's Bank of Baroda accounts. Additionally, the college never collects money without issuing a

receipt. All student fees are immediately reflected on the IRP of both the student and parent. The institution doesn't accept any form of donations or contributions, and all expenditures are accounted for 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 procures all of its finances from two main sources: student fees and loans obtained from banking institutions. The College is part of a larger group of institutions managed by the St. Mary's Educational Society, which acquires debt as required by its establishments. As of now, the college does not receive any monetary assistance from any governmental or non-governmental entities. Additionally, the institution does not accept any form of donations. Consequently, the College's financial mobilization strategies are restricted. The bulk of the institution's resources are primarily dedicated to salary-related costs and loan repayments. However, the college faces limitations in terms of its physical land area and can only expand its infrastructure if the government authorizes construction of additional floors. Or else, the College would be required to gather substantial financial resources and develop a

larger institution in a different location that has more scope for expansion. The College's strategic plan outlines intentions to establish postgraduate programs, however with the space restriction in place, such an initiative remains unfeasible in the short-term. To expand, the College must obtain significant funding, which poses a significant obstacle to overcome

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 2021-22 presented numerous challenges to the education sector due to the second wave of COVID-19 pandemic, which expected students and teachers to work in hybrid mode based on the rampancy of the spread of the illness. To adapt to this situation, St. Mary's College's Internal Quality Assurance Cell (IQAC) anticipated the challenges and encouraged all members strengthen their use of virtual platforms for teaching and learning. The College continued to procure Zoom Education licenses for all classes across programs, with each class having a dedicated Zoom account. Members of the IQAC were also given training on Moodle's content management and student evaluation systems. These initiatives allowed faculty members to create extensive Moodle content, and the internal evaluation for two terms was done using Google Forms and Moodle. While working online, students discovered that it was simpler to acquire information, take virtual tests, and instantly receive results. On the basis of the recommendations made by government agencies, IQAC also urged employees and students to return to the college. All St. Mary's residents were required to follow the standard procedure of donning masks and using disinfectants.

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 implemented the Outcome Based Teaching and Learning (OBTL) approach for all its courses and programs. The syllabi provided by Osmania University are restructured into a course handout that specifies the number of sessions offered per credit for a particular course. This course handout serves as a contractual agreement between the teacher and students enrolled in that specific course. It clearly outlines the expected learning outcomes that are assessed through formal feedback. Any outcomes that are not relevant to the academic or industry standards are removed through periodic reviews at the end of the semester or at the start of the next semester. The IQAC mandates that departments provide details on changes made to the course outcomes, along with the old outcomes. The IQAC then approves the course outcomes and handouts for the upcoming term during periodic meetings. Once approved, these outcomes and handouts are binding on all faculty members and students, except under special circumstances such as those mandated by nature, government, or corporate entities. The IQAC at St. Mary's College places high priority on industry feedback while designing learning outcomes for its courses.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Upload details of Quality assurance initiatives of the institution (Data Template)	<a href="#">View File</a>

## 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 as well as in January 2022, there were no physical classes. Hence, the focus was on ensuring equity and safety in the online as well as offline space. The IQAC took initiatives to train students on safe practices online. In addition to every Class having a Mentor, there was a full-time trained Counsellor (women), who is post-graduate in applied psychology / clinical psychology and are certified counsellor. There is also a dedicated email id for counsellor. In addition, for those seeking anonymous help, open google forms are kept for reaching out. In addition to the Counsellor, 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	<a href="https://drive.google.com/drive/folders/16fud58GMIHOyNyhZ3I7NnmUC1ucRe1Iv?usp=sharing">https://drive.google.com/drive/folders/16fud58GMIHOyNyhZ3I7NnmUC1ucRe1Iv?usp=sharing</a>

<b>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</b>	<b>C. Any 2 of the above</b>
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File Description	Documents
Geo tagged Photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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 segregated 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	<a href="#">View File</a>
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	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant documents	<a href="#">View File</a>

**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**

C. Any 2 of the above

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

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	<a href="#">View File</a>

**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	<a href="#">View File</a>
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).

The staff and students at St. Mary's College represent many

regions of the nation (and a few international students as well), adding to the campus's socioeconomic, cultural, and regional diversity. We have come up with a number of ways to celebrate diversity. One of them is the once-a-semester observance of ethnic days on campus. Students dress traditionally on ethnic days, representing the roots of their culture. These days are anticipated by the students. Typically, it is observed on the Fridays near Independence Day and Republic Day. However, in the current academic year, ethnic day celebrations had to be held online as well because the majority of activities were done online. On the International Mother Language Day, diversity is also widely celebrated. Usually, vibrant literary and cultural events are planned on campus, but this year, the International Mother Language Day also needed to be planned online. The college typically also commemorates International Students Day or Foreign Students Day, but not this year. All of these activities give children the chance to experience inclusivity and to recognise greatness and beauty regardless of cultural differences, preparing them for life in a multicultural society

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View File</a>
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 utilizes 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 organizes events that are centered on the constitutional obligations. For instance, a blood donation camp is annually organized to focus on the values of sacrificial giving and saving lives. In addition, Serwings, a student club also prioritizes on activities that instill 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 sensitization of students and employees in this regard. Every national day is an occasion utilized 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	<a href="#">View File</a>
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	<a href="#">View File</a>
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	<a href="#">View File</a>
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 occasion. 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 Thanks giving 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)	<a href="#">View File</a>
Geo tagged photographs of some of the events	<a href="#">View File</a>
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: Celebrating International Days on Campus.

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 various departments come up with their proposals on conducting the International and National days based on the relevance to their field of study such as International Mother Language Day, the International Day of Happiness,

'International Womens Day', World Diabetics Day, World Environmental Day, etc.

#### Best Practice II: Staff Colloquia

Colloquia are arranged once every fortnight to enable individuals from different departments 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.

File Description	Documents
Best practices in the Institutional web site	No File Uploaded
Any other relevant information	<a href="#">View File</a>

### 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, the bar is set high when it comes to e-resource on the LMS. Constructive mechanisms including student and faculty peer feedback, input from the Student Council and individual students, parent inputs and alumni interaction are all oriented towards comprehensive education and raising the student experience. 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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 7.3.2 - Plan of action for the next academic year

1. Raise the percentage of PhD holders in teaching staff to 30% by 2023.
2. Ensure 80% of coverage of e-resources for sessions across all subjects on LMS (Moodle) by 2023
3. Ensure centralized evaluation system for all certificate courses with result declaration in IRP
4. Conducting proficiency tests and analysing the results
5. Modify Leadership & Life Skills course to meet global norms for Life Skills training
6. Strengthen and streamline co-curricular activities and activity periods
7. Conducting webinars/seminars/conference on Intellectual property rights, languages, sciences, etc.
8. Encouraging students to participate in MOOC courses offered by NPTEL
9. Increasing the number of placements and internships for students
10. Multidisciplinary research to be encourages among students in all department
11. Organizing various international, national, state, and inter collegiate events from all departments
12. Organizing awareness program in gender sensitization, women empowerment, health and hygiene, etc.