



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

## **ST MARY'S COLLEGE**

**ST. MARYS COLLEGE, 8-3-229, TAHIR VILLE, YOUSUFGUDA(NEAR  
CHECKPOST), HYDERABAD**

**500045**

**[www.stmaryscollege.in](http://www.stmaryscollege.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**June 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

St. Mary's College, established by the St. Mary's Educational Society in 2002, is an urban non-residential undergraduate co-educational institution in Hyderabad, affiliated to Osmania University, and now going into the fourth cycle of NAAC accreditation. St. Mary's College is recognised by the UGC under section 2(f) of the UGC Act of 1956. The college is a Christian Minority Institution, as defined by section 2(g) of the National Commission for Minority Educational Institutions Act, 2004 and was founded with the purpose to identify and nurture talent, hone the knowledge and skill potential of students and create change leaders for society. The campus at Yousufguda was originally established in 1995 as a Junior College, which was then upgraded to an undergraduate college in 2002.

The College went for its first cycle of accreditation right after the minimum period. Within a short period of time, St. Mary's College began to be known as one of the top co-educational institutions of Hyderabad and earned the reputation as the most happening college of the Twin Cities. Over the years, St Mary's College is most known for its curricular and extra-curricular excellence, and for its focus on holistic education. Despite its short history of just over two decades, the College's alumni Hall of Fame consists of leading personalities in fields as varied as business and politics to film and sports. A list of our celebrity alumni could read like a virtual who's who of the region. Many of our alumni have won national and regional awards.

The College has succeeded in attracting students who aspire to go beyond just academics. The College's distinctiveness and relevance arise from a clear focus on developing personality and leadership among its students, and consequently, the campus has been intentionally designed to be student centric. A recognition that the real cost of education is the cost of time students are giving to the college also ensures that the institution focuses on student experience and looks at every aspect of campus life, not just teaching and laboratory interactions, as teaching-learning opportunities.

### **Vision**

St. Mary's College's vision is to be an institution acclaimed globally for comprehensive education and exceptional student experience. Everything that the College plans to do has to be seen in the context of this vision. The three distinct parts of this vision are: (a) global perspective, (b) comprehensive education, and (c) focus on exceptional student experience.

The College's global perspective can be seen in our attempts to tie up with global partners, follow practices that are seen in world-class institutions and its attempts to attract international students, despite it currently being only an affiliated institution. The desire to be globally acclaimed also rises from the fact that it is part of a Group of institutions including international schools. We also believe that our alumni are made in Mary's, and they are made for the world.

The College's thrust on comprehensive education is seen in the way the Learning Management Software is used to change the classroom experience, in the way activity-based learning is prioritised and in how campus activities are all seen as part of the learning process. The entire approach is to make sure that education is not about rote memorization or about just passing examinations, but instead learning is to be a stress-free and joyful

experience. We believe that we would succeed if we equip our students with learning how to learn and prepare them for a lifetime of learning.

The College's focus on student experience emerges from a recognition of the opportunity cost of time. The College wants to ensure that learning together is joyful and that students look forward to coming to college. The time they spend together is then channelised to develop their overall personality and leadership development.

This focus on comprehensive education and student experience is the reason why student activities are at the heart of the philosophy of St. Mary's College. Our stated vision provides the guiding principles for the campus's operational framework. The coming together of a global perspective and a focus on comprehensive education and student experience explains why we do most of what we do.

## **Mission**

St. Mary's College's mission is stated in the form of four mission statements:

1. Ensure industry-relevant, skill-oriented, practice-based learning and holistic development rooted in the sub-continent that equips one for global leadership.
2. Create a customer-centric, service-assured learning environment which widens the horizon of student aspirations.
3. Acquire world-class talent at all levels, build international strategic partnerships and other state-of-the-art curricula and infrastructure.
4. Secure global placements and be recognized through international awards and accreditations.

These mission statements summarise the operational framework of how the College is expected to proceed in its journey towards reaching its vision. The first statement shows why the College does not focus on rote learning or on exam-oriented education. The College is expected to ensure that the learning is outcome-oriented and that the education should lead to holistic development of the learner. The second statement talks about not taking the young student for granted also about part of our purpose being to widen their aspirations. We believe that once student aspirations are broadened and we equip them with the interest and the ability to pursue learning, we are empowering them to succeed in their life as global citizens. The third statement shows our intent to hire the best resources possible, partner with the best and also build a world-class learning environment. This clearly is a journey in progress. Finally, we would like to attract global placements and recognitions for our students. Some attempts have been made in this direction but we are conscious that we have some distance to cover. Over time, with more global partnerships, we also hope to improve our global recognition.

We are clear that we need to fulfil our mission and succeed in line with each of our mission statements if we have to get close to realising our vision of being a globally acclaimed institution known for our comprehensive education and exceptional student experience.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

## **Institutional Strength**

- Legacy of founders who are teachers.
- Society leadership and management with global exposure
- Excellent organisational culture and happy work-place
- Staff are significantly committed to institutional values
- Excellent infrastructure with modern amenities
- Well-developed processes and systems driven by technology
- Quality faculty resources with a mix of experience and youth
- Independent admin department that lets teachers focus on academics
- Student leadership of the campus
- Student activities and student-led clubs that build leadership
- Active Counselling and Career Guidance Cell
- Corporate relations and industry partnerships
- Large team of support staff with customer-centric service orientation
- Safe and secure campus environment with round the clock monitoring
- Alumni reputation
- Brand value
- Centrally located campus
- Robust Learning Management Software

## **Institutional Weakness**

- Space constraints for further growth
- Small urban campus with limited sports and fitness facilities
- Post-pandemic, students' ability to focus has significantly affected.

- Interest in conventional education among target segments has come down.
- Consultancy and Extension activities are sub-optimal
- Exam-orientation remains an all-pervasive concern for many students
- Intermediate education has taken students away from the joy of learning.
- Affiliating University has an academic calendar that is not fixed
- Nine years after inspection for permanent affiliation, file remains stuck in red tape
- Non-autonomous status constraints potential reforms and industry-relevant changes

### **Institutional Opportunity**

- More faculty members with research exposure offers scope for greater research output.
- More student joint publications with faculty members.
- Extension activities and consultancy output can grow significantly.
- Scope to offer many more certificate and value-added programmes, especially to outside audiences and non-UG students.
- Strong LMS and more digital classrooms allow for more effective teaching-learning experience.
- Potential to replicate previous student and faculty exchange arrangements with more universities and institutions post-autonomy.
- Increasing industry connections offer possibilities to streamline outcome-based syllabi further and improve teaching-learning process with industry inputs
- More projects under research-inclined guides would result in better research orientation and training for graduating students.
- Improved stakeholder involvement in teaching-learning process
- As senior alumni members rise in their career, their involvement in college will add greater value

### **Institutional Challenge**

- Rising cost of staff retention, especially when it comes to teacher-researchers.

- Top quality faculty members may not find undergraduate colleges attractive despite the pay.
- Rigidity in the regulatory environment, especially as an affiliated college.
- Restriction by affiliating university that prevents new MoUs with other Universities
- Lack of adequate freedom to implement reforms and initiate changes
- Lack of predictability in exam schedules and the unreliability of university almanac
- Post-pandemic, foreign students being affected by the unpredictability, and the consequent fall in their numbers.
- Increasing competition from newly established private universities, Deemed Universities and AICTE-approved business schools with greater flexibility and resources

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

St. Mary's College, as an affiliated college of Osmania University, adheres to its prescribed syllabi while enhancing it with practical insights and current developments. Each course is supported by detailed course handouts accessible via Moodle, outlining expected outcomes, beyond-syllabus content, session plans, additional resources, and assessment strategies. This structured approach fosters comprehensive teaching that spans from foundational knowledge to practical application, promoting transparency and accountability.

The college enriches learning through guest lectures, workshops, webinars, hands-on training, industry collaborations, and ICT integration. Extensive library and laboratory resources complement the curriculum, which includes certificate and add-on courses alongside online offerings from NPTEL and MOOCs. Faculty Development Programmes (FDPs) ensure educators remain updated on emerging trends.

Academic rigour is complemented by thoughtful planning of the academic calendar, aligning with Osmania University's schedules for Continuous Internal Evaluation (CIE). Internal assessments are fair and transparent, and proper grievance redressal mechanisms are in place. Bridge courses aid student transition, providing foundational knowledge and confidence essential for their academic journey.

St. Mary's College prioritises a holistic educational experience, integrating cross-cutting issues like professional ethics, gender sensitization, human values, and environmental sustainability into various courses. Skill enhancement courses cover media ethics, business laws, and information security, emphasising professional integrity and etiquette through specialised programs and guest lectures.

Gender sensitization is woven into the curriculum through specific courses and leadership programs, supported by dedicated initiatives by the Women Empowerment Cell and Equal Opportunities Cell. The college's commitment to human values is reflected in courses on leadership, management, and universal human values to imbue students with social responsibility.

Environmental consciousness is promoted through mandatory Environmental Studies courses and initiatives such as World Ozone Day celebrations and e-waste collections. The college recently hosted a national seminar on technology and sustainability. Emphasis is on interdisciplinary learning and community engagement through events like blood donation camps and community service days.

St. Mary's College exemplifies effective curriculum delivery through a blend of structured documentation, technological integration, and continuous refinement. By nurturing academic excellence alongside ethical values and environmental awareness, the college prepares students not only for professional success but also for responsible global citizenship.

### **Teaching-learning and Evaluation**

St. Mary's College emphasises on comprehensive education and an exceptional student experience through student-centric teaching methods. The faculty employs innovative approaches such as experiential learning, participatory techniques, and problem-solving methodologies across various disciplines. Projects are integral to undergraduate curricula, offering practical application in areas like research methodology, filmmaking, laboratory work, and industry internships.

All undergraduate programmes utilise hands-on learning and field experiences, such as the recent rural communication study in Paidigummul village by BA students. The college also invests in teacher quality. Research is encouraged and student-involvement in research is intentionally promoted.

Participative learning is fostered through diverse activities like group discussions, debates, presentations, and club engagements, complemented by tools like Kahoot and Quizziz. The college leverages ICT extensively, utilising platforms like Google Classroom and Zoom for virtual sessions and assessments. Transparency in examination procedures is ensured with clear communication of schedules, evaluation criteria, and internal assessment processes aligned with Osmania University norms. Internal assessments are meticulously conducted, with timely feedback and results accessible through the college's online portal.

St. Mary's College aligns its teaching outcomes with Programme Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) developed and defined in consultation with departments and resource persons, ensuring relevance to contemporary educational standards. These outcomes are communicated to students through Moodle and orientation programs, with continuous faculty involvement in their development and review. Feedback mechanisms from students and other stakeholders further refine these outcomes, supporting a transparent and responsive educational framework.

The institution supports faculty development through workshops and seminars on Outcome-Based Education (OBE) and integrates inputs from industry and employers to enhance curriculum design and student employability. Continuous assessment of outcome realisation includes projects, presentations, and mock interviews to gauge research skills and readiness for professional placements. This holistic approach to education prepares students not only academically but also professionally.

St. Mary's College distinguishes itself through a dynamic educational environment that integrates practical learning, participatory teaching methods, and robust assessment practices. By emphasising continuous improvement and industry relevance, the college prepares students to excel in their careers and contribute meaningfully to their communities.

## **Research, Innovations and Extension**

St. Mary's College has attempted to foster a culture of research, innovation, and consultancy, enriching both student learning and community engagement. Central to this mission is the Research and Consulting Cell, which encourages students to participate actively in academic research under the mentorship of dedicated faculty. This initiative has led to numerous paper presentations and article publications.

The college organised the National Level Multi-Disciplinary Seminar on Emerging Trends in Technology and Sustainability, encouraging collaboration across business, sciences, social sciences, and humanities. The event served as a platform for intellectual discourse and networking among scholars and professionals. The College also held a series of workshops, symposiums, and FDPs that nurture innovative teaching methodologies and pedagogical approaches. Noteworthy collaborations include the International Multilingual Conference on 'Migrations, Voyages and Travels' in partnership with the Telangana State Council of Higher Education, promoting multicultural dialogue and academic exchange. The institution also attempted to create Intellectual Property Rights (IPR) awareness through dedicated activities and celebrations, such as the IPR Day conducted in collaboration with NIPAM.

In addition to academic pursuits, St. Mary's College integrates community service into its ethos through initiatives like SERWINGS, a student-led club that engages in various social responsibility activities. From teaching underprivileged children to organising awareness programs on critical issues like drug abuse, the club exemplifies the college's commitment to holistic student development and societal welfare. The college's NSS unit complements these efforts with extensive community outreach programs, including health camps, blood donation drives, and environmental initiatives like Haritha Haram.

Some faculty members are actively involved in consultancy, delivering lectures at prestigious institutions and contributing to policy discussions at forums like the Telangana Judicial Academy. Moreover, the college supports entrepreneurship and innovation through various platforms, including guest lectures, workshops, and competitions organised by the Entrepreneurship Cell.

In essence, St. Mary's College exemplifies a holistic approach to education, blending academic excellence with social responsibility and innovation. By nurturing a culture of research, fostering intellectual discourse, and promoting community engagement, the college equips its students with the skills and values necessary for leadership and service in a dynamic global society.

## **Infrastructure and Learning Resources**

St. Mary's College's focus on comprehensive education and student experience necessitates a commitment to ensuring adequate infrastructure and learning resources. The institution has a robust physical setup designed to cater to the needs of its academic programmes and student activities.

The college features 33 spacious and well-ventilated classrooms, of which 8 are equipped with fixed projectors and internet connectivity, while the rest are facilitated with mobile projectors. The college also has two fully equipped computer laboratories accommodating up to 130 students. The Mass Communication Lab is equipped with advanced technology including computers, cameras, tripods, consoles, and MAC-2 systems, facilitating practical training in media and communication studies. The college maintains well-equipped science laboratories in disciplines such as Electronics, Chemistry, Biotechnology, and Biochemistry. Each lab is furnished with necessary state-of-the-art equipment, supporting hands-on learning and research initiatives



among students and faculty. More than half the classrooms as well as the Seminar Hall, Conference Rooms, and Computer and Mass Comm labs are fully air-conditioned.

The Seminar Hall ('Theatrix') with a capacity for 150 attendees is complemented by two mini-conference rooms for smaller gatherings. The library with an Integrated Library Management System and a membership with NLIST - INFLIBNET consortium, provides access to e-journals and e-books collection along with a range of physical collections.

The college campus also features outdoor amenities such as basketball, badminton, volleyball courts, cricket practice nets, and indoor spaces for table tennis and board games. The college nurtures talent through various sports teams and cultural clubs fostering creativity and physical fitness among students.

In line with its commitment to modern education, the college ensures robust IT infrastructure with campus-wide Wi-Fi coverage and access to licensed software like Zoom and G Suite for Education. The Tech Centre oversees IT operations, providing technical support and maintaining connectivity across the campus. Safety and efficiency are prioritised with CCTV surveillance, biometric attendance systems, and regular maintenance of facilities.

St. Mary's College exemplifies a commitment to excellence in education through its state-of-the-art infrastructure and comprehensive learning resources. By continually upgrading facilities and embracing technological advancements, the college creates a dynamic environment where learners can thrive.

### **Student Support and Progression**

St. Mary's College is committed to supporting students to reach their full potential. In that direction, the College attempts to provide scholarships to needy and meritorious students. Since the College is founded and run by teachers, the College has a special commitment to the teaching profession and has created exclusive scholarships for the children of educators.

St. Mary's College's focuses on skill building, and capacity enhancement. Personality development, soft skills and leadership growth are given significant importance. Discussions, debates, and public speaking opportunities are regular features of this vibrant campus. Many students who have entered the portals of the campus as shy individuals go out as confident and equipped individuals, ready to face the challenges of the corporate world.

Students who are thus equipped are further empowered by the career guidance and training sessions provided by the Placements cell. External and internal resources are involved in polishing the students to make them do even better in interviews and group discussions. This process results in increased placeability of students and helps in their progression. Many students opt for higher studies, often abroad, after a gap of a year or two of work or internships in India.

Students graduating from the College are said to be made in Mary's, and they are made for the world. Over 22 years, the college has produced a set of distinguished graduates who have excelled in various fields, including entertainment, business, academia, and public service. They serve as living proof of the college's transformative impact and enduring commitment to preparing students for success beyond graduation.

St. Mary's College Alumni Association, established under the Andhra Pradesh Societies Registration Act 2001 in November 2012, plays a crucial role in maintaining the college's reputation and supporting its growth.

Alumni actively contribute by participating in annual general body meetings and events like the 'Alumni Homecoming'. They provide academic support and guidance, offering ideas, mentoring students, conducting recruitment interviews, and delivering guest lectures. Alumni share success stories to motivate current students and their involvement enriches student experiences and prepares them for future careers, ensuring a lasting connection with their alma mater.

## **Governance, Leadership and Management**

St. Mary's College's governance structure, led by management with international exposure, underscores its commitment to its vision, mission and values of integrity, excellence, fairness, respect, value-creation and happiness.

Academic and administrative planning at St. Mary's College is meticulously aligned with its mission and vision. Action plans are devised under the Principal's leadership, in collaboration with the Internal Quality Assurance Cell (IQAC) including Heads of Departments (HoDs), and various committees. These plans are integrated into strategic frameworks to ensure effective execution, with IQAC overseeing their implementation based on stakeholder feedback to uphold academic quality.

Part of a larger educational group, St. Mary's College fosters partnerships with industry bodies and international institutions, exemplified by student and faculty exchanges with Budapest Metropolitan University. Participatory democracy is integral, evident in the governance structure that includes faculty and student representation on statutory bodies, empowering the Student Council and fostering leadership through student clubs and training programs.

The institution emphasises decentralised leadership across multiple levels, from college-wide circles to departmental and club levels, promoting participative management. Strategic planning, developed following recommendations from the NAAC peer committee, guides St. Mary's growth. This plan, crafted by IQAC and approved by the governing body, steers departmental activities and aligns individual staff goals with institutional objectives. IQAC has also created awareness of National Education Policy (NEP) since 2020.

Financially, the college primarily relies on student fees and bank loans taken by the St. Mary's Educational Society, without external grants. It engages with local businesses and organisations for event sponsorships. Budget allocations prioritise staff welfare, infrastructure development, and academic enhancement, subject to rigorous auditing by the Society for transparency and accountability.

St. Mary's College invests in staff development through performance appraisals, training sessions, and academic support like conference reimbursements and study leaves. Employee benefits include comprehensive leave policies, health insurance, and provident funds, promoting work-life balance and employee well-being.

The institution's commitment to quality assurance is embedded in the IQAC's strategies, ensuring standards across teaching, research, and administrative practices. It employs Outcome Based Teaching and Learning (OBTL), supported by continuous feedback mechanisms and academic audits, fostering pedagogical innovation and quality enhancement.

## **Institutional Values and Best Practices**

St. Mary's College's institutional values are a commitment to integrity, excellence, fairness, respect, value creation and happiness. The College is dedicated to fostering an inclusive and non-discriminatory environment, promoting gender equity across its educational and employment practices. The institution actively integrates gender sensitization into its academic, administrative, curricular, and co-curricular activities through a comprehensive Gender Sensitization Action Plan. Co-curricular activities are similarly geared towards promoting gender equity. The Women Empowerment Cell (WEC), the Equal Opportunity Cell and student clubs spearhead initiatives that further underscore the college's commitment to gender parity.

Health and counselling services provide dedicated sessions and support to address both physical and psychological well-being. Maternity benefits, miscarriage leaves, and paternity leaves are provided in accordance with legal statutes, promoting work-life balance among staff. The campus infrastructure supports gender inclusivity with female security personnel and sanitary napkin vending machines. CCTV surveillance ensures safety across the campus, enhancing security for all students and staff.

St. Mary's College celebrates diversity in its student body, fostering an environment that embraces multiculturalism and linguistic diversity. Events like Ethnic Day and cultural festivals celebrate traditions from various regions and ethnicities, promoting mutual understanding and respect among students. The college also emphasises social and economic awareness through outreach programs and community service initiatives. Events organised by clubs and departments focus on constitutional values and civic responsibilities and on issues like environmental sustainability, healthcare awareness, and socio-economic disparities, encouraging students to engage meaningfully with societal challenges.

The College's best practices include the extensive use of Learning Management Software based on the Moodle platform and the implementation of the OKR framework for employee growth, motivation and balance. The College's commitment to excellence, value-creation and happiness are the underlying factors behind such practices.

As seen from the College's area of institutional distinctiveness, St. Mary's College not only prioritises academic excellence but also strives to create a supportive and inclusive campus environment where every individual, regardless of gender, background, or identity, can thrive and contribute positively to society. Our priority is to ensure that students have holistic and value-based education as well as exceptional experience.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST MARY'S COLLEGE
Address	St. Marys College, 8-3-229, Tahir Ville, Yousufguda(Near Checkpost), Hyderabad
City	HYDERABAD
State	Telangana
Pin	500045
Website	<a href="http://www.stmaryscollege.in">www.stmaryscollege.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jaimole Cross	040-23544300	9849967801	-	info@stmaryscollege.in
IQAC / CIQA coordinator	Deepa Agrawal	040-23545642	9246335874	-	iqac@stmaryscollege.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority certificate.pdf</a>
If Yes, Specify minority status	
Religious	Christian Minority
Linguistic	
Any Other	

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Telangana	Osmania University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	26-04-2024	<a href="#">View Document</a>		
12B of UGC				
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	St. Marys College, 8-3-229, Tahir Ville, Yousufguda(Near Checkpost), Hyderabad	Urban	0.84	7653

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BCom, Commerce, Business Analytics	36	Class XII	English	60	31
UG	BCom, Commerce, Computer Applications	36	Class XII	English	60	33
UG	BCom, Commerce, Voc	36	Class XII	English	60	27
UG	BCom, Commerce, General	36	Class XII	English	60	27
UG	BSc, Sciences, Life Sciences	36	Class XII	English	40	29
UG	BSc, Sciences, Physical Sciences	36	Class XII	English	100	49
UG	BA, Social Sciences, CBCS	36	Class XII	English	60	39
UG	BBA, Management,	36	Class XII	English	180	170

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				53			
Recruited	0	0	0	0	0	0	0	0	13	40	0	53
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>						
	<b>Male</b>		<b>Female</b>		<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						20
Recruited	14		6		0	20
Yet to Recruit						0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
Yet to Recruit				0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	19	0	23
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	0	0	0	8	19	0	27
UG	0	0	0	0	0	0	0	0	0	0



<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	0	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	581	72	0	3	656
	Female	319	48	0	0	367
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Category		Year 1	Year 2	Year 3	Year 4	
SC	Male	25	14	23	25	
	Female	8	10	19	8	
	Others	0	0	0	0	
ST	Male	5	2	6	6	
	Female	3	1	3	4	
	Others	0	0	0	0	
OBC	Male	92	80	107	145	
	Female	41	39	43	47	
	Others	0	0	0	0	
General	Male	113	105	155	220	
	Female	78	61	67	84	
	Others	0	0	0	0	
Others	Male	2	1	4	5	
	Female	0	0	3	2	
	Others	0	0	0	0	
Total		367	313	430	546	

### Institutional preparedness for NEP

## 1. Multidisciplinary/interdisciplinary:

As affiliated college, St. Mary's College offers undergraduate programmes of Osmania University in Languages, Commerce and Business Management, Physical Sciences, Life Sciences, and Social Sciences. Every programme has a multidisciplinary aspect and the range of curricula provide students with diverse perspectives. Some programmes like BA have a greater interdisciplinarity than others, but even in single discipline programmes such as BCom General, the emphasis is to provide multiple perspectives. In the context of the National Education Policy (NEP), within the constraints of an affiliated college, St Mary's College has attempted to incorporate NEP suggestions into its curriculum and has put them into practice. The college hopes to pursue autonomy 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 four distinct programs: Regular/General BCom, a BCom with focus on Computer Applications, another with focus on Business Analytics 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. 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

	<p>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. 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 partnership with industry. We will also 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.</p>
2. Academic bank of credits (ABC):	<p>As an affiliated college, St Mary's College offers regular programs of the Osmania University. 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.</p>
3. Skill development:	<p>At St Mary's College, skill development includes development of both soft and hard skills. The college places great emphasis not only on exceptional student experience but also 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</p>

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 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 sixteen student clubs and the NSS unit, also significantly contribute to character building and enhancing skills. These activities not only enhance their empathy, social awareness, and civic responsibility but also instil valuable life skills to benefit them through 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 also has 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. Our Finishing School Course for BBA 6th sem students and ELSAC Course imparting skills

	<p>to crack IELTS are valued courses on campus. 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 also teach research skills, which are a critical set of skills for today's students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>St. Mary's College is committed to promoting the learning and appreciation of Indian languages, culture, and heritage. 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. By organizing events focused on cultural heritage, traditions and customary law, the college enables students to engage in discussions and gain insights into these important aspects of Indian society. Furthermore, 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 instil 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 colours and attire associated with different regions of India. Furthermore, students display their talents through musical and dance performances reflecting the diverse cultural traditions of the country. It is a platform for students to express their creativity and celebrate the cultural tapestry of India. More than half the students on campus have opted for Hindi and Sanskrit as their second</p>

	<p>language. Local languages such as Telugu are used by teachers, in addition to English and Hindi to comprehend their subjects better. Yoga sessions for teachers have been a success. We also aim to promote Yoga among students. One of our language teachers is a certified inhouse trainer for Yoga. 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. The incorporation of cultural values into the curriculum ensures that students develop a strong ethical foundation and an appreciation for Indian culture. The traditional and ethnic day celebrations provide a vibrant platform for students to showcase their talents and celebrate the diversity 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.</p>
5. Focus on Outcome based education (OBE):	<p>With the introduction of credit-based semester system, St. Mary's College also 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</p>

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. 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 inputs 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 inputs to ensure alignment with industry requirements. By following this approach, St. Mary's College aims to provide students with 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.



	<p>Faculty mentors of these clubs ensure that the focus is on real-life learning and practical training, thus ensuring clear and targeted outcomes. IQAC organises workshops and training programmes to ensure the focus on OBE.</p>
<p>6. Distance education/online education:</p>	<p>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. The College intends to expand the offering of certain 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</p>

respective fields, which students can enrol 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. The college has put in concerted efforts to prepare faculty for NEP and there have been sessions, FDPs and awareness talks organised solely to get them ready for the future educational demands of NEP 2020.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The process to set up an Electoral Literacy Club was initiated in September 2023 and the list of student coordinators was passed on to the Nodal Officer on 29th September 2023.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The college has identified Dr Ramesh Kumar as the Nodal Officer from our college and has sent the names of two student coordinators to the Asst Nodal Officer for Khairatabad Zone of GHMC: 1) P. Sai Nikith (B Com 1E) and 2) Md Osman Sayeed Makki ( BCom 1A)
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The college has conducted a (SVEEP) (Systematic Voters Education and Electoral Participation) session under the head- Strong Way to Strengthen the Democracy- awareness session for our students. This was done by the ELC in collaboration with the NSS unit on 12th September, 2023. The main speaker for the day was Dr Vivekanand, Asst Nodal Officer, Khairatabad, Hyderabad. The NSS unit of St. Mary's College (Unit No-189) conducted a voter Awareness drive in association with GHMC, Telangana. In this drive the GHMC volunteers came to the college and helped the NSS volunteers and class representatives of all classes register for the voter ID. The NSS volunteers and the Class Representatives were shown the steps for registered themselves for the voter ID through the voter helpline mobile Application,

	<p>www.voters.eci.gov.in website and the 1950 toll free phone number. Dr. Vivekananda, Asst. Nodal Officer, Khairtabad Zone, GHMC Telangana spoke to the students about the importance of exercising one's vote and about the importance of having an Electoral Literacy club in the college. This is where a strong commitment of the college to go ahead with plans to start this club, was evinced. The strategic plan for the coming academic year will include the completion of the process of setting up this club as the primary focus.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The NSS regularly conducts awareness programmes for the benefit of young voters and future voters. With the successful setting up of ELC, we have plans to integrate a successful collaboration to target rural voters too through Chunav Patshala and other awareness forums. The NSS Unit of St Mary's College and Vox Populi- our soft skills club- organized a ' Voter Awareness Week' from 17th to 25th September, 2018 in the campus for the students. Voter Awareness is a series of events to increase public awareness and participation in the upcoming election. The NSS wing observed National Voters Day on 24th January, 2020. The purpose of celebrating National Voters' Day (which falls on 25th January every year) is to make the youth aware of voting. This year's theme is 'Electoral Literacy for Stronger Democracy'. The NSS PO administered the pledge and students went around the campus and emphasized the importance of voting. Students have participated in a group discussion organised by 'south one news', a YouTube news channel on 30th October, 2023. The topic of discussion was opinions of 1st time voters in Telangana ahead of the upcoming general elections in the state. Students were engaged in a healthy discussion about the upcoming elections. They have debated and discussed a lot of pointers which led to a meaning full discussion. The discussion is available on the following link:  <a href="https://www.youtube.com/watch?v=mxEpywvhoXI">https://www.youtube.com/watch?v=mxEpywvhoXI</a>.  The Department of Social Sciences and Humanities also initiates events in order to inculcate among young voters the habit of voting as a mandatory task for Nation-growth. They organized a thought-provoking panel discussion centred on the theme of "Voter Rights and Responsibilities for Vibrant Indian</p>

	<p>Democracy”, on 12th October, 2023. Our students were also featured in a prominent newspaper on 28th October, 2023, where they were asked to convey their opinions on being the first-time voters of India. The event aimed to empower young voters and foster a deeper understanding of their crucial role in shaping the democratic fabric of the nation. The panelists brought forth nuanced perspectives on voter empowerment and civic duties. From advocating for enhanced voter education initiatives to calling for greater transparency in the electoral system, each speaker articulated pragmatic solutions to bolster the democratic ethos of the country. Emphasizing the need for digital literacy and responsible online activism, the speakers urged fellow students to harness the power of technology for constructive civic engagement. The event concluded with a call to action, urging young voters to exercise their franchise judiciously and uphold the democratic ideals enshrined in the Constitution.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The college lays special emphasis on imparting the necessary awareness among new voters: Students are educated by faculty from all departments on the importance of casting one’s vote and fulfil the basic requirements related to enrolling in the electoral roll. The college through NSS, its other clubs and through the Political Science teachers of the college organise awareness programmes to promote the registration of eligible students as voters. The college has set up an ELC. In this regard, they have already organised an awareness session through SVEEP on campus. While we do not have the data in terms of exact number of eligible voters who exercised their franchise, St Mary’s College, through these initiatives envisions all new voters to exercise their right to vote.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1033	1233	1487	1596	1570

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 53

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	58	61	60	59

### 3 Institution

#### 3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
401.68	514.95	558.24	626.71	498.64

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

**Affiliated college of Osmania University:**

St Mary's College ensures effective curriculum delivery through a well-planned and documented process. We are an affiliated college of Osmania University following the syllabi prescribed by the University. However, the College has attempted to enrich the curricula by adding practical inputs as well as current developments in the field.

**Course Handout and MOODLE (LMS):**

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 plans to use in each session. Teachers customise the syllabi from foundational knowledge to application. 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. The detailed session plan, the list of additional resources to be used and the assessment strategies included in the plan provides transparency and accountability. This document enables faculty to deliver content effectively, track student progress, and make informed adjustments.

**Guest lectures, Certificate courses and Workshops:**

Guest lectures by practitioners keeps the learning relevant and contemporary. Learning forums like Workshops, Webinars, Hands-on training programs, Field trips, Industry and academia collaboration and use of ICT are extensively used. Library and laboratories also contribute to the development and delivery of successful curriculum. Certificate courses, add on courses, Online Courses through NPTEL SWAYAM support the curriculum. The institution also invests in FDPs to stay abreast of emerging trends. In conclusion, the institution's commitment to effective curriculum delivery is manifested through a strategic blend of LMS, collaboration, documentation, and ongoing refinement.

**Calendar of Events and Time Tables:**

St. Mary's College has a consistent track record of meticulously planning and adhering to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE). The academic calendar is developed with a keen understanding of the academic needs of students and the requirements of various programs. It serves as a roadmap, ensuring that all stakeholders are well informed about important dates

such as commencement of classes, examination schedules, and other academic events. The college strictly adheres to the dates notified by Osmania University regarding the conduct of internal evaluation. The College's academic calendar is updated whenever Osmania University notifies the dates for internal evaluation or modifies the dates. Often, when the academic calendar is planned, the University may not have notified the dates and so, we include tentative dates for internal exams in the 7th and 14th week of a semester. We update the dates with the notified dates as and when the University issues relevant circulars.

### Bridge Course:

The bridge course at St Mary's College is designed to help students transition smoothly to their course and ambience at St Mary's College. It provides foundational knowledge and confidence before students delve into the main curriculum.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response:** 47

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>

### 1.2.2

***Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years***



**Response:** 45.63

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
806	679	862	705	105

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

#### **Response:**

St Mary's College's focus is on comprehensive education and exceptional student experience and this is a key factor in the college placing paramount importance on integrating cross-cutting issues into curriculum.

**Professional ethics:** Professional Ethics as a concept is covered in Skill Enhancement Courses. BA (Mass Communication) offers topics on Media Ethics and Laws; Political Science course offers Gender and Human Rights as part of the curriculum. B.Com and BBA Programmes have full-fledged courses like Business Laws and many topics on Professional ethics in Accounting and Business, Information Security related to Professional Ethics. etc. Professional etiquette and work ethics are also part of a finishing School program for holistic development. The BBA students have a specific course on Business Ethics and Corporate Governance. UGC has introduced excellent courses on Life Skills (Jeevan Kaushal) and the main aim is to inculcate in the students both personal and professional skills. Guest lectures on IPR are conducted by various departments on a regular basis. The College has an Academic Integrity policy, which is, in a sense, a stepping stone for Professional Ethics. The college has a stringent anti-plagiarism policy.

**Gender:** Gender Sensitization is an integral part of the General English-5 and 6 course. Gender and diversity related issues are also taken up in the Leadership & Life Skills course offered to all first-year students. This course is taught by our trained counsellors who are post-graduates in psychology and trained to handle complex and nuanced concepts related to gender in a co-educational set-up. There are many initiatives taken up by Women Empowerment Cell and Equal Opportunities Cell through the

academic year to contribute to gender sensitization. There was a prescribed two credit course titled, 'Gender Sensitization' for Semester 2.

**Human Values:** The three courses which are included as part of Jeevan Kaushal to our students are: 1: Professional Skills, 2: Leadership and Management Skills and 3: Universal Human Values. Through these courses cross cutting themes are covered and the facilitators in-charge are experts with experience in handling these sessions. SERWINGS is a club that imbibes social responsibility among the students and reach out to the underprivileged. 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. Through the year students accompanied by one or two teachers visit these centres. They provide monetary aid, help in contributing to their needs and ensure that they impart values through discussions, fun activities etc. Blood Donation Camps are held once a semester by NSS.

**Environment and Sustainability:** The CBCS curricula of Osmania University prescribed Environmental Studies as a compulsory paper in first year. Environmental Studies is taught by teachers from a Life Science background. The college has recently conducted a National multi-disciplinary seminar on Emerging Trends in Technology and Sustainability. Celebration of World Ozone Day, Collection of E-Waste and other initiatives by all departments and the NSS, is an integral part of our learning process.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**

**Response:** 57.79

**1.3.2.1 Number of students undertaking project work/field work / internships**

**Response:** 597

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

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

File Description	Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 73.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
366	313	430	543	616

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

2022-23	2021-22	2020-21	2019-20	2018-19
620	620	620	620	620

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

#### 2.1.2

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

**Response:** 100

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
176	147	208	242	237

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

2022-23	2021-22	2020-21	2019-20	2018-19
176	147	208	242	237

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

**Student – Full time Teacher Ratio**  
(Data for the latest completed academic year)

**Response:** 19.49

## 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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

St Mary's College's focus is on comprehensive education and exceptional student experience. The College prioritises student-centric methods in the teaching-learning process. Faculty members use innovative methods for enriching the learning experience. Use of practices like experiential learning, participatory learning, and problem-solving techniques is highly pervasive.

**Experiential Learning:**

Projects provide practical study for the students and are a major part of the UG curricula. Students have benefitted from certificate courses on Research Methodology, role plays, film-making, shooting documentaries, poster designing, hands-on experience in the laboratory, industry visits, internships, webinars, workshops, guest lectures, Model Parliament, etc. The emphasis in mass communication courses 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. The B.Sc., BA, BBA, and B.Com courses' project component significantly sharpens their practical emphasis. Field trips contribute to experiential learning. BA 3 students participated in a 4 day stay at Paidigummul village recently, to explore the rural communication patterns in the fields of health and agriculture.

**Participatory Learning:**

Group Discussion, Debate, Publishing Newsletters, Poster Making, JAM, Presentations, Quiz, Book Reviews, Film Reviews, Mock Interviews, Mock Press Conferences, Flipped Classrooms, outreach programmes, Paper presentations, Club activities, and Field visits to universities/R&D institutions/industries all contribute to participative learning. Various tools, like Kahoot and Quizziz, across programs and case-based learning, particularly in BBA are commonplace. English and other Language courses focus on imparting conversational and written skills. Guest Lectures are organised to educate students about current events and to engage them with experts. Our LMS encourages participatory learning by helping them prepare for the session prior to entering the class. Group and individual presentations are a big winner with our students. Students become more confident and adept at interaction with groups of people.

**Problem Solving Methodologies:**

Students are encouraged to do Research projects, Case study analysis and Assignments, write Business plans/proposals and make presentations which enhance their research aptitude, critical thinking and problems solving abilities. Case studies also contribute to honing this skill. Instructors have also experimented with partially flipping their classes utilizing Moodle's multimedia resources. Most of the activities included as part of the club events contribute to enhancing problem solving skills. Many students thus acquire this essential skill by participating in the numerous club activities.

**ICT-enabled tools:**

ICT-enabled tools continue to play a vital role in the teaching-learning process of the institution. Virtual lecture sessions, live streaming of seminars/lectures, pre-recorded lectures/tutorial sessions, online parent-student-faculty meetings, use of ICT-enabled tools, all contribute to effective use of technology. Masscomm lab enables teachers to record sessions for students to use in a flipped classroom setup. Classrooms are well equipped with ICT enabled facilities like computers, LCD Projectors, internet

facility, etc. Google Classroom, Google Meet and licensed Zoom platform. Online assessment tools like Kahoot, Quizziz, and other educational apps like Duolingo are used by teachers. Faculty members share e-books, e-content, and multimedia resources on Moodle-St. Mary's College LMS. Assignments are submitted and feedback provided to students mostly through Moodle.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

**Percentage of full-time teachers against sanctioned posts during the last five years**

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	58	61	60	59

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.2

***Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)***

**Response:** 45.02

#### 2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
33	30	29	24	15

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

**Response:**

**Transparent Examination Procedures:** The College's examination system is transparent and robust. All the students are clearly informed about the exam dates, question paper pattern, evaluation procedure, weightage of internal and external marks allotment as per the regulations provided by the parent university. According to the norms of Osmania University, each semester, two internal assessments for 15 marks each and one assignment for 5 marks are conducted.

**Timely Communication and Preparation:** The timetable for internal examinations is prepared by the Exam Committee and approved by the Principal, displayed well in advance. The teachers prepare question papers and submit them to the exam branch well before the internal exams. The university norms for the award of internal assessment marks, as well as the rules and regulations pertaining to the internal assessment and university examinations, are all informed to the students during their program orientation. A centralized seating arrangement and invigilation duties are prepared by the Examination Committee and displayed on notice boards as well as in WhatsApp groups of the staff.

**Conducting Internal Assessments:**

The Examination Committee and program coordinators supervise the smooth conduct of the exam. Evaluation is done by the faculty members handling the course within one week from the date of examination. Students can view their marks, attendance, and results through the student login from IRP.

**Evaluation/ Grievances and Results Publication:**



The marks obtained by the students in internal assessment tests are uploaded periodically on the university portal. Evaluation of internal exam papers is done within one week of the exam, and marks are published through IRP. Before the marks are posted on the University portal, they are thoroughly checked for any human error with the help of a meticulous process. As a college affiliated with Osmania University, St. Mary's College adheres to the guidelines set by the University in the conduct of examinations. Grievance Redressal Committee and the Examination Committee constituted by the college have a well-defined system to deal with internal/external grievances in a transparent manner. Any grievances relating to absenteeism for exams are addressed by program coordinators and the Principal.

If students face any problems during an external examination, it is communicated to the Controller of Examinations, OU by the Principal requesting for necessary action. Similarly students can also file for a Revaluation within a certain time limit if they are unhappy with the grades they received from OU. If the results change, the students will be informed via the university website.

### **Adherence to University Guidelines**

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. However, the college takes pride in the processes created to address grievances if any. Question papers are set by teachers concerned and are approved by the Heads of the Departments. The syllabus for internal assessment is communicated to students well in advance. 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 resolved immediately by the Exam Committee. Exam Branch is well covered by CCTV.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## **2.6 Student Performance and Learning Outcomes**

### **2.6.1**

*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*

#### **Response:**

#### **Designing Outcomes**

At St Mary's College, we lay special emphasis on ensuring the teaching- learning process is driven by outcomes. All Programme and Programme Specific Outcomes are stated on the website. Since St Mary's College is an affiliated college, the syllabi are framed by the parent university. However, to fulfil the objectives of Outcome Based Education (OBE), the Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are designed by the Departments and the faculty members. This ensures that the classroom interactions are always pertinent to the latest developments in

subject fields.

### **Communication of Outcomes to Students**

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 relevant programme pages on the LMS platform (Moodle). All courses in all programmes have their course handouts on Moodle. POs and PSOs are communicated to students during Admission Counselling and orientation programmes and through the college website. So, students have a very clear picture as to what to expect from the course and the program they pick.

### **Faculty Involvement in Drafting and Reviewing Outcomes**

Teachers take special care to ensure that they state the outcomes of each lesson too. Teachers spend a lot of time brainstorming with their peers as to what could be the relevant and realistic outcomes of sessions. Course outcomes are explicitly stated in the respective course handouts. Outcomes 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.

### **Student Feedback on Course Outcomes**

Since the course outcomes precedes the session plan, a keen student will be able to see how each of the stated course outcomes reflect in the session plan. During the teaching-learning process the faculty constantly emphasize on the targets and standards to be achieved by students. Students do have a say when it comes to conveying to their teachers about specific parts of the syllabi that they need additional inputs on. They can also brief the teacher regarding any latest developments in the course. By taking students feedback on course outcomes, the institution takes both parties along, in the process of disseminating knowledge in a transparent manner.

### **Workshops on Outcomes based learning**

Teachers are encouraged to participate in webinars, workshops, conferences on outcome-based learning. The institution conducts sessions and FDPs on the same to keep the teachers abreast with the latest happenings in this area. NEP 2023 recognizes and nurtures each learner's unique potential, ensuring education is tailored to their specific needs and talents. BA students from the class of 2023 successfully submitted their project on “National Education Policy of India: An Analysis” under the supervision of Dr Ramesh Kumar. St Mary’s College lays special emphasis on equipping its teachers to work towards accomplishing the core goals of NEP, thereby preparing students to be confident and successful future citizens of India.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**2.6.2**

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

**Continuous Assessment and Internal University Evaluation**

St Mary's College measures the attainment of the Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) through the evaluation systems for each programme in various ways. The primary and most common way of evaluating learning outcomes is through continuous assessment, including the internal assessment prescribed by the affiliating University. The practical oriented courses in various programmes also conduct viva examinations and outcomes are assessed by Internal and External Examiners.

**Other Assessment Methods for Learning Outcomes**

Continuous assessment of the students is done using a variety of examination methods, including projects, presentations, group discussions, research surveys, class activities, quizzes etc. The proficiency tests conducted after the completion of the academic year provide better evaluation on specific outcomes, albeit in a limited number of areas. 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.

**Feedback**

The feedback obtained from students on the teaching- learning process after every internal exam also helps to understand the attainment of expected learning outcomes. Feedback is collected from faculty, employers, parents, peers and alumni on outcomes. The feedback instrument is prepared in such a way that it elicits an honest response from students more often than not. This is also of immense help to teachers to work on their outcomes and attempt successful attainment of the same.

**Employability and Research Skills Outcomes**

Most programmes have outcomes related to employability and research skills. Mock interview process too provides us inputs on the attainment of outcomes. Students registered for placements appear in mock interviews, which provide some assessment to the institution about the actual outcomes. Recruitment process for placements/ Internships also indicate and reckon the attainment of the programme outcomes. The Placement and Corporate Affairs department in complicity with the Principal discuss areas in which students need to be imparted additional or new skills to meet industry demands.

**Industry Inputs and Institutional Improvement**

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. During the process of hiring/ internships or when at the place of work, employers do notice strengths and weaknesses of our students and they pass on this information to us. These inputs help the

institution to customise their outcomes in order to benefit the students at large.

### Faculty Development Programmes

The college supports staff in faculty development programs, training sessions, workshops and seminars to enhance attainment of POs and COs. There are many FDPs attended by the faculty on Outcome Based Education. They do gain a clearer perspective in matters related to enhancing the quality of their course outcomes.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 2.6.3

#### Pass percentage of Students during last five years (excluding backlog students)

**Response:** 70.12

#### 2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
307	363	364	349	257

#### 2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
396	489	531	501	422

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.44

File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - 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 last five years (INR in Lakhs)*

**Response:** 0

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

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

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

The college has always strived to inculcate a healthy environment for innovation, Indian Knowledge System, IPR and other initiatives for the creation and transfer of knowledge/technology. The institution as a whole has benefitted through this immensely.

#### Research and Consultancy

The Research and Consultancy Cell of the college plays a vital role in promoting research. There are many papers presented and articles published by students. The cell also organised a National Level Multi-Disciplinary Seminar in March 2024. Research FDPs, workshops, symposiums are organised by the college. The International Multilingual Conference held in 2023 on 'Migrations, Voyages and Travels' in collaboration with Telangana State Council of Higher Education was a huge success. A National Symposium was conducted in collaboration with VNR College and HLF. The book written by four of our teachers titled, 'Life Skills and Personality Development' was published by Cambridge University Press. Colloquiums overseen by IQAC and those organised by departments contribute to innovation in

teaching-learning and help introduce new pedagogies to make lessons interesting. Consultancy is also encouraged -a notable accomplishment being the sessions taken by one of our faculty for judges at Telangana Judicial Academy, sessions for UGC- HRD and MCRHRD. The college has an effective Research Policy and Plagiarism Policy.

### **IPR Activities**

The college conducts Webinars, workshops, guest lectures, alumni talks on Entrepreneurship, innovation, technology and latest trends in business field create awareness about entrepreneurship. The college celebrates IPR day and all departments do ensure that innovation and creativity as important skills are imparted through the various activities taken up in this regard. IPR day was conducted in 2022 in collaboration with NIPAM. There are guest lectures on IPR to create awareness on protecting the rights of inventors, authors, and creators. There were a few interesting colloquium sessions conducted on the topics: 1) Design Thinking and 2) Visual Thinking. Students visited - T-Hub, a premier innovation hub and ecosystem enabler based in Hyderabad. The ECELL conducted an Entrepreneurship Crash Course for students. A webinar on Entrepreneurship and Innovation in collaboration with the Rotaract club was organised by the department of Commerce. Entrepreneurs Day was organised by ECELL. Pioneera-an event conducted by the Management department every year has a popular contest to sell one's Business Plan. Industry Academia sessions are regularly organised. The college tries to invite alumni who are from the field of business to address students.

### **Indian Knowledge System**

The college encourages conducting activities and events to promote the Indian Knowledge System. Our certified Yoga Instructor trains faculty and students. Ethnic day is an occasion when the students and teachers dress up in traditional attire. Hindi Diwas, Sanskrit Day and Mother Language Day are celebrated. Various competitions are conducted to promote native and ancient Indian languages. The BA department regularly takes students on Heritage Walks. We remember our freedom fighters through commemorative days. A research paper titled "Rama, who is beyond the reach of the Vedas, is the embodiment of love", Published in Shodak-A UGC Care journal by Mr Vasanth Rao and a session by our Sanskrit teacher "A Study on the Noble and the Virtuous (????? ?????????? ????) Subject: Ethics and Morals in Ancient Wisdom Intended" in the staff colloquium display the institution's deep rooted belief that we need to respect and honour our culture.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

### **3.2.2**

***Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years***

**Response: 82**

### 3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
24	20	9	19	10

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 3.3 Research Publications and Awards

### 3.3.1

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

Response: 1.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	15	6	10	16

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.3.2



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

**Response:** 0.77

**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	11	2	7

File Description	Document
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

### 3.4 Extension Activities

#### 3.4.1

**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

#### **Community Service by Departments**

St Mary's College ensures that it contributes to social causes through Community Service- a yearly initiative of the institution. Every academic department at St. Mary's College adopts a social cause. One day is designated, during which all departments contribute resources and volunteer for their chosen cause. Throughout the rest of the year, departments engage in similar activities at various times. Adopting a centre instils a sense of compassion towards the lesser privileged. Over the last two years at least four institutions have been adopted by departments and students lead this drive totally. Old Age Homes, Destitute Centres, Orphanages, Government Schools, Homes for persons with intellectual disability, blind schools, Homes for HIV / AIDS children are some of the centres visited by students and staff as part of Community Service. There is follow up too and students accompanied by staff visit the same centres at different points of time during the academic year.

#### **Serving Community through our Club 'SERWINGS'**

SERWINGS is a club that imbibes social responsibility among the students and reaches out to the underprivileged. Members of the club help raise awareness about social issues. Noteworthy activities carried out during the year include teaching the less privileged, distributing essentials, providing assistance to destitutes and conducting awareness programs on drug abuse in collaboration with the Telangana Police. This club raises funds through events and uses them to contribute to the needs of old age homes, homes for the sick and dying etc. This club is making a difference in our college and in the community at large.

### **Extension Activities through NSS**

The NSS unit of the College leads extension activities, including awareness programs, blood donation drives, health camps, youth empowerment, electoral rights campaigns, Haritha Haram (Tree Plantation) and Shramdaan. They regularly visit Government Primary School, Karmikanagar and look into their needs. The NSS celebrates both Independence and Republic Day with these students. They also do Traffic Safety Drives, Tree Plantation, Cleanliness Drives etc. They regularly do this cleanliness drive in and around the Yousufguda Metro Station. Blood Donation camps are held in college and good number of students and staff donate blood. St Mary's College always strives to instil values of care, compassion and a resolve to help the needy. Every endeavour taken up by the college involves wholehearted support from students.

### **Other Initiatives**

The students actively participate and volunteer for the Airtel Hyderabad Marathon. The Animal Warriors of India is a wonderful initiative of a few students who are on animal rescue missions. Three students led by the Student Council took the initiative to help victims of floods in Kolhapur, Maharashtra in 2019. Students have also rendered service to the COVID affected people. Even departments celebrate World Cleanliness Day with a cleanliness drive to keep their surrounding locality clean.

Thus, St Mary's College lays emphasis on inculcating values of compassion, sensitivity and respect towards humankind. We ensure we resonate our values Integrity, Excellence, Fairness, Respect, Value Creation and Happiness through our students.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

### **3.4.2**

#### **Awards and recognitions received for extension activities from government / government recognised bodies**

#### **Response:**

St Mary's College has always given top priority to extension activities through NSS, its various

departments and through the club- SERWINGS. Each academic year individual departments, inspired by the values of the institution, take up several activities in order to reach out to the needy in society. As part of these initiatives, the college has been appreciated for its service towards the lesser privileged sections. Appreciation for this service comes in different forms, not always in terms of awards or certifications.

The institution encourages students and staff to be involved selflessly in this noble mission to serve the needy without expecting anything in return. However, the NSS does receive letters of gratitude from the blood banks which come to college for the blood donation drive. Students actively participate in this drive- a clear indication of their zeal to be of help to humanity, through this gesture of donating blood.

The students of St Mary's College are involved in Community Service on a continual basis and contribute in both cash and kind for this noble cause. There are letters of acknowledgement from these organisations who appreciate the time and efforts put in by the youth. ITC Ltd, Government School, Begumpet and Netaji Public School, Rahmatnagar, have extended their gratitude for the service rendered by the college.

St. Mary's College participates in 'WOW', ITC's national recycling initiative. This initiative by ITC, Well-being Out of Waste, promotes awareness about the importance of source segregation and recycling, and establishes systems to ensure effective practice. WOW is helping to make the national Swachh Bharat Mission a reality. The college was awarded a certificate of appreciation by ITC Ltd for contributing 2512 kg of paper recyclable waste for recycling in the year 2021.

The College received a certificate of appreciation from Govt of India's NIPAM for successfully organising an awareness program on IPR on 10th August 2022.

Teachers of St Mary's College have been appreciated for their contribution to society through their vocation. Prof Mathew George received the award on behalf of St Mary's College in recognition for its participation in the Global Education and Careers Forum. Dr. Ravi Kumar Tati, Associate Professor of Commerce was selected for the Telangana State Award for (University/ College) Teachers – 2021. The college felicitated him for this tremendous accomplishment. Dr Srilaxmi Ramu and Dr Swathi have received multiple awards for their service. There are other teachers too who are appreciated for their service to society. Dr Maithry Shinde takes sessions for judges at Telangana Judicial Academy, UGC-HRD and MCRHRD and her services have been lauded by these organisations.

Students have also come to the rescue of the needy during times of calamities and the pandemic as well. In one case our students offered help to victims of floods in Kolhapur, Maharashtra in 2019. They collected funds, clothes and other relief material and distributed it to the affected people. They were felicitated by the local MLA Rajesh Ksheersagar for their commendable job. Thus, the college blends extension activities, outreach and care for the lesser privileged along with quality education, for the holistic growth of our students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.4.3

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

**Response:** 66

**3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
21	11	8	15	11

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>

## 3.5 Collaboration

### 3.5.1

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

**Response:** 47

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

**Response:**

#### **Infrastructure Facilities:**

The College has adequate facilities for teaching and learning. The institution's physical facilities have been continuously improved and expanded over time to accommodate the changing requirements of its academic programs.

The infrastructure at St. Mary's College includes spacious, well ventilated 33 classrooms, 8 of which are equipped with fixed projectors, and internet connectivity. Rest of the classrooms are provided with mobile projectors. All classrooms are fitted with a public address system and equipped with ICT enabled facilities.

The College also has 2 Computer Laboratories designed to seat a maximum of 130 students. These labs are equipped with all ICT facilities. More than half of the classrooms are air-conditioned. Mass-Communication Lab has advanced technology, including computers, cameras, and essential audio-visual equipment such as a tripod, console, and MAC-2 systems.

Arrangements for White Board and Mobile Projectors are made in all Science Laboratories – Electronics, Chemistry, Biotechnology and biochemistry. In addition to these, all laboratories also have one computer each and are furnished with the latest necessary specifications.

The College has two mini-conference rooms and one Seminar Hall (150-member capacity). There are over 10 computers in the library that both students and staff can use. We also have one system per staff in all Departments. The college has a G-Suite account and license for Zoom. The campus is completely Wi-Fi enabled. The college has a Plagiarism software installed in one computer of every staffroom. This is used by all teachers for their research work and also to check the plagiarism of student projects

#### **Cultural and Sports Facilities:**

St Mary's College offers both indoors and outdoors facilities for sports and cultural activities. On campus, students have access to a basketball court, one badminton 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 and participate in university competitions. The college has one male and one female Assistant Physical Education Director each, both full-time qualified employees, and there is a concerted effort to encourage female students to participate in sports. 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.

Cultural and literary activities are primarily driven by student clubs, and the college has a history of success in inter-college competitions. Clubs such as Surmayee (music club), Dazzlers (dance club) and Artudio (art club) concentrate on cultural events, while Ed-Fit (sports club) focuses on students' physical fitness related activities. Department fests like Anuncio, Euphoria, Sci Connect, Confluence, Jashn-e-Marys and Montage also promote cultural and literary activities on the campus. Although the college does not have a gymnasium, yoga mats are available, and the college organizes yoga sessions. The college also has a counselling room and a trained psychologist.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

**Response:** 10.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
73.15	92.57	8.89	33.89	55.61

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

St Mary's College library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals. The library which is located at the centre of the academic block provides access to various text books, reference books, e- books, journals, e-journals, magazines, project reports, question papers and newspapers to the campus community. The college library, 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. This software uses bar-code technology, and all the books are bar-coded and added to the database. Using barcodes, our library management system keeps records of lending, borrowing and shelving status of all books available in the library. The library is a member of the NLIST - INFLIBNET consortium that offers around 6,200 e-journals and 1, 95,809 e- books on a wide range of topics. 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.

The institution ensures the purchase of books every year. The librarian approaches the heads of departments for a list of books that they would recommend for purchase. This list is consolidated and purchases are made from different vendors. New arrivals of books and journals are displayed on separate stands and racks. The library can accommodate 100 students. Students are encouraged to use the e-resources from online journals and free internet access to meet their academic objectives. Library is also equipped with 10 computer systems with a LAN facility and these are available for information access, use of digital resources and for library management. A visitor's book is maintained for students and staff. CCTV cameras are installed in the library for strict surveillance.

The library is also used by teachers to conduct sessions for students. Students normally pick up a book from the library and then engage in brainstorming with their peers on different topics. Book Review sessions, Poetry Reading and Quizzes are conducted in the library. The Department of Social Sciences



and Humanities under whose auspices the library falls ensures the optimum use of the library by students in coordination with the Library Committee. Every year the library celebrates National Library Day, conducts Civil Services Preliminary exam, World Books and Copyrights Day and the very popular Library week. The footfall of students and staff is reasonably good, but persistent efforts to increase footfall are made by the library.

Thus, the library with a blend of modernisation and tradition ensures we draw students to take up reading, not just to fare well in academic pursuits, but for fun and for raising students' awareness and knowledge levels.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

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

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

**Response:**

St. Mary's College prioritizes the regular updating and upgrading of its IT facilities, including both Wi-Fi and LAN networks. The Tech Centre, serves both the faculty and the students by providing Internet Access and online resources with broadband connectivity. 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 three different connections with the main connection at a speed of 1 GB per second, and two back-up connections offering 500 Mbps and 300 Mbps. There is 100% Wi-Fi coverage throughout the campus. Additionally, students have access to free Wi-Fi from ACT Fiber Corp for their professional use on campus.

There are 8 classrooms which are upgraded to the category of digital rooms. The campus is completely covered under CCTV surveillance, ensuring the safety/security of the persons and equipment on campus. All departments are provided with a computer systems- one for each staff member and a printer for common usage. All the necessary licensed and/or open source softwares are installed in the computers. To improve the student experience, accessories like cameras, spotlights, and microphones have been added to the already existing ones in the Mass Communication Lab. These are used extensively for student shoots, editing etc. Staff video lessons are also shot making use of the equipment purchased. While using online platforms like Zoom Education, Google Suite for Education, and Microsoft for Education which are used extensively by departments, teachers benefit from the use of the equipment

mentioned above. A register is maintained by the tech centre to record any service requests for troubleshooting any technical issues.

Three Biometric Devices are installed for central monitoring of staff attendance. There are three mobile projectors and three projectors on trolleys which are also provided to teachers, to take advantage of the audio-visual methods of teaching-learning. St Mary's College is committed to providing the latest technology to students as well as staff. The tech centre aims to integrate the best possible technology options into the set up, so as to benefit the institution at large.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 6.66

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

Response: 155

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

#### 4.4.1

*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

**Response:** 17.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
93.81	60.73	61.05	125.68	111.82

  

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 9.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
107	131	151	130	136

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

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

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

**Response:** A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.3

**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

**Response:** 28.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
838	247	260	532	114

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

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

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

**Response:** A. All of the above

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 14.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
109	126	52	26	24

**5.2.1.2 Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
400	506	542	501	427

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 3.19

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2022-23	2021-22	2020-21	2019-20	2018-19
27	15	14	6	3

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</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 last five years**

**Response: 45**

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	5	1	16	16

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.3.2**

**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

**Response: 53.8**

**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
76	52	21	68	52

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</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**



**Response:****1. Registration, Establishment and Alumni Contribution**

The St. Mary's College Alumni Association is a registered organisation under the Andhra Pradesh Societies Registration Act 2001. The Association was registered in November 2012. St Mary's College alumni have continued to uphold the college's reputation, long after their graduation. St Mary's College Alumni Association usually holds their annual general body meeting in December- February period. The recent 'Alumni Homecoming' was held on 10th February, 2024. Being a relatively young institution, St. Mary's College has not yet fully utilized the potential financial resources of its alumni. However, the institution gets relentless support from its Alumni in other academic spheres.

**2. Academic and Recruitment Involvement**

The 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 panellists. 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. They are also invited to judge various competitions as part of fests and club activities. Alumni also provide time-to-time feedback for the improvement of the college. Our Alumni also helps students in arranging field visits to their workplaces. This is a wonderful way in which they choose to contribute towards their Alma Mater.

**3. "Inspiring Journeys: Alumni Entrepreneurs' Success Stories"**

The Alumni Entrepreneurs have enlightened the students with their success stories and challenges faced by them in their journey as Entrepreneurs. IQAC of the college has one alumnus as its member whose suggestions and support have enriched the IQAC. Almost all Alumni Interactions which are organised by departments involve the conveying of life lessons to the audience. This acts as a source of motivation for the students. It also prepares them for the road ahead. Listening from their seniors and successful employees/ entrepreneurs / managers etc. is indeed beneficial to students. There are numerous one on one interactions after these sessions and they serve a great purpose of shaping these students' future. They gain valuable insights into the future job market and learn from the experiences of these alumni.

**4. Bonding over Academic Collaboration**

Students come back to the institution for academic collaboration too. Few Alumni have collaborated with the faculty in presenting research articles and publication in journals. Academic collaboration extends even to sessions by Alumnus on passing on secrets to successfully write academic projects. Very often the academic success of the seniors spurs the students to emulate them or better them when it's their turn to shine. St Mary's College believes in maintaining a healthy connect with our former students. Students are in touch with their peers and teachers through our LinkedIn Alumni group, Facebook and Instagram. Most of our top events have our Alumni as judges. It is certainly a moment of joy for them as they come back to college in a different capacity now.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

St Mary's College prides itself in its vision and mission. The vision and mission of St Mary's College 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 college has had awareness sessions on NEP immediately after its introduction in 2020, in order to prepare the teachers for the road ahead.

The academic and administrative planning and implementation reflects the Institution's efforts in achieving its vision and mission. The action plans are formulated in line with quality policy under the leadership of the Principal, in consultation with IQAC, HoDs, statutory and non-statutory committees and the same are incorporated into strategic plans for effective implementation. The IQAC decides on the implementation of the strategic plans after discussions in the meeting. These are plans of the departments and also of the committees. IQAC collects feedback from all the stakeholders on quality related issues and uses it for making action plan for the academic year. This exercise helps us to take stock of any issues that need to be addressed in order to sustain quality.

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. Participatory democracy is integral to the College's approach to governance. Teacher and student representation in statutory bodies underscores this. Campus life is led by the elected Student Council and the college prioritizes student clubs and leadership training programs to enhance the overall campus experience for students.

The concept of leadership at all levels that is practiced in St Mary's College has decentralisation and participative management integral to the college's institutional practices. 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. As a policy, every issue is attempted to be resolved at the lowest tier of administration. 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's perspective on all matters. This ensures that teachers are trusted with authority commensurate with their responsibilities.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### **Response:**

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 by the Internal Quality Assurance Cell (IQAC) and approved 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 plan. One of the goals of the strategic plan is to increase the proportion of PhD holders among the teaching staff to 30% by 2023. As a result, the HR policy was altered, and resources were allocated accordingly and the target for 2023 was met. Similarly, the target of 80% coverage of e-resources for sessions' across all subjects on LMS (Moodle) by 2023 was achieved by the end of 2023. These are few examples of how the strategic plan has become the guiding light for the institution's as well as each of its department's course of actions.

St Mary's College operates under the aegis of St Mary's Educational Society, a registered Society formed by a group of like-minded educators and teachers. The Society provides the overall direction for the institution. 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 authorizes Principal with respect to execution of 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 to the Director. According to University policies, a subject-expert chosen by the University is a member of the selection committee for teaching staff appointments. The College's HR Policy details every step of the promotion and appraisal process.

File Description	Document
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.2.2

*Institution implements e-governance in its operations*

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

**Response:** A. All of the above

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

St Mary's 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. Teachers are evaluated based on anonymous student feedback taken twice a semester. Each teacher is also encouraged to give and receive peer feedback to help them improve the teaching-learning process. The quality of peer feedback provided is also considered for appraisal. They are also evaluated against the expected output in their respective teacher category. Their contribution to fulfilling the College's vision and mission and to institution building is assessed, acknowledged and rewarded.

Each academic staff completes a self- assessment API Score Sheet, followed by a one-on-one with their immediate supervisor. The academic staff maintains proof of all claims on their personal Google Sites and 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. Any grievance related to the appraisal process is handled by the Director.

All employees, whether academic, administrative, or support staff, are permanent and regular employees at St. Mary's College. Leaves available to the staff include Casual Leaves, Sick 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. Recognizing the importance of work-life balance, both teaching and non-teaching staff are entitled to maternity leave upto 6 months according to Maternity Benefit Act 196. Apart from this, Miscarriage leaves up to 6 weeks and Paternity leaves up to 2 weeks are also provided.

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 for attending NET/SET/Ph.D. admissions/examinations are available. Teachers who are registered for their PhD get fully paid additional Doctoral Research Leaves of up to 24 days a year and special increments on award of Ph.D. Members of the support staff are eligible for uniforms and salary advance. Finally, staff members at all levels receive regular training pertaining to their field free of cost.

For the professional development of teaching and non-teaching staff, several training sessions and seminars are organised every year. Teachers are also encouraged to present papers in national and international conferences through reimbursements of conference fees, travel expenses etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**6.3.2**

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

**Response:** 14.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	10	0	6	21

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>

**6.3.3**

***Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years***

**Response:** 30.24

**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
36	32	27	20	9

**6.3.3.2 Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
22	22	22	26	27

<b>File Description</b>	<b>Document</b>
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>

**6.4 Financial Management and Resource Mobilization****6.4.1**

**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

**Response:****Mobilization of Funds:**

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, either as grant or donations, from any governmental or non-governmental entities. However, the college accepts sponsorship, both in cash and in kind, by partnering with local businesses, corporations, or government/non-government organizations to sponsor events, programs, or facilities within the institution during fests and conferences.

**Strategies for optimal utilization of financial resources:**

The annual budget is prepared by the Principal, after considering the requirements for staff salaries, infrastructure development and maintenance, equipment, computers, maintenance of laboratories, library books and journals, conduct of seminars, workshops, faculty development programmes, research, sports facilities and other student-centric activities. The same is then submitted to the Finance team of the Society for approval and the team makes necessary changes for a proper balance of receipts and



expenditure and finally it is approved by the Board of Management. The college dedicates a portion of its budget to staff welfare initiatives such as insurance, leave encashment and gratuity. Every year, in the month of December, an annual get-together is organised by the management to express their appreciation to teaching and non-teaching staff. The bulk of the institution's resources are primarily dedicated to salary-related costs and loan repayments.

All purchases are made after inviting quotations /estimates from multiple agencies. Purchase decisions are made based on cost and quality.

#### **Auditing Process:**

The 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. The Board of Management of the society approves the Annual Budget. The Society solely depends on fees paid by students and does not rely on any grant or donations. When there are additional expenses over and above the budget proposals, special sanction is to be taken from the Finance team.

For infrastructural development, the Society raises 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.

All expenditures of the college are accounted for and audited by the Society. As a Registered Society, the Society's financial statements are annually audited and submitted to the regulatory authority concerned.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## **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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

**Response:**

**Contributions:**

The Internal Quality Assurance Cell of St Mary's College has succeeded in institutionalising the quality assurance strategies and processes. Primarily, IQAC was able to define quality standards in various operational fields and these are reflected in the Strategic Plan as well as in the various policies which the College's Governing Body accepted. Subsequently, the Strategic Plan became the guiding light, in addition to the overall vision and mission of the College, for the Institution as a whole. Regular meetings are held with all the HODs, Coordinators of Committees, Cells, Clubs to guide them while they plan for the activities and review the work done.

Some of the notable outcomes include:

- Streamlining of academic calendar in alignment with the quality goals.
- Introduction of more relevant certificate and value-added courses,
- Collaborative effort with the Corporate Relations Cell to plan and conduct more placement training, including soft skill training, aptitude tests, mock interviews, career guidance sessions etc,
- Initiated Faculty Development Programs on different research areas and pedagogies.
- Coordinated with the Research Committee to identify and promote research interest among faculty members and students - encourages faculty to pursue Ph.Ds., and encourages students to publish research projects along with their faculty members.
- Initiated steps for the effective implementation of the Objectives and Key Results (OKR) framework and organised a workshop on OKR for all academic staff.
- Organised awareness programmes on Gender Sensitisation, Women empowerment, health and hygiene to make the campus more inclusive for women.

### **Sustenance of Quality through Specific Initiatives**

The Academic-Administrative Audit assesses teaching, research and consultancy and examinations and finds the gaps in execution. This then forms the basis of the comprehensive plan IQAC makes to plug the gaps in the next cycle. IQAC also monitors teaching, learning and evaluation process through the feedback collected from the students, alumni and parents on curriculum so that relevant certificate courses and value-added courses can be introduced. The peer feedback system also helps teachers to course-correct and realign with quality standards.

Orientation and Refresher sessions on OBTL, LMS, IPR awareness sessions in collaboration with NIPAM, LMS MOODLE Upgradation sessions for students, ensuring the quality and academic viability of Staff Colloquiums by providing a Roadmap to presenters, facilitating prompt and effective feedback for Colloquiums etc. are some of the distinct tasks undertaken by IQAC.

### **Review of Teaching & Learning:**

The College has implemented the Outcome Based Teaching and Learning (OBTL) approach for all its courses and programs. The handouts are approved by IQAC and the learning outcomes are assessed through formal feedback. The IQAC plays a key role in ensuring that the quality benchmarks set by the institution are met by the departments. IQAC through the Research Committee and other committees ensures faculty members use various experiential, participative methods of teaching and learning and upload them on Moodle. The internal academic audit provides feedback to individual lecturers, departments and committees of the college as a quality enhancement mission. This provides for necessary periodicity and incremental improvements based on these findings.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 6.5.2

**Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

St. Mary's College provides an equal opportunity campus, both as an educational institution and as an employer. It is a non-discriminatory campus that treats all genders equally. Further, it makes a conscious effort to raise awareness on gender equity to foster the growth of a mature society that is peaceful, successful, and sustainable. This gets reflected in academic, administrative, curricular and co-curricular activities.

The gender action plan helps us to stay the course on gender equality at St. Mary's College.

#### **Gender equity & sensitization in curricular activities:**

The English course for semester V & VI includes a unit on gender sensitivity as part of the curriculum to educate all students on gender issues. Every student in semester IV is required to take a two-credit SEC course on Universal and Human Values. A course on gender sensitisation was also part of the curriculum.

#### **Gender equity & sensitization in co-curricular activities:**

The IQAC formulates the annual gender sensitization action plan to implement gender-equity by conducting activities/programmes like motivational sessions and training on women empowerment.

Various committees and cells, such as Discipline, Anti-Ragging, Internal Complaints (Anti-Sexual Harassment), and Grievance Redressal ensure that any issue or matter of concern is addressed. Awareness programs are conducted at all levels.

The Women Empowerment Cell (WEC) organizes programmes, which are related to legal rights, gender issues, self-protection, women's health and finance. It invites personnel from the Police department (SHE Teams) and organizes programs to enlighten students on cybercrimes and defence mechanisms against these crimes.

Apart from WEC, the Equal opportunity cell also hosts various events to promote the concept of gender equity. College celebrates both International Men's Day and International Women's Day. The college also celebrates International Girl Child Day every year.

The counseling cell, present within the college premises is led by a qualified psychologist. She provides

counseling and leadership sessions for students. Presently we have two counselors on board.

Staff association and NSS organises free health Camps regularly, upholding health and hygiene. Health awareness sessions to address the queries of the faculty and students are also regularly conducted.

Maternity leaves are provided according to the maternity Benefit Act, 1961. Apart from this, miscarriage leaves, and paternity leaves upto 2 weeks, are also provided.

The College organizes an annual intra college sports-meet where students of all genders equally exhibit their talents. College also forms various sports teams like badminton, basketball, volleyball, throwball etc for both boys and girls and are trained to take part in the competitions held by Osmania University.

Apart from the above, the college has organized events like “Chai pe Charcha: Embrace Equity” for all faculty members and a Nukkad Natak (a street play) for all students on the topic of gender discrimination and marginalization of women in society.

The College also has female security guards in the team of security personnel. Sanitary napkin vending machines are installed in women's washrooms, keeping them safe and tidy. The college has installed closed-circuit cameras around the campus.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 7.1.2

**The Institution has facilities and initiatives for**

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

**Response:** A. 4 or All of the above

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>

### 7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

- 1.Green audit / Environment audit**
- 2.Energy audit**
- 3.Clean and green campus initiatives**
- 4.Beyond the campus environmental promotion activities**

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

<b>File Description</b>	<b>Document</b>
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>

### 7.1.4

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

St. Mary's College campus is representative of the regions of the country and the world from which its staff and students come from, adding to the campus's socioeconomic, cultural, and ethnic diversity. The College has institutional mechanisms that handle complaints without discriminating with respect to race or cultural background of the parties involved.

**Cultural Diversity:**

The campus community celebrates diversity in a number of ways. Ethnic day is celebrated with much pomp on campus, with students and staff dressing up traditionally. At various department fests, students perform various indigenous dance forms like Kuchipudi, Bharatanatyam etc. The college also celebrates National Youth Day, World Day of Cultural Diversity etc. To explore the history of Hyderabad, field trips and photo walks are organized.

### **Linguistic Diversity:**

Students learn different second languages like Hindi, Arabic, Sanskrit, and French, and that helps in promoting linguistic diversity. International Mother Language Day, Hindi Diwas, Sanskrit Day, World Poetry Day etc celebrate our linguistic diversity and diverse cultures of the students and staff at the campus.

### **Sensitisation towards Socio-Economic Conditions:**

To sensitize the students about the prevailing socio-economic conditions of the underprivileged in the society, Departments, and Serwings - the student club, and NSS organised several programs like blanket donation, visiting orphanages and old age homes, traffic safety, blood donation camps and educating underprivileged students from government schools. Department of Sciences and Ciencia - the science club have organised several programs to spread awareness through tree plantation, Water day, Earth day, Environmental day, no plastic day etc.

St. Mary's Foundation offers scholarships and fee waivers to economically backward students. Equal Opportunity Cell and departments have organised several awareness and training programs for the Support staff. Awareness seminars by WEC on "Cyber Jagruthi" for the girl students was an eye-opener for them.

### **Sensitisation to Constitutional Obligations:**

Students are made aware about the code of ethics, human values, rights, duties and responsibilities as a citizen of India during induction as well as other programmes. St. Mary's College celebrates Independence Day, Republic Day, Constitution Day and Gandhi Jayanthi as opportune moments to focus on constitutional values and civic responsibilities. The NSS unit organizes events on 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 prioritizes activities instilling a sense of duty and responsibility among the students.

Constitutional values are also instilled through - Voter's Day, Graduation Day oath (Pledge to serve the Nation), Student Council oath, Ekta Divas pledge etc. Class representatives' election and Student council elections are done through proper democratic process.

The college celebrates National Civil Services Day, World Book & Copyright Day, National Press Day etc to promote constitutional values and responsibilities among the students. In addition, Essay writing and Elocution competitions on the topic, "Corruption free India for a developed nation" were organized during the Vigilance Awareness Week. Anti-Drug Awareness sessions were organized in collaboration with Telangana State Police. College also observes Intellectual Property Rights Day. The Department of Management celebrated World Consumer Rights Day.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

**1. Title of Best Practice I: Extensive use of Learning Management Software (LMS).**

2. Objectives of the Practice:

- To ensure that students have access to necessary learning materials all in one place
- To help cater to diverse learning needs with the use of both basic and advanced resources
- To give teachers greater flexibility in the planning and delivery of courses
- To ensure that self-assessment by students is possible
- To improve accessibility and user-friendliness for better learning
- To ensure that students who miss an occasional class can catch up before the next class
- To help teachers be better organised and track progress across the semester

3. Context

St. Mary's College began to use a Learning Management Software (LMS) based on the Moodle platform in 2018. Over the next few years, more and more courses, including their course-handouts and resources, began to be added on the LMS. Since 2021, the focus has been on improving the quality of resources with near universal coverage of content. The pandemic accelerated the process of universal adoption, but it was anyway part of the strategic plan. For a college that is focused on comprehensive education and exceptional student experience, the use of LMS is not only critical but also logical.

4. The Practice:

Each student is provided with a login ID and password. A look at the courses on Moodle from across various departments gives a sneak peek into the amount of effort, creativity and learning that has gone into making this a reality. Course handouts, session plans, and e-resources for every session are made available on the LMS, which helps learners come prepared for a session and catch up easily when they



miss one. Advanced resources are placed for advanced learners, whereas the comprehensive content accessible anytime and from anywhere for self-paced learning helps all, especially the slow learners.

## 5. Evidence of Success

The extensive use of LMS by our students is a testimony of its success. It also helps the teachers flip the classroom, allowing for student-led sessions and participative learning. This has been one of the biggest gains of Moodle. Almost all teachers prefer giving assignments on Moodle. This leads to clarity of communication when it comes to assigning tasks. The students need to upload their assignments on Moodle. LMS equips students also for technology-intensive tasks. Students watch these in advance and prepare for student-led peer discussions in a flipped classroom.

## 6. Problems Encountered and Resources Required

The primary problem in the initial days was the lack of buy-in from senior faculty members, especially those who did not find it convenient to use digital resources. However, with everyone helping each other and with adequate training, all teachers eventually began to use digital resources even for themselves. The pandemic did speed up the adoption of digital technology. The resources required included a committed leadership with sound understanding of technology, a dedicated server, appropriate software (such as Moodle) and technical support.

## 1. Title of Best Practice II: Objectives and Key Results (OKR) framework.

### 2. Objectives of the Best Practice:

- To provide staff with the ability to choose a mix of routine personal goals and stretch goals
- To help staff define their terms of success balance personal and professional objectives
- To enable our teachers to be more productive in more areas of their choice and interest
- To encourage collaboration among staff by making individual goals public.
- To create a culture of accountability and mutual encouragement
- To equip leaders to deal with diversity and support the varying requirements of different members.

### 3. Context

Improvement in staff collaboration is all pervasive as each staff, at the semester beginning, makes public what their objectives for the semester are, along with the key results expected. OKRs are placed on the work stations of all teachers and what ensues makes for amazing camaraderie. There is a welcome change in the ambience exuding positivity across the campus. Alongside collaboration, a public statement of goals and objectives also brings some level of personal accountability. It also gives

supervisors the opportunity to know the objectives of the team members, helping them provide timely support during their regular check-ins.

4. The Practice:

Objectives are made in line with the institution's strategic plan as well as the individual's own interests and priorities. While the strategic plan is partly realised through OKRs, individuals also accomplish set targets. Public display of OKRs allows peers and supervisors to know the priorities and focus areas of others, helping them to support each other in meeting their goals. Alignment of elements from the strategic plan with personal interests serves a dual purpose of accomplishing key institutional goals and individual goals without conflict between them.

5.Evidence of Success

OKRs have caused a genuine sense of support and transparency. Facilitation of mutual support in goal achievement has been the biggest takeaway. Notable increase in PhD enrolments, assistance in research work extended from across departments, student seminars and publications, health improvement among staff due to them setting fitness goals etc are some of the biggest benefits gained by the institution as a result of the roll out of an OKR-based system. Several departments have benefitted immensely as they have seen an increase in the number of papers presented, research articles published, PhD enrolments by staff and also, greater completion rates for PhDs and even additional PG degrees.

6. Problems Encountered and Resources Required

For many employees used to the traditional system, it is easier for them to do what someone else is asking them to do. The second challenge was to get over the initial hesitation of making public individual goals and then encourage people to collaborate. The third problem was that many supervisors were not ready or adequately prepared to move away from a complete KRA system to an OKR-based system. The resources required were primarily human resources and adequate training. The transition is time consuming and this can work, the way it has worked for many of the top companies today, only if there is a long-term commitment from all stakeholders involved.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.3 Institutional Distinctiveness**

**7.3.1**

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

**Response:**

St. Mary's College envisions to be a globally acclaimed institution, committed to delivering comprehensive education and an exceptional student experience. At the heart of this vision lies a steadfast dedication to prioritizing the student journey. This is not just another one of the many claims colleges usually make. For a college that is uniquely positioned as one that is committed to student personality and leadership development, this is central to its relevance in the urban context in which it is located. The campus is intended and designed to be student-centric, fostering the development of leadership and essential life skills among its diverse student body. Consequently, student activities in St. Mary's College are not something done as an afterthought but is at the core of the College's philosophy of education.

Unlike traditional educational models that confine learning to classrooms, St. Mary's College integrates learning into every facet of campus life. The classroom experience is meticulously crafted to optimize student engagement and achievement, complemented by robust e-resources accessible through the Learning Management System (LMS). Moreover, the college actively solicits and incorporates feedback from various stakeholders—students, faculty, the Student Council, parents, and alumni—to continuously enhance its offerings and elevate the overall educational experience.

Central to the ethos of St. Mary's College is the harmonious blend of structure and flexibility, focusing on the joy of learning within a stress-free environment. Students benefit from a balanced framework that promotes rules alongside opportunities for enjoyment, freedom tempered by responsible boundaries, and a supportive environment that encourages personal growth while maintaining essential discipline.

Diversity of activities is a hallmark of the St. Mary's College experience. The curriculum extends beyond academic pursuits to encompass a rich tapestry of co-curricular and extracurricular engagements. These include vibrant student clubs, enriching international exchanges, stimulating study circles, foreign language proficiency programs, finishing schools to hone professional skills, specialized certificate programs, and a lively calendar of cultural and sports events. Notably, International Day Celebrations stand as a testament to the college's commitment to fostering a globally aware and interconnected community.

Despite being an affiliated college, St. Mary's College attracts students who prioritize holistic education and an outstanding student experience over options offered by private universities and autonomous colleges. This preference is underscored by the college's track record of nurturing not only academic excellence but also leadership potential and well-rounded personal development among its students. Put differently, academics is only a part of the value proposition that St. Mary's College offers to its students. The College considers the whole experience as educative and not just the parts involving lectures or laboratory experiments.

It is this approach that is reflected in all our admission calls too. St. Mary's College's social media posts calling for applications would say, 'BeMore than BCom' or 'BeMore than BSc', because our purpose as an institution is to encourage and equip our students to be more than their UG programmes. In fact, for someone who is looking at just a degree, St. Mary's College is not the right college. Similarly, for someone whose entire focus is only on passing exams, St. Mary's College would not be their kind of college. It is this clarity about our purpose and relevance among the hundreds of institutions around that makes us value the time students are giving to the college. While money can be made or lost, a student's time, once lost, cannot be regained. Therefore, St. Mary's College believes that the true cost of education

is the years that a student puts into it, and the College is committed to ensure that the student gets much more than a degree at the end of it.

When truly transformational education is possible, a student who is deprived of it pays a huge price in terms of opportunities lost. So, a teaching-learning process that prioritises understanding over rote-learning, and an education that encourages students to give importance to develop skills in fields of their choice over being bookish in every field are consciously and intentionally implemented. The College makes sure that students have adequate opportunities to develop their potential, grow leadership skills, and be confident global citizens.

St. Mary's College's stated mission includes an intent to ensure industry-relevant, skill-oriented, practice-based learning and holistic development rooted in the values of the Indian sub-continent. Alongside, it also has worked towards creating a customer-centric, service-assured learning environment which widens the horizon of student aspirations. To this end, the College attempts to hire the best resources possible while also building strategic partnerships that can help the College in its vision and mission. Today, if the College has one of the most vibrant campuses in the Twin Cities, it is also because of this steadfast commitment from all stakeholders to make St. Mary's College an institution that raises aspirations to be more and empowers individuals to build a better future for themselves and others.

A compelling measure of St. Mary's College's success in delivering exceptional student experiences and nurturing leadership capabilities can be seen in the range of achievements of its illustrious alumni. While on the one hand, students who wanted to pursue their unique dreams have frequently chosen St. Mary's College to be their preferred institution for undergraduate studies, on the other, many students from ordinary backgrounds have found their calling on campus. Over the past two decades, the college has proudly produced a cadre of distinguished graduates who have excelled in various fields, including entertainment, business, academia, and public service. These alumni serve as living proof of the college's transformative impact and enduring commitment to preparing students for success beyond graduation.

In conclusion, St. Mary's College stands as a beacon of academic excellence and student-centred learning, guided by a vision that places paramount importance on holistic education and exceptional student experiences. By continually innovating its educational practices, integrating diverse learning opportunities, and fostering a supportive and enriching campus environment, the college remains steadfast in its mission to empower students with the knowledge, skills, and experiences they need to thrive in an increasingly complex and interconnected world.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

St. Mary's College is dedicated to achieving global recognition for its commitment to comprehensive education and an exceptional student experience. Our vision encompasses three core pillars: globalisation, holistic education, and the cultivation of outstanding student experience. These principles guide every facet of our operations, ensuring that our students are prepared to excel as global citizens.

Despite our relatively young history spanning just 22 years, St. Mary's College boasts an impressive roster of alumni who have emerged as leaders in their respective fields. From sports icons like Sania Mirza (Tennis), Aruna Budda Reddy (Gymnastics), and Ashwini Ponnappa (Badminton), to prominent actors such as Naga Chaitanya, Ram Charan Teja, and Swati Reddy, our alumni exemplify excellence and leadership. Noteworthy entrepreneurs and social contributors like Sunny Khandelwal and Arun Daniel further underscore the breadth of talent nurtured at our institution. Just last year, when RRR made history by winning an Oscar for best original song by an Indian, five of those who were on the award stage had a connection with the college, including three alumni - Ram Charan and Jr NTR, the lead actors, and Kaala Bhairava, the lead singer - and two parents, S. S. Rajamouli, the Director and M. M. Keeravani, the music composer.

Our commitment to holistic education extends beyond traditional academics, embracing a comprehensive approach that enriches student life beyond textbooks and examinations. This approach not only attracts talented individuals from diverse backgrounds but also prepares them for multifaceted roles in society. The College prides itself on fostering a global perspective among its students, equipping them with the skills and mindset necessary to thrive in an interconnected world. This commitment is reflected in our continuous efforts to attract national and international sports personalities and actors, affirming our reputation as a preferred destination for students seeking a well-rounded educational experience.

Our alumni's achievements and our students' continued successes reinforce our mission to nurture leaders who will make a significant impact globally. With a focus on excellence, inclusivity, and forward-thinking education, St. Mary's College remains steadfast in its pursuit of academic distinction and societal contribution.

### Concluding Remarks :

Despite being an affiliated undergraduate college, St. Mary's College aspires to be a globally renowned institution, dedicated to delivering holistic education and an exceptional student experience, with a strong emphasis on the student journey. This is central to the college's mission, focusing on student personality and leadership development, particularly within its urban setting. The student-centric campus supports personality development, making student activities integral to the college's educational philosophy. The college is founded by teachers and run by a teacher-led Society.

St. Mary's College transcends traditional classroom learning by integrating education into all aspects of campus life. The college's ethos balances structure with flexibility, fostering a stress-free environment where learning is enjoyable. Students experience a supportive framework that combines rules with opportunities for enjoyment, freedom with responsible boundaries, and personal growth with essential discipline.

Diverse activities characterise the St. Mary's College experience, extending beyond academics to include

vibrant student clubs, international exchanges, study circles, language programs, finishing schools, specialised certificate programs, and a rich calendar of cultural and sports events. The college attracts students who value holistic education and an exceptional student experience. This preference reflects the college's success in nurturing academic excellence, leadership potential, and well-rounded personal development. Academics are only a part of the value proposition; the college considers the entire experience educational. The emphasis is on the importance of developing beyond undergraduate programs.

The college's mission includes industry-relevant, skill-oriented, practice-based learning and holistic development rooted in Indian values. It strives to create a customer-centric, service-assured learning environment, hiring the best resources and forming strategic partnerships to achieve its vision and mission. The vibrant campus reflects this commitment from all stakeholders.

The success of St. Mary's College is evident in the achievements of its alumni, who have excelled in various fields such as entertainment, business, academia, and public service. These distinguished graduates are a testament to the college's transformative impact and dedication to preparing students for success beyond graduation. Through continuous innovation, diverse learning opportunities, and a supportive campus environment, the college empowers students with the knowledge, skills, and experiences needed to thrive in a complex, interconnected world.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :47</p> <p>Remark : DVV has considered the supporting document and made changes accordingly and has excluded the repetitive courses</p>																																								
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 802</p> <p>Answer after DVV Verification: 597</p> <p>Remark : DVV has considered the supporting document and made changes accordingly after excluding the duplicate number of students.</p>																																								
2.1.1	<p><b>Enrolment percentage</b></p> <p>2.1.1.1. <b>Number of seats filled year wise during last five years (Only first year admissions to be considered)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>367</td> <td>313</td> <td>430</td> <td>546</td> <td>621</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>366</td> <td>313</td> <td>430</td> <td>543</td> <td>616</td> </tr> </tbody> </table> <p>2.1.1.2. <b>Number of sanctioned seats year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>620</td> <td>620</td> <td>620</td> <td>620</td> <td>620</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>620</td> <td>620</td> <td>620</td> <td>620</td> <td>620</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	367	313	430	546	621	2022-23	2021-22	2020-21	2019-20	2018-19	366	313	430	543	616	2022-23	2021-22	2020-21	2019-20	2018-19	620	620	620	620	620	2022-23	2021-22	2020-21	2019-20	2018-19	620	620	620	620	620
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Remark : DVV has considered the supporting document and made changes accordingly.

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

**2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
174	146	201	235	232

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
176	147	208	242	237

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
174	146	201	235	232

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
176	147	208	242	237

Remark : DVV has considered the supporting document and made changes accordingly.

**5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

**5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
897	313	268	532	121

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
838	247	260	532	114



Remark : DVV has considered the supporting document and made changes accordingly.

## 2.Extended Profile Deviations

Extended Profile Deviations
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No Deviations
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