SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

ST MARY'S COLLEGE

ST MARYS COLLEGE, 8-3-229, TAHIRVILLE, YOUSUFGUDA (NEAR CHECKPOST)
500045
www.stmaryscollege.in

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St Mary's College (Yousufguda, Hyderabad - 45) is a co-educational undergraduate college, established in 2002 and affiliated to the Osmania University, Hyderabad. It is a Christian Minority institution run by the St Mary's Educational Society, Hyderabad (Estd 1981), which also runs international schools like Sancta Maria and Schola Maria, and the St Mary's Junior Colleges at Basheerbagh and Jubilee Hills. Although, the College is only in its 17th year, it has already established itself as one of the most sought-after co-ed undergraduate colleges in the Twin Cities and has been accredited by NAAC now for over 11 years. In this short period, the College has produced some outstanding alumni, who have made the nation proud. The College is now seeking its third cycle NAAC re-accreditation.

St Mary's College offers 8 three-year (six-semester) undergraduate programmes (CBCS) leading to BA / BBA / BCom / BSc degrees of the Osmania University. The College, since 2017-18, has a sanctioned intake strength of 620 Indian students. The University may admit foreign students over and above this. The College also offers several certificate and value-added programmes, often in partnership with the industry, for the students already admitted to its undergraduate programmes.

Faculty members at St Mary's College are trained teachers, who come from diverse backgrounds, with a healthy mix of experience and youth. They work hard to ensure that their students are prepared for the globalised, competitive, complex, diverse and multicultural world. Just as the tagline of the College -'The future begins here' - indicates, the College believes in getting its students ready for the rapid changes that are already happening today and in equipping them for the careers of the future.

St Mary's College is located in Yousufguda, in the heart of the City, at about 3 kilometres from Jubilee Hills, and is well connected by Road and Metro Rail. Its urban and modern campus has a little over 70000 square feet of built up area with adequate infrastructure and facilities. The College is committed to not only ensuring high quality inputs to the teaching-learning process, but also to quality outcomes.

Vision

To be an institution acclaimed globally for comprehensive education and exceptional student experience.

Mission

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

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Legacy of an educational society run by teachers
- Leadership and management team with global exposure
- Organizational culture and commitment to values
- Excellent infrastructure with all 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 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
- Quality of student intake
- Alumni reputation
- Brand value

Institutional Weakness

- Operating at full capacity leaves hardly any space for further growth
- Small urban campus with limited sports and fitness facilities
- Inadequate focus and interest in research from senior teaching staff
- Consultancy and Extension activities are sub-optimal
- Exam-orientation remains an all-pervasive concern for many staff and students
- Coaching centres have robbed many students (with high marks) of the ability to experience the joy of learning
- Affiliating University has an academic calendar that is not fixed
- Four years after inspection for permanent affiliation, file remains stuck in red tape
- Non-autonomous status constraints potential reforms and industry-relevant changes

Institutional Opportunity

- Low hanging fruits in research and consulting especially given the many partnerships with industry
- Scope to offer many more certificate and value-added programmes under CBCS
- Potential to replicate current student and faculty exchange arrangements with more universities and institutions
- Possible to streamline outcome-based syllabi further and improve course handouts with industry inputs
- The Counselling and Career-guidance cell can be further strengthened
- Mentoring system can be augmented with more joint projects and outcome-driven team exercises
- Augmented facilities allow more faculty members to record their lectures to allow for flipping class rooms and hybrid modes of education
- Improved stakeholder involvement in teaching-learning process
- As senior alumni members rise in their career, their involvement in College can add greater value

- Potential to offer certificate courses to those who are not UG students
- Newly provided Metro connectivity to Yousufguda

Institutional Challenge

- Rigidity in the regulatory environment and slow pace of approvals
- Restriction by affiliating university that prevents new MoUs with other Universities
- Lack of autonomy to implement reforms and initiate changes
- Lack of predictability in exam schedules and the unreliability of University almanac
- Foreign students being affected by the unpredictability, and the consequent fall in their numbers
- Increasing competition from Business Schools and Deemed Universities with greater flexibility and resources

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

St Mary's College offers eight three-year undergraduate programmes leading to BA / BBA / BCom / BSc degrees of the Osmania University. Until 2015-16, all programmes followed the year-wise scheme with annual exams in March/April. In 2016-17, the Choice-based Credit System (CBCS) was introduced in the first-year of all programmes and three-year programmes became six-semester programmes. As on date, all students in St Mary's College are under CBCS.

The College, since 2017-18, has a sanctioned intake strength of 620 Indian students across the eight undergraduate programmes. (In 2015-16, the sanctioned strength was 560, whereas in 2014-15, the sanctioned strength was 632.) The University may admit foreign students over and above this and that number may vary too. The College also offers several certificate and value-added programmes, often in partnership with the industry, for the students already admitted to its undergraduate programmes. About 10% of the students pursue these additional programmes.

Faculty members at St Mary's College are trained teachers, who come from diverse backgrounds, with a healthy mix of experience and youth. The average experience of a faculty member at St Mary's College is about 15 years. Some of the teaching staff have experience working with both industry and academia. All of them have qualifications ranging from post-graduate degrees to doctoral degrees. They work hard to ensure that their students are prepared for the rapid changes that are happening today and to equip them for the careers of the future. The focus is to educate the students for life and not limit their focus to preparing for examinations.

As an affiliated college of Osmania University, the College follows the syllabi prescribed by the University as the base for the curricula. However, the College has attempted to enrich the curricula by adding practical inputs as well as current developments in the field. Our industry partners and our own faculty members who have an industry connect greatly help the Departments for this. It is in this context that every course in every semester has a course handout, which the teacher uploads on the College IRP and on Moodle.

Teaching-learning and Evaluation

St Mary's College attracts diverse and talented students from all parts of the state and beyond. 10 to 15% students in each batch are from outside the state, including several NRI and international students. This diversity implies that students come different boards of study at the Class XII level, ranging from IB and Cambridge to CBSE and ISC and to State Intermediate Boards, and the approaches to education that they are used to are very different.

The College recognizes this challenge and actively encourages its faculty members to use various pedagogical tools to enhance learning outcomes and to cater to diversity. The College conducts proficiency tests, which are diagnostic in nature, for incoming students in English and Computer Skills (and in Accounting for Commerce students) in order to understand the diversity and foundational challenges incoming students have. This helps teachers to evaluate their teaching strategies at the beginning of the semester. The prescribed syllabi are often resequenced in the session plans to ensure that foundational learning precedes applied learning. Within the constraints of being an affiliated College, our teachers add relevant material as additional resources, but they cannot remove anything. Many teachers try innovative and creative approaches to teaching based on the learning outcomes specified in the course handouts. Given the prescribed syllabi, lecturing is still the main tool for most of the traditional teachers, but many of the youngsters focus on group learning and activity-oriented learning. Activity sessions are also included in the time-table in almost all programmes. Online apps and quizzing tools, especially Kahoot, have been put to effective use by many teachers. However, as exams are still conducted as per the University prescribed syllabi, the student response to additional material is limited.

Internal evaluation is conducted as per the schedule, plan and pattern of the University. This again constraints the College to use internal tests as pure assessment tools, which could have been used as learning tools as well. On the brighter side, however, is the fact that this leaves with no scope for any major grievances related to internal examinations conducted by the College.

Research, Innovations and Extension

St Mary's College recognizes that one can learn further only on the basis of what one already knows. Therefore, research enables our staff and students to learn new things and also make them capable of learning further. There is ample evidence that learning outcomes improve when educators are involved in research. Teachers engaged in research also come out with original information that brings a certain excitement to the classrooms. Such excitement is contagious, and teacher-researchers are more likely to get students to be research-oriented. Increasingly, men and women have to compete with machines in their professions, and acquiring research skills can make a significant difference to the future prospects of today's youngsters. It is in this context that St Mary's College has consciously increased its thrust on faculty research since 2016-17.

Teacher-Researchers in St Mary's College are led by a Research Committee which promotes research by staff and students. The Research Committee facilitates participation and paper contribution by teachers at various national and international conferences and seminars. Staff members are also encouraged to participate in workshops and faculty development programmes, especially related to honing their research skills. Teachers are also provided additional incentives for top-quality publications.

Teacher-Researchers at St Mary's College are increasingly connecting with industry as this helps them identify and work on real-world problems and challenges. Partnering with the team at the South State Business School, some are now involved in providing training programmes and offering consultancy services for the industry as well. While many academic departments have organized Faculty Development Programmes (FDP) for equipping teachers of other colleges, the Department of Business Management has organized a Management

Development Programme (MDP) for industry participants, thus helping us play a small part in bridging the gap academia-industry gap.

The College does not have a full-fledged incubation centre, but it does have an active entrepreneurship cell, which is associated with the National Entrepreneurship Network. Each department adopts a social cause for the year and this ensures focused community service initiatives. The NSS unit of the College also plays a significant role in organising extension activities.

Infrastructure and Learning Resources

St Mary's College has adequate physical and academic infrastructure. The urban and modern campus is located in less than an acre land, with a built-up area of over 70,000 square feet spread over six floors. All classrooms on the Sixth Floor, the Theatrix (Seminar Hall), the Computer Labs, the Mass Communication Lab, the Conference Rooms, all offices and all staff rooms are air-conditioned. The campus is connected with high-speed internet (two lines) and has Wi-Fi facilities. The campus has limited parking facilities for staff and student vehicles.

While the Theatrix, both the Computer Labs, the Mass Communication Lab, both the Conference Rooms and the Digital Class Room have fixed LCD projector facilities, all Classrooms except one and Labs have provision for mobile projector facilities, which teachers use as and when required by them. In addition, the Theatrix, the Mass Communication Lab and the Digital Class Room are also equipped with quality sound system and audio-visual support, which allows also for recording of lectures. This is especially important for teachers attempting to flip their classrooms.

St Mary's College uses an Institution Resource Planning (IRP) platform powered by Fedena, which is accessible for all staff, students and parents, both on the web and on the College App, which is available on Android and Apple. Course Handouts, assignment details etc are placed by all teachers on the IRP. The LMS made available for staff and students is based on the Moodle platform.

The Library is automated and connected to the IRP. Barcode readers help in accession, return and renewal of books from the Library. There is an increased thrust on the development of the Library since 2017-18.

All labs are well designed and maintained. Every lab has a lab in-charge, who manages the facility. All infrastructure maintenance and augmentation are handled by the Administration. To prevent academic staff from being burdened with administrative responsibilities related to infrastructure, security and housekeeping, there is a separate Department for Administration, which employs nearly three-fourths of all the Non-Teaching Staff of the College.

Student Support and Progression

St Mary's College is a student-focused institution, which has prioritised upon student experience and learning outcomes. With students coming from diverse backgrounds, ensuring a consistently high experience and holistic education is a tough task. While a single strategy cannot effectively address the challenges posed by such diversity, the College has tried to use scholarships and fee-waive offs as one of the many mechanisms to deal with it. By having various kinds of scholarships for different categories (Merit, Sportsperson, Needy, Christians, Attendance), the College has attempted to address both access and affordability, along with

incentives, for the deserving students. As the number of students benefiting from the State Government support has come down in recent years, the College has stepped up the numbers to more than offset the fall in government scholarships.

St Mary's College has always focused on holistic education. Two of the eight undergraduate programmes are vocational programmes. The College also has a civil service study circle. Students are encouraged to work part-time or pursue internships as learning by doing is a key way of ensuring learning outcomes. The percentage of students who have progressed to higher education or got placements reported in the report are based on the data that College placement cell has. Many more students would have found jobs on their own and could be pursuing higher studies after a gap year. Similarly, the number of internships reported in this report are all paid internships students have got through the College. As many of our students come from family business backgrounds, far more students would be interning or working with their family businesses, the data for which is not readily available. Similarly, the College does not have data of unpaid internships for the period under review.

The College has an active Student Council now, which is well represented by all sections of the student population. The Student Council is elected and in the current Student Council, 4 out of 7 Executive Board members, including the President, are girl students. The Student Council represents the students in all other committees and statutory bodies of the College.

Governance, Leadership and Management

St Mary's College is an educational institution owned and operated by the St Mary's Educational Society, Hyderabad. St Mary's College has a seven-member Governing Body with four members from the St Mary's Educational Society, the Principal, the Head-Adminstration and a Senior Faculty Member as members. The Governing Body of the College meets at least thrice a year and provides strategic direction to the College.

The Leadership Circle of the Group Director of St Mary's Educational Society acts as the Board of Advisors for the College Management. The Leadership Circle of the Principal is responsible for the day to day running of the institution. All Heads of the Departments and functional Heads like Head of Examinations and Head of Placements are members. While the Departments are led by the Head of the Department, each programme has a Programme Coordinator, who coordinates academic matters related to the specific programme.

Quality initiatives are taken up by the Internal Quality Assurance Cell, which is well represented by all stakeholders, including the management, the staff, the students and external members representing academia and industry. The IQAC ordinarily meets once a quarter.

There are several Committees that operate in functional areas, such as the Research Committee, the Examinations Committee, the Library Committee, the Student Activities Committee, the Disciplinary Committee and so on. In addition to Committees at the College level, there are Departmental Committees which play a role in department or programme-specific aspects.

The College has an annual appraisal system for all staff members. Additional increments are provided on performance-basis. This is based on a well-defined process. The College also has various measures to enhance staff welfare including support for research and for pursuing PhD, publication incentives, health and accident insurance and training and skill building assistance.

The College also has an independent staff association with its own office bearers. The College has two kinds of Institutional Grievance Redressal Mechanisms for staff. One is the statutory Grievance Redressal Committee headed by a Senior Faculty Member. The other is the Group Director's Leadership Circle.

Institutional Values and Best Practices

St Mary's College's core values are Integrity, Excellence, Fairness, Respect, (commitment to) Value Creation and (commitment to) Happiness. These are the institutional values which every staff and student is expected to hold on to. Everything that we do as an institution is rooted in these values.

Our commitment to integrity is what ensures that everything that we do is transparent and above board. Whether it is fee transactions or recording of attendance or marks, they are all done on IRP to which students and their parents have real-time access.

Our commitment to Excellence is what ensures that we constantly innovate and attempt to raise our own benchmarks. Whether it is the introduction of peer feedback of teachers, colloquia, structured student feedback or celebration of international days on campus or introduction of course handouts and activity hours at the undergraduate level, all such initiatives arose from our commitment to excel in all that we set to do.

Fairness is a critical value and that is why we ensure that everyone has a say and that all decision-making is data-driven. We collect feedback from all stake holders to understand the challenges each of them is facing. Whether it is student assessment or staff appraisal, everything is done as objectively as possible.

Respect is a foundational value in education. Peer learning, which plays a big part in St Mary's College, cannot happen without mutual respect. Every stakeholder is regularly reminded to respect each other's time, effort and values.

Whether it is the Amazon Work From University or the Exchange programmes that we have signed up for, these are indicative of our commitment to value creation. We believe that our students are investing their best years with the College and we are committed to ensuring that they get value for the price (time and money) they pay.

St Mary's College is a happy campus, fully committed to not only learning outcomes and personality development, but also to student experience. Our commitment to happiness is what has resulted in the College being such a vibrant and high energy place.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST MARY'S COLLEGE
Address	St Marys College, 8-3-229, Tahirville, Yousufguda (Near Checkpost)
City	Hyderabad
State	Telangana
Pin	500045
Website	www.stmaryscollege.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	J Mathew George	040-23544300	9849967801	-	info@stmaryscollege.in
IQAC Coordinator	J Michael Preetham	040-23543557	9849045689	-	iqac@stmaryscollege.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes SMC Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

Establishment Details	
Date of establishment of the college	03-06-2002

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Telangana	Osmania University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	No

Recognitions	
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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	St Marys College, 8-3-229, Tahirville, Yousufguda (Near Checkpost)	Urban	0.8	70000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce	36	Class XII	English	123	123
UG	BCom,Commerce	36	Class XII	English	120	118
UG	BCom,Commerce	36	Class XII	English	60	59
UG	BSc,Sciences	36	Class XII	English	50	50
UG	BSc,Sciences	36	Class XII	English	50	49
UG	BSc,Sciences	36	Class XII	English	40	40
UG	BA,Social Sciences	36	Class XII	English	60	60
UG	BBA,Management	36	Class XII	English	122	122

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				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				1				1				62
Recruited	1	0	0	1	1	0	0	1	22	40	0	62
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				71
Recruited	30	41	0	71
Yet to Recruit				0

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Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	8	2	0	10
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	0	2	0	3
M.Phil.	1	0	0	0	0	0	5	7	0	13
PG	0	0	0	0	0	0	17	31	0	48

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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	2	0	2

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	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
Certificate	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
UG	Male	1127	38	12	3	1180
	Female	353	13	2	2	370
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	24	24	27	23
	Female	8	4	3	8
	Others	0	0	0	0
ST	Male	12	2	10	7
	Female	0	0	1	1
	Others	0	0	0	0
OBC	Male	160	139	102	99
	Female	46	30	14	19
	Others	0	0	0	0
General	Male	169	164	261	228
	Female	45	44	67	76
	Others	0	0	0	0
Others	Male	143	116	131	133
	Female	32	26	14	24
	Others	0	0	0	0
Total		639	549	630	618

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 534

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8	8	8	8	8

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1667	1695	1760	1745	1660

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of outgoing / final year students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
541	558	542	532	446

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
53	52	53	51	47

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
53	52	53	51	47

File Description	Document
Institutional Data in Prescribed Format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 35

Number of computers

Response: 210

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
268	222	246	206	224

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

St Mary's College, as an affiliated college of Osmania University, follows the syllabi prescribed by the University as the base for the curricula followed. However, the College has attempted to enrich the curricula by adding practical inputs as well as current developments in the field. It is in this context that every course in every semester has a course handout, which the teacher uploads on the College IRP called MPower (which is powered by Fedena the software provided by Foradian) and 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 and the list of additional resources to be used. The session plan also refers to the pedagogical tools the teacher plans to use in each session and how a particular session is planned to be conducted.

One of the first steps in ensuring effective curriculum delivery at St Mary's College is defining the minimum number of sessions per course in a semester. Under no circumstances would a teacher be allowed to take less than 60 hours of classes in a semester for a 5 credit course. For a 6 credit course, the minimum would be 72 hours per semester and for a 4 credit course, the minimum would be 48 hours per semester. Therefore, all course handouts will have session plans for a minimum of these many hours. This is excluding the time used for internal exams and evaluation of any kind. When unplanned leaves or holidays happen, the teachers take extra classes or adjust classes from other teachers who are ahead, to catch up on the number of sessions.

The second most important step the College has taken is to sequence the syllabi from foundational knowledge to application, and then use appropriate methodology to teach each part. Our teachers take all possible efforts to make classes interesting and course handouts ensure that they plan for the full course keeping in mind the complete picture instead of taking lesson plans one day at a time. This also helps them in spending longer time on parts of the syllabus which are foundational or more critical. Of course, where visual aids or multi-media can be used, attempts are made to use them in order to make learning more effective. Guest lectures by practitioners are added to this mix in order to keep the learning relevant and contemporary.

Attendance is taken in every session and the attendance data is updated on the IRP (both web and the app), which can be accessed by teachers, students and parents. For every session that a student misses, an SMS is triggered upon the attendance being marked. At the undergraduate level, this is more for information than anything else, but it does help in ensuring that there is pressure on students to attend classes.

More importantly, teachers share ideas with each other on what is effective and what is not. This process has been institutionalized in St Mary's College.

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 14

1.1.2.1 **Number of certificate/diploma programs introduced year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
3	0	8	1	2

File Description	Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 7.81

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	0	0

File Description	Document
Details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

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

Response: 35.21

1.2.1.1 How many new courses are introduced within the last five years

Response: 188

File Description	Document
Details of the new courses introduced	

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 8

File Description	Document
Name of the programs in which CBCS is implemented	

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 9.08

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
212	72	304	100	90

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

1.3 Curriculum Enrichment

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

Response:

The CBCS curricula that Osmania University has prescribed has Gender Sensitization and Environmental Studies as compulsory papers in the very first year of undergraduate studies. These two credit courses are

mandatory courses and the College has ensured that the Gender Sensitization course is taken by our trained counsellors who are post-graduates in psychology and has the necessary training to handle complex and nuanced concepts related to gender with sensitivity in a co-eduational set-up. Environmental Studies are taken mostly by faculty members from Life Science background and they bring their understanding and knowledge into the classrooms. 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. In addition, the College NSS unit takes extra steps to run awareness programmes and social activities. Among the days celebrated as official days in College are the Autism awareness day and Mental Healthday all aimed at educating students about life more than what text books teach. The College has an Academic Integrity policy, which is, in a sense, the stepping stone for Professional Ethics. The BBA students have a specific course on Business Ethics and Corporate Governance. During the years under consideration, students in the annual system had a subject called Human Values and Professional Ethics in the curriculum, which has been dropped by the University while introducing CBCS. In the Finishing School courses too, students are taught the basics of team work and work skills, which include professional ethics and values.

File Description	Document
Link for Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 7

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 7

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 1.92

1.3.3.1 Number of students undertaking field projects or internships

Response: 32

File Description	Document
List of students enrolled	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise
A.Any 4 of the above

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A.Any 4 of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 10.77

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
182	179	195	189	174

File Description	Document
List of students (other states and countries)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 94.89

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
639	549	625	618	648

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
641	582	663	671	689

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years

Response: 100

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

St Mary's College conducts proficiency tests in English and Computer skills for all students admitted to the first-year. This is done unannounced to ensure that no student can make special preparation for the same. In addition, the Department of Commerce conducts a proficieny test in Accounting for all BCom first year students. These proficiency tests are MCQ-based with distinct parts and the scores in this, seen along with their Class XII marks, help the Mentors assess the current level of communication and computer skills and knowledge of fundamentals. This helps the departments make special offerings catering to student diversity. To give an example, in the English proficiency test, sections include comprehension skills, vocabulary, writing skills and editing skills. This helps the English teachers understand which aspect of English language is a student lacking in. The scores of the proficiency test also gives the Department overall data on the average level of skills, which helps them refine their course handouts. In addition to proficiency tests, our student counsellors often come across students facing specific difficulty in class either because of them being slow or advanced learners. The counsellors play a critical role in helping other teachers in understanding general challenges being faced by individual students. A third impactful initiative are the activity periods incorporated into the timetable itself where students take the lead and organize activities that make learning fun, practical and retainable. This also helps build student leadership and develop personality. As slow learners develop confidence and pick up their communication skills, students seem to also pick up the pace of their learning. A fourth area of intervention is through bridge classes and extra sessions, but our experience is that most slow learners don't like to self-identify themselves so by attending these extra sessions. Our teachers make themselves available in the department much longer after classes are completed and most mentors use this time to engage one-on-one with students finding routine modes of education challenging. Most of our teachers also attempt to use multiple pedagogical tools to cater to student diversity. The overall atmosphere on campus is one characterized by the absence of fear and this greatly helps students to seek help, although surely more can be done. Our student clubs and cells, such as the Maths Club or the Commerce Club or the Finance Club, also play a role

in making learning simpler and in encouraging students who have more difficulty in classrooms than others. At the end of the first year, proficiency tests are again conducted to assess the progress students have made, especially in English. This helps the College get relevant data to fine-tune our strategies and improve on catering to diversity in the subsequent years.

File Description	Document
Link for Additional Information	[View Document](#)

2.2.2 Student - Full time teacher ratio

Response: 31.45

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.48

2.2.3.1 Number of differently abled students on rolls

Response: 8

File Description	Document
List of students(differently abled)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

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

Response:

St Mary's College encourages its faculty members to use various pedagogical tools to enhance learning outcomes and to cater to diversity. The syllabus is resequenced in the session plans to ensure that foundational learning precedes applied learning. Unfortunately, as an affiliated College, we don't have much freedom to redesign the syllabi, but within that constraint our teachers have added relevant material as additional resources. While lecturing is still the main tool that the traditional teachers use, many of the youngsters focus on group learning and activity-oriented learning. In BBA classes, there is a greater focus on case-based learning and games. In BA classes, especially in Mass Communication classes, the approach is towards practical learning. Students learn by handling the camera themselves and involve in media projects. Most Mass Communication classes happen in a furniture less room in order to allow for free movement of students and to facilitate many-to-many communication in class. In BSc classes, all subjects have a practical component and a balance is ensure between theory and practice. Even for theory classes,

teachers attempt to use multimedia and visual tools to enhance learning and retention. In BCom, accounting papers are taught on Tally, an accounting software package, which ensures that students gain practical and employable skills during their programme.

In all programmes, English and Languages are taught in an interactive way, focusing on conversational and writing skills. Teachers use multiple tools to make learning fun and participative. One common tool which many teachers use is Kahoot, which encourages students to compete while learning and this is a good example of effective usage of gaming strategies in conventonal courses.

In most programmes, one or two sessions a week are earmarked as activity classes, which are purely focused on learning by doing. Students take the lead and the focus is on developing leadership and initiative, while also focusing on problem solving approaches, team work, negotiation skills and other aspects of group learning. As an affiliated college, we are currently unable to use projects and group activities for assessment and evaluation and that is a real constraint. However, programmes like BBA and BCom (vocational) have a project component, which significantly adds to the practical orientation of the programme.

Many teachers have also attempted to partially flip their classrooms once in a while. Teachers get students to watch online lecturers or work out problems at home and have discussions based on those in the classrooms. From the current year, teachers are now beginning to record their own lecturers to be made available to students for repeated watching or for flipping the classroom. This, however, is an experiment in progress.

St Mary's College encourages its students to pursue internship and other short-term corporate assignments while they are still on the rolls in order to gain practial exposure. Amazon has set-up a base on campus, the first of its kind outside the United States, to allow for Work From University (WFU) post college hours.

File Description	Document
Any additional information	[View Document](#)

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 53

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)
Provide link for webpage describing the " LMS/ Academic management system"	[View Document](#)

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 34.73

2.3.3.1 Number of mentors

Response: 48

2.3.4 Innovation and creativity in teaching-learning

Response:

Retaining student interest, ensuring learning outcomes and providing a memorable student experience pose significant challenges at the undergraduate level, especially when students are fresh out of school and are at the threshold of adulthood. Innovation and creativity in teaching-learning process therefore becomes a necessity in this context. Primarily, students who are used to learn from an exam point of view need to be weaned away to a system wherein learning is its own reward. For this, the teachers have to first create excitement and help students experience the joy of learning. Our teachers attempt to spend the initial one or two sessions of a semester discussing the Course Handouts, the expected outcomes and the session plan. Students involve at this stage in deciding the ground rules of the Course. The focus in these sessions are on WHY the course is important and how it would make a difference to the student. Once the WHY is articulated the teachers move on to show HOW the course is proposed to be completed and use the Course Handout as a base document for reference. It is then that the actual course is covered or the WHAT is addressed. This is an important sequence in all classes irrespective of the subject involved. During this process, student interests and foundational knowledge is assessed and teachers refine their teaching strategies based on their judgment.

When there is great variation in a class, it is easy to lose the fast learners and the slow learners because the tendency is to focus on the average learner. But, with fast learners losing interest and start missing classes, the average level starts dropping, thus beginning a race to the bottom. To prevent this, our teachers try to rope in the fast learners as partners in the teaching-learning processs while giving them bigger challenges and keeping them engaged. When fast learners repeat what has been covered by the teacher, the learning improves for the fast learners and the slow learners. Teachers also get to know if there is a gap in the understanding of the taught. Many teachers also use group learning tactics to improve student experience and learning outcomes. These have been found effective, especially when making groups to compete with each other. As mentioned elsewhere, Kahoot, an app-based tool, has been very effectively used by teachers for quizzing and gaming. Adolescents and young adults are highly competitive and are focussed on impressing their peers. It is an effective strategy to use that energy to promote their learning.

Most students learn better from doing than from listening and this is one of the reasons why in most programmes, one or two sessions per week are in the time-table as activity sessions. Since teachers let students take the initiative, these sessions also result in peer teaching, leadership development and improvement of soft skills. In addition, individual teachers have attempted recording their own lecturers and flipping class rooms. Many also use other modern practical-oriented pedagogical tools.

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	
List of the faculty members authenticated by the Head of HEI	

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 2.77

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	2	2

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	
Any additional information	

2.4.3 Teaching experience per full time teacher in number of years

Response: 14.62

2.4.3.1 Total experience of full-time teachers

Response: 775

File Description	Document
Any additional information	

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 3.91

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from

Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	1	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 15.97

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	8	8	7	7

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

As an affiliated College, St Mary's College has to adhere strictly to the guidelines of the Osmania University as far as Internal Evaluation is concerned. Prior to the introduction of CBCS, there was no internal evaluation except in some practical subjects. With the introduction of CBCS, all courses have an internal evaluation component. Of the internal evaluation component for 20%, 15% is for the average of two tests and 5% is for assignments. For the two tests, the broad format is given by the University, although our faculty members attempt to ask questions specific to what is included as learning outcomes. But, when it comes to assignments, our teachers use their freedom to give appropriate topics and tasks

which improve learning and use this specific evaluation component as yet another tool for learning. All internal exam scores are uploaded on the IRP and the students get to see the scores before the same is submitted to the University. All internal exams are conducted in a fair and transparent manner. All grievances related to exams are addressed by the Examination committee on top priority.

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

Mechanism of internal assessment is very transparent. The frequency is, unfortunately, fixed by the University. In fact, not only the frequency, but also the dates of internal assessments are fixed externally. The same is true about the variety as well. The pattern of tests are decided by the University and this is a serious constraint in using internal assessment for learning enhancement. All internal tests are objective in nature and the pattern is fixed based on the number of credits involved and not on the basis of the nature of the subject.

The IRP system ensures that there is transparency in the conduct of examinations and in announcement of results. Given that all exams are conducted as objective tests, there are hardly any disputes either.

The only variety that is there is in the assignments, which carry just 5% weightage for 5 credit courses and none for 3 or less credit courses. While our teachers attempt to use these assignments to impact on learning outcomes, in effect, the low-weightage implies that the impact is often not very high.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

The empowered Examination Committee comprises a Chairperson and two members who look into all matters related to examinations. Since the dates, the question pattern, the weightage and the timelines are all fixed by the University and as the internal exams are all objective in form, there are hardly any scope for complaints or grievances related to examinations. Eligibility for exams is based on attendance and every month, the attendance data is put up on the noticeboards. This is in addition to each student having access to his or her attendance data on the IRP. Even cases related to malpractice are immediately enquired into and action is taken in a transparent manner. 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 concerns related to evaluation is known immediately and the Exam Committee looks into all such matters. All examinations related grievances are addressed on priority basis and before the deadline for the results to be submitted to the University. In the event of a grievance still remaining, the Grievance Redressal Cell can be approached by

the student. However, we have not had any case of a student approaching the Grievance Cell till date related to examinations.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

St Mary's College strictly adheres to the dates notified by the affiliating University with regard to the conduct of internal evaluation. The College's academic calendar is updated whenever Osmania University notifies the dates for internal evaluation or modifies the dates. Often, when the academic calendar is planned, the University may not have notified the dates and so, we include tentative dates in the 7th and 14th week of a semester. We update the dates with the notified dates as and when the University issues circulars regarding these dates. This often happens after the start of a semester and often, just a few weeks before the the first internal exams are scheduled. There are semesters when the University has decided to conduct only one internal test instead of two and we have had to comply to such last-minute decisions.

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The Program Outcomes, the Program Specific Outcomes and Course Outcomes of St. Mary's College aim to achieve and nurture the institution's core belief, "Freedom to think is freedom to believe".

They are also aligned with the institution's vision of providing comprehensive education with an exceptional student experience. Though the college doesn't have much say in the framing of the curriculum for the different Programs it offers, it never felt handicapped neither in generating relevant knowledge nor in making students intellectually competent. The PO's and the PSO's are made by the Heads of the Departments in consultation with the members of their departments whenever a new Program is started and revisited when necessary to make required changes. And this is communicated to teachers and students alike. Students are informed of the PO's and PSO's during the one on one counseling session at the time of admission and subsequently during the College and the Department orientation sessions. They are also available on the college website. The CO's are carefully prepared by the teachers teaching the subject and the breakdown of the course into sessions and instructional strategy are devised by the individual teachers. This document called the Course Handout, is discussed with the students by the teachers on the first day of the course and then uploaded on to the College IRP. It is a mutually agreed document between the class taking the course and the teacher teaching it. It acts as a constant reminder of the stated outcomes for both the students and the teachers. The teachers constantly remind the students in the classrooms about the progression of the Course as per the Course Handout and the stated outcomes. Every time a Unit or module or a topic is started, the teacher discusses the objectives, the teaching methodology and the expected outcomes. So the students are clear about what they could expect to learn, the purpose of its learning, the instructional methodology, the assignment/test/quiz they are expected to take, the learning outcomes etc.

The co curricular and the extracurricular activities are also planned as a value addition and in a way to demonstrate the commitment to achieve the stated outcomes. Regular feedback from students also helps in course correction if any, in achieving the outcomes. Students are also provided feed back by the Course Instructors with regard to their performance and are motivated to work for the attainment of the stated outcomes. In this way, the PO's, the PSO's & CO's are constantly in the minds of students and teachers.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

Attainment of Program Outcomes, Program Specific Outcomes and Course Outcomes is the top priority of St. Mary's College. Right from the Management Leadership Circle through the Principal's Leadership Circle, to the departments, every member is conscious of achieving the various stated outcomes. And the students are well informed of all the Outcomes and are encouraged to work towards their attainment. The Management and the Leadership believe that by ensuring the attainment of the Outcomes, the institution can achieve its Mission of "ensuring industry-relevant, skill-oriented, practice-based learning and holistic development that equips one for global leadership."

The Course Handout describes course content, teaching methodologies and assessment methods and its main purpose is to achieve the stated Outcomes.   Hence the Course Handout is made carefully listing out teaching-learning strategies in order to facilitate the achievement of the intended learning outcomes.

The following are the indicators of attainment of Program Outcomes, Program Specific Outcomes and Course Outcomes:

* The grades obtained by students in the affiliating University Semester Exams are an indicator of attainment of various stated outcomes. The results of students in the end semester exams are analysed subject wise and course wise in order for the teacher to get an understanding of the level of attainment of the Outcomes.
* Individual teachers use performance in assignments/tests/Internal Assessment Tests/classroom presentations as indicators for attainment of Course Outcomes. The students are also encouraged to make progress towards achieving the outcomes.
* The prizes and the awards won in various inter collegiate national and local events/competitions also show the attainment of certain outcomes.
* Diagnostic Tests are also conducted in some subjects like English, Computer Science and Commerce at the beginning of the academic year as well as at the end to ascertain the attainment of certain objectives.
* The program outcomes are also the capabilities gained by students in terms of knowledge, soft skills etc. Hence the student progression records as well as the success rate in placements serve as

indicators of attainment of various stated Outcomes.
- Student feedback on teachers and the teaching-learning process, taken twice a Semester provides an opportunity for course correction, if any. This helps in achieving the desired outcomes.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.6.3 Average pass percentage of Students

Response: 59.33

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.
Response: 321
2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution
Response: 541

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of project and grant details	[View Document](#)

3.1.2 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

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

3.1.2.2 Number of full time teachers worked in the institution during the last 5 years

Response: 53

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

St Mary's College has an entrepreneurship cell, but it does not have an incubation centre. The entrepreneurship cell is student-led and student-run but mentored by the Principal and the Faculty Mentor for the E-cell. St Mary's College E-Cell is a member of the National Entrepreneurship Network and the Faculty Mentors have been trained by NEN in the past. The E-cell also runs the online programmes of NEN for its members and others interested, The Principal of the College was earlier the Head of the Centre for Entrepreneurship at the ICFAI Foundation for Higher Education, a Deemed-to-be-University, and

continues to be a mentor for several start-ups. He helps the student members of the E-Cell to connect with the larger startup ecosystem in Hyderabad. In addition, through its partners like Metamorphosis, the E-Cell also organizes training programmes and certificate courses for budding entrepreneurs. Space is a major constraint for setting up a full-fledged incubation centre on campus. However, the College is in discussion with the National Institute for Micro, Small and Medium Enterprises (NI-MSME) to set up a common incubator on the NI-MSME campus which is at a distance of 200 metres away from the College campus. The Department of Business Management has an annual event called Pioneera, which promotes creativity and design thinking and the best student product and service ideas are evaluated by expert judges. From 2016-17, the E-Cell has conducted entrepreneurship training sessions for students interested at least once a year.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 1

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

File Description	Document
Report of the event	[View Document](#)
List of workshops/seminars during the last 5 years	[View Document](#)

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

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

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	[View Document](#)
Any additional information	[View Document](#)

3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0.12

3.3.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
14	2	5	7	2

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

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

Response: 0.57

3.3.4.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	3	4	9	1

File Description	Document
List books and chapters in edited volumes / books published	[View Document](#)
Any additional information	[View Document](#)

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The institution boasts of an excellent system of asserting a positive influence on its neighbourhood. Apart from Community Service which departments engage in, specifically as an institutional initiative, there is a constant endeavour on the part of the institution to engage in impacting the vicinity of the college. The Commerce Department every year visits a government school located nearby to help the students study in a level playing field. In order to achieve this the students from time to time visit the school and enquire of their needs and contribute generously both in cash and kind to meet the students needs. They also visit the school for Community Service and have adopted this institution in order to maintain a long term association. The NSS has a series of programmes planned in this regard. The prominent days when NSS operates in full swing are national holidays, when the NSS visits government schools, orphanages and other institutions in the vicinity and spends time with the students there. Students also from time to time engage in activities such as teaching students from these institutions so that they are ready to face the challenges of the future and helping them to improve their communication and social skills. Swatch Bharat is another initiative of the NSS which has had a huge impact in the neighbourhood. The Government of Telangana has a programme aimed at increasing green cover and the college has always collaborated to see to it that it contributes to increasing the greener in the vicinity. The programme named as Harith Haram is a huge success in the neighbourhood. One big move of the college is that it has the requisite administrative workforce to regulate the traffic during the peak morning hours. The neighbourhood is spared of traffic issues only because of the expertise gained by this team over the years. The academic departments engage in activities such as bringing out awareness programmes on Road Safety and Gender Awareness and Sensitization. The security personnel of the college also ensure in maintaining calm in the neighbourhood and keep away unruly elements and thus work hand in hand with the police department. The CLAPP programme – an initiative of the Telangana Police too had huge number of student volunteers from our college and by working in unison with them, the students had gained valuable inputs to help the neighbourhood to ensure safety to all. The immense learning thus gained has been passed on by our students to their peers in order to create a huge force which can stand up against this menace. Thus, the institution through various means that it genuinely supports, has been of great influence to the neighbourhood in which it is located.

File Description	Document
Any additional information	[View Document](#)

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 0

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	[View Document](#)

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 52

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
13	13	12	9	5

File Description	Document
Reports of the event organized	[View Document](#)
Number of extension and outreach programs conducted with industry,community etc for the last five years	[View Document](#)

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 30.81

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
429	467	657	777	314

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document
Any additional information	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 21

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	9	0	3

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document
Copies of collaboration	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 7

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	0	0	0

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	[View Document](#)
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	[View Document](#)
Any additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

St Mary's College has 31 large class rooms, which are designed for seating 60 students comfortably, but can accommodate 20% extra in case of need. In addition, there is one small classroom, which is designed for seating a maximum of 30 students. There is also a Class Room facility in the Mass Communication Laboratory, which is designed to seat 60 students. The Digital Classroom can accommodate 60 students. The two computer labs with an accommodation of nearly 130 students also have classroom functionalities including projectors, white boards etc. All Science Laboratories - Electronics, Chemistry, Biotechnology, Biochemistry - have white boards with provision for use of mobile projectors. 30 out of the 31 large classrooms have provision for use of mobile projectors. A mini-conference room functions also as Commerce lab and has also fixed projector facilities. The two mini-Conference Rooms and one Seminar Hall which can accommodate about 150 members are also equipped with fixed projectors and movable white-board facilities. The Digital Classroom, the Masscomm Laboratory and the Seminar Hall also have high quality sound system. The Digital Classroom is also the space used for recording lectures. Editing is done in the Mass Communication lab. There is campus-wide LAN and wi-fi facilities ensuring that all systems and facilities are networked and has access to the Internet. The Library too has over ten computers for student and staff usage, which are in addition to the facilities available in the labs and in the departments. The labs are loaded with licensed software relevant for the curricula like Adobe Photoshop or Tally. St Mary's College has adequate infrastructure and facilities for teaching-learning process that is sufficient for the sanctioned strength of the College.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response:

St Mary's College has limited outdoor and indoor facilities for sports and cultural activities. The College has a full-fledged basketball and volley-ball court. In addition, there are two cricket practice-nets. There are also two covered table-tennis tables. In addition, the College has an indoor games facility that provides for table and board games such as carroms, chess etc. The College has basketball, volleyball, throwball, football and cricket teams, who practice on campus and also use grounds in the neighborhood. The Kotla Vijaya Bhaskar Reddy Indoor Stadium is closeby to the College. Similarly, the College volleyball team practices with the TS Special Police Team at the Police Lines Ground near to the College. For major matches, other grounds are hired by the College as required. The College does not have a gymnasium, but it has yoga mats and other facilities. The College has two Asst Physical Education Directors, one male and

another female. There is a conscious effort on to promote sports activities among girl students. Overall, the College gives importance to physical fitness and sports and having had several celebrity sportspersons such as Sania Mirza, Ashwini Ponnappa as alumni, the College continues to attract students interested in sports as a career. A certificate course in Yoga is being offered from the current year. Cultural activities are mainly driven by the student clubs. Our students have won several prizes competing in student fests across different campuses. Prerna, the annual College Fest attracts a footfall of nearly 5000 students from various parts of the City over two days, but Prerna has not been held since 2016-17 due to continuous changes in the academic calendar by the affiliating University. However, department-level fests including Montage, which is a national student short-film festival, have been organized since 2016-17 every year.

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 97.14

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 34

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)
Link for additional information which is optional	[View Document](#)

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 14.85

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
70	25	4	45	30

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)
Audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

St Mary's College Library, called La Bibliotheque, is automated using an integrated Library Management System that is part of the Institutional Resource Planning (IRP) software the college uses. While books and resources can be borrowed and renewed only physically, all data is maintained digitally and all staff members and students can see the details in their IRP account. The system also reminds the borrowers of their due date. The systems show the database of books and their status to borrowers. If a book has been temporarily withdrawn from circulation for binding work, then even that is visible online. The library uses barcode readers which are integrated with the software for issue, renewal and return of books. In addition, St Mary's College is an institutional member of the British Council Library, Jubilee Hills, Hyderabad. All Heads of the Departments are also provided with online membership of the British Council Libary from the Department systems, which allows members to access JStor and e-Journal resources. Both staff and students benefit from the institutional membership with British Council, especially when it comes to IELTS training.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

Our Rare Books

SMC Library's collection includes a wide array of rare books on art, history, literature, and mathematics as well as science. The library welcomes inquiries about the collection and will be pleased to help students and faculty use the books in their classes and scholarship to enhance their knowledge. The Rare Books rack is arranged with other Library book racks and may be reserved with special permission. The books may be used under supervision of Librarian and within the Library. The majority of materials in this collection have been received as gifts from friends and faculty of the college. We especially would like to collect materials that illustrate the history of the book and examples of early manuscripts. As with other Special Collections material, rare books do not circulate. Our Collection includes the following subjects:

General Books: *A Mirror of Modern Life, More Modern Essays, Industrial Psychology, Tensions and Change- The Problems of religions Orders Today*

Leaves From English Poetry, Plays of Oscar Wild

The Teaching of English Series: Doctor Johnson

Literature: *Troilus and Cressida, Emma, The Kings Treasuries of Literature, Shakespearian Tragedy*

Science: *General Bio-Chemistry*

Review of some of the above books:

1. *Shakespearian Tragedy* is a book that contains the plays Hamlet*, Macbeth, Julius Caesar, The Tempest, Henry IV, King Lear, Romeo* and *Juliet, King John.*
2. *Big Business a new era* authored by David E Lilienthal describes that a lot of emphasis has been placed on business as evidence of monopoly. It further elucidates that Big business has many advantages.
3. *Troilus and Cressida (1932)* another book of Shakespeare play seldom proves satisfying, only partly due to its notorious inconsistencies. Its date of composition is uncertain, as is its classification: comedy? History? Tragedy? Even the notion that Shakespeare was deliberately mixing it up.

Targeted at helping academicians, researchers and students, the process of digitization will be done in future with assistance from the Tech Centre of our Institution. A separate section for the digital repository will allow established in due course. The users will have to search through a wide variety of book collections where one can also look a specific book from the search option that will available in software.

Many of these books might be considered to be history, opinion or plain propaganda - but the aim is to show that there is no wasteful source in the study of literature, and there is only an added perspective. More importantly, by reading more than one version of a literary genre, from this collection, we begin to understand that there is more than one perpective, and that in order to learn literature, one must also first learn to unlearn. Having a rare books collection is not just an exotic endeavour but is intended to assist reasearch in literature for faculty and students alike.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

4.2.3 Does the institution have the following:

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 0.62

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.173	1.625	0.282	0.021	0.983

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: No

4.2.6 Percentage per day usage of library by teachers and students

Response: 9.3

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 160

File Description	Document
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

St Mary's College has excellent IT facilities including Wi-Fi. All systems provided for student and staff are connected to LAN. Wi-Fi is provided by the College for staff members who use laptops for work. The entire academic block is covered by Wi-Fi. In addition, ACT Fibernet provides free Wi-Fi facilities for all on campus including non-academic areas, but the usage is restricted to 40 minutes per day on that network. As load usage increases and new developments happen, IT facilities are constantly updated.

The College has installed Sofos Firewall (Model XG-135) for ensuring cyber security, internet and web security and for LAN and WAN traffic controlling and monitoring. For Wi-Fi facility, D Link Access Points (Models DAP 2230, 2660 and 6780) are installed on three floors and one Microteck Router (RB951UI) is installed on another floor. The College uses Chromecast to connect projectors wirelessly.

File Description	Document
Link for Additional Information	[View Document](#)

4.3.2 Student - Computer ratio

Response: 7.94

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Any additional information	[View Document](#)

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture

Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	<u>View Document</u>
Link to photographs	<u>View Document</u>

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 32.62

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

2017-18	2016-17	2015-16	2014-15	2013-14
35	122	107	86	22

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<u>View Document</u>
Audited statements of accounts.	<u>View Document</u>
Any additional information	<u>View Document</u>

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

Response:

In St Mary's College, there is a distinct separation between Academic and Administrative functionaries. All administrative functionaries report to Head-Administration and all matters related to infrastructure and building, including housekeeping and security, as well as asset management comes under the purview of the Head - Administration.

All Class Rooms and Laboratories are operated and managed by the Departments concerned. The Head of the Department is the authority concerned. All laboratories are managed by Lab Coordinators or Lab Assistants appointed as In-charge for the specific lab. This holds true for the Computer Labs and

Masscomm lab as well. The Librarians are in charge of the Library and they are responsible for the operations and use of all library facilities. Similarly, the Physical Education Directors are in charge of the Indoor and Outdoor sports facilities. While the usage and operations are managed by the ones mentioned above, the maintenance and augmentation of the infrastructure is done by the Administration Department. Maintenance registers are kept at the Information Office, where staff and students record problems and the Administration Department addresses the issues in a time-bound manner. The utilization of all above facilities is as per the academic time-table.

Other facilities such as The Theatrix (Seminar Hall), Digital Classroom, and common facilities have to be booked in advance based on a booking register maintained for them. The Theatrix has an In-charge who handles the facility and takes care of optimal utilization, management, and timely maintenance. These facilities are utilized effectively based on a centralized registry. Maintenance registers are cross-checked by Head - Administration once a week to ensure that the supervisors have already updated the status.

All in-charges are expected to update the stock status well on time to ensure that adequate stock of consumables are maintained through out the academic cycle. This is a key process in ensuring that optimal utilization of sports facilities and laboratories happen without a disruption in flow.

All Airconditioning facilities, Lift and other capital assets are under Annual Maintenance Contracts (AMC) with professional service providers. This ensures that downtime is very minimal and that routine checks are done by the professionals to prevent any such break-down in the first place.

In addition to all contractual arrangements, two institutional bodies make a significant difference. One is the Student Council. Student Council members, especially the respective Class Representatives ensure that any service failure is immediately brought to the attention of the Administration. This greatly helps in terms of the timeliness of the response. The second is the AAA Cell, which audits all departments and facilities. Especially with respect to the Library and the Sports Facilities, the internal audit teams have made a significant difference to effective maintenance and utilization of these facilities.

The Institutional Resource Planning (IRP) software helps all arms of the organization in maintaining and utilizing physical, academic and support facilities effectively. The IRP ensures that real-time data is with all stakeholders and this greatly helps the administration to improve the efficiency of facility utilization.

Over and above what is done internally, the Group Administration of the St Mary's Educational Society audits and advices on optimal resource utilization and maintenance. This also ensures that best practices are shared across the Group's institutions. Even while purchasing new equipment, machines which have worked well in a sister institution are considered first. This also provides efficiencies resulting from economies of scale.

The established system and procedures at the College, therefore, operate at multiple levels. The last mile operator is in charge of the process. The maintenance is supervised by the next level and Heads of the Departments. Head - Administration controls the entire process. Audit of functions happen at institutional and group level. The entire process system is based on the IRP and this ensures transparency and real-time data availability.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 2.01

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	24	37	46	53

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 2.45

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
100	66	12	19	10

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. **For competitive examinations**
2. **Career counselling**
3. **Soft skill development**
4. **Remedial coaching**
5. **Language lab**
6. **Bridge courses**
7. **Yoga and meditation**
8. **Personal Counselling**

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: C. Any 5 of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document](#)
Any additional information	[View Document](#)

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 16.69

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
75	380	480	300	200

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)
Any additional information	[View Document](#)

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5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 21.72

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
320	371	395	392	375

File Description	Document
Details of the students benifitted by VET	
Any additional information	

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	
Any additional information	

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 16.08

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
71	100	94	63	90

File Description	Document
Self attested list of students placed	[View Document]
Details of student placement during the last five years	[View Document]

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 15.16

5.2.2.1 Number of outgoing students progressing to higher education

Response: 82

File Description	Document
Details of student progression to higher education	[View Document]

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	[View Document]

5.3 Student Participation and Activities

5.3.1 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) during the last five years.

Response: 22

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	2	3	8	1

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	[View Document](#)
e-copies of award letters and certificates	[View Document](#)
Any additional information	[View Document](#)

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

Response:

St. Mary's College, until 2017-18, had a Council of Class Representatives, with each CR elected by the respective class. There was no further hierarchy within the Council and all CRs were considered equal in role and position. One or the other CRs represented the students in all academic and administrative bodies. From the current year, St Mary's College has put in place an elected Student Council with an Executive Board that has a President, a Vice-President, Secretary and Joint Secretaries in addition to Executive Members. The Student Council was established "to develop student initiative, responsibility, and leadership; to create an avenue for student representation, to encourage extracurricular activities, and to promote the general welfare of the College family and the wider community". The organization formally called 'The Student Council of St Mary's College' has four constituent organizations (Programme Councils), *viz* the BA Student Council, the BBA Student Council, the BCom Student Council and the BSc Student Council. The current Student Council is headed by Ms Harika Akkiraju of III BBA as President and Mr G V Manish Reddy of III BSc MSCS as Secretary. The President and Secretary of the Student Council are members of the IQAC. One or two of them are also part of statutory bodies such as the Internal Complaints Committee and the Anti Ragging Committee. The Student Council works directly with the Principal and the Head of Administration. The Programme Councils work with the Heads of the

Departments concerned. The Student Council and the Department Councils play a crucial role in all aspects of St Mary's College.

File Description	Document
Link for Additional Information	[View Document](#)

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 29.6

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
52	34	23	21	18

File Description	Document
Number of sports and cultural activities / competitions organised per year	[View Document](#)
Any additional information	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

St Mary's College Alumni Association is registered under the Telangana Societies Act. The General Body of the Alumni Association meets at least once every year. The Office-bearers meet as often as they deem fit to do so. The annual gathering usually has about 100 alumni returning to their Alma Mater. Members of the Alumni continue to contribute to the College in terms of ideas and act as resource persons for various sessions. It is a matter of pride that many of the alumni have done extremely well in their fields (Eg. Sportspersons like Sania Mirza, Ashwini Ponnappa, Film stars like Naga Chaitanya, Ram Charan Tej, Rana Daggubati) and some of them also continue to recruit students from the campus for their initiatives.

St Mary's College Alumni Association currently does not have any chapters. As most of our alumni are still relatively young with the senior most alumni having graduated only 14 years ago, the College has not sought any financial support from the alumni. But, our alumni has made us proud by their standing in the

society and by their work. They have also contributed by non-financial means and by involving in many aspects including admissions, recruitments and training sessions.

File Description	Document
Link for Additional Information	[View Document]

5.4.2 Alumni contribution during the last five years(INR in Lakhs)

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	[View Document]

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 4

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	1	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	[View Document]
Any additional information	[View Document]

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

St Mary's College is run by the St Mary's Educational Society, which is a Christian Minority Educational Society that also Sancta Maria International School and St Mary's Junior Colleges. The Society's visition is to foster globally recognized institutions of enduring greatness. The Society was founded by teachers and is run by teachers and to that extent, has a teacher-perspective on all matters. The Founder of the Society is the Chairman of the College Governing Council and the Secretary of the Society is the Correspondent. The Group Director of the Society is the Director of the College and the Management Representative in the IQAC. The Principal reports to the Director.

The vision of the College is to be an institution acclaimed globally for comprehensive education and exceptional student experience. The College believes that the true cost of real education is the time invested by the student and as time lost is lost forever. St Mary's College has a leadership team which is committed to comprehensive education and student experience, a committment that is arising from their recognition that that our students are investing the best days of their life for education at St Mary's College. The Principal of the College comes with over a decade of experience teaching graduate and post-graduate management students at a reputed business school, in addition to his other corporate, academic and administrative experience.

St Mary's College has a leadership philosophy best enshrined in the concept of Leadership at all Levels represented by Leadership Circles at the College, the Department, the Class and Club levels. The Principal's Leadership Circle has all Heads of the Departments and functional heads as members. Each of the Heads of the Departments has their team members as part of their Circle. In turn, eventually, each Class Mentor has her students in their circle. All decisions at the relevant level are taken collectively by the respective Leadership Circle. The concept of Leadership Circle also means that when the Principal is away even for hald a day, one of the Heads of the Department, by rotation, becomes the In-charge academic head for the day. Similarly, when a Head of the Department is on leave, one of his/her team members become in-charge Head for the day or days. This process ensures that all members of a Circle are aware of the roles and responsibilities of their leader and that information flow is ensured on a timely manner.

In St Mary's College, there is also a clear demarcation between Academic teams and Admin teams to ensure that academic staff are not burdened by non-academic administrative activities such as housekeeping or security management. Administrative operations are headed by a person with armed forces background.

The Leadership at all levels have penetrated to the levels of the students well. The Student Council plays a very critical role in the effective running of the campus and campus activities. All Student Clubs are student-led and student-run.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

St Mary's College, as mentioned before, has a leadership philosophy best enshrined in the concept of Leadership at all Levels. The Leadership at all levels is fundamentally about decentralization and participative management. This is not something which is done as an afterthought, but it is at the core of the philosophy of education the College and St Mary's Educational Society follow. As mentioned before, this philosophy is practiced in St Mary's College in the form of Leadership Circles at multiple levels. There is a Principal's Leadership Circle at the College-level, a HoD's Leadership Circle at the Department-level and so on. The Principal's Leadership Circle has all Heads of the Departments and functional heads as members. Each of the Heads of the Departments has their team members as part of their Circle. In turn, eventually, each Class Mentor has her students in their circle.

The Leadership Circles are empowered to take decisions relevant at that level. All such decisions are debated within the respective Circle, but eventually taken collectively by the respective Leadership Circle. The concept of Leadership Circle also means that when the Head of the Circle is away even for half a day, one of the others in the same Circle, by rotation, becomes the In-charge head. This process ensures that all members of a Circle are aware of the roles and responsibilities of their leader and that information flow is ensured on a timely manner. This also ensures in effective participative management.

In St Mary's College, there is also a clear demarcation between Academic teams and Admin teams to ensure that academic staff are not burdened by non-academic administrative activities such as housekeeping or security management. Administrative operations are headed by a person with armed forces background. The Student Council plays a very critical role this decentralized system and in the effective running of the campus and campus activities. All Student Clubs are student-led and student-run.

Decentralization is done by ensuring that no single person becomes a bottle-neck and that a problem is addressed at the lowest-possible level. Participative management is ensured by having Circles of leaders from multiple backgrounds and skillsets, where collective decision-making and execution is encouraged. In all this, the focus is one the collective vision and mission and the process becomes easier in an organization where shared vision and shared values percolate to all levels of the organization. There is also no doubt that the use of technology and data-driven decision-making enabled by the IRP plays a crucial role in helping the institution create a pipeline of leadership and practice decentralization and participative management effectively.

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The NAAC Peer team visit in 2013 and their recommendations were kept in mind when the IQAC decided to come up with a strategic plan for the term of 5 years. The IQAC decided to have a recognized research center by the end of the term. A lot of planning as to the manner in which this should be done was envisioned by them and immediately the IQAC decided on a Research Committee headed by Ms Kavitha Thakur. Although there was quite a lot of work done through and under this team, the IQAC continued to work towards improving the quality standards of the institutional research process. As far as the management was concerned, they decided to encourage research not just by allowing more teachers to pursue their PhDs, but also encourage teachers to present papers and publish their work in journals. The requisite aid in the form of financial help, lab facility, technological aid and also in terms of providing Academic Leave and On Duty facility to the teachers worked heavily in this aspect. As of now there are 2 faculty members with PhD and 17 of them pursuing their PhD in different universities in India. A Research Policy is in place and a genuine Plagiarism checking software is also installed with the heads of all departments. As far as Consultancy is concerned, there are a few members who are Consultants for government institutions and some for private institutions and there is notable work done by them to influence teachers, trainers, students and even inmates of jails who are being counseled as part of the training. To tackle issues related to mental health, which is a predominant cause for depression among youth, the college has hired 2 permanent counselors, and they are doing a tremendous job. Labs are upgraded to bring in best possible technology. The Green initiatives of the institution-2 rainwater harvesting pits, solar fencing, LED lighting and a constant endeavor to increase green cover in the vicinity, are a welcome influence. The college doesn't have a gymnasium. As the institution is waitlisted by the NCC, the college doesn't have an NCC unit yet. Since the permanent affiliation file is pending with the University, the college is unable to pursue matters related to introduction of PG courses or Autonomy or to secure UGC recognition under Sec 12(f) and 2(b). The college doesn't have a Yoga Center, but there are Yoga sessions and a certificate course planned for its students. There are a variety of Certificate and Value-Added courses which are successful with good number of registrations and the quality standards of courses. IQAC is vibrant on the campus and the Placement Cell too is doing a tremendous job. Amazon Development Pvt Ltd office is located on the campus and the students have gained immensely through this internship. Collaborative linkages with National and International Institutions have increased and the college has a Civil Services Study Circle in place as well.

File Description	Document
Any additional information	[View Document](#)

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

St Mary's College has a seven-member Governing Body with four members from the St Mary's Educational Society, Principal, Head-Adminstration and a Senior Faculty Member as members. The Governing Body of the College meets at least thrice a year and provides strategic direction to the College.

The Leadership Circle of the Group Director acts as the Board of Advisors for the College Management. Non routine aspects and critical decision points are referred to the Leadership Circle, which provides crucial inputs and perspectives, which are in line with the vision, mission and values of St Mary's Educational Society.

Quality initiatives are taken up by the Internal Quality Assurance Cell, which is well represented by all stakeholders, including the management, the staff, the students and external members representing academia and industry. The IQAC ordinarily meets once a quarter.

In addition, there are several Committees that operate in functional areas. Research Policy implementation is coordinated by the Research Committee, which has faculty members representing all departments. Internal Examinations are coordinated by the Examinations Committee headed by a Senior Faculty Member and supported by two faculty members as members. Library Committee, Disciplinary Committee and Student Activities Committee are some of the other effective committees in St Mary's College. Departmental Committees play a role in deciding specific aspects related to programmes and curriculum. Each Programme has a Programme Coordinator who assists the HoD concerned in the management of the Programme.

All HR policies and rules are well documented and a copy of the HR Policies and Procedures are placed in the Library. A brief summary of the Leave Policy etc are displayed in all Departments. The HR module is operative on the IRP and all leave management, payroll management etc are done on the IRP in a transparent and effective manner.

All recruitments are intiated when a Hiring Requisition is raised by the Department concerned. Once the Hiring Requisition is approved, the HR Department initiates the hiring process. All academic vacancies are announced on the website of the College and advertized in two newspapers. Qualified personnel are short-listed and the first round of interviews are conducted by the Department concerned and the final round by a Selection Panel that includes a nominee of the University as subject expert. The Principal is the ex-officio Secretary of the Selection Panel.

The College has an annual appraisal system for all staff members. Additional increments are provided on performance-basis. This is based on a well-defined process, which grades performances into Average, Good and Excellent.

Institutional Grievance Redressal Mechanisms are of two kinds. One is the Grievance Redressal Committee headed by a Senior Faculty Member. The other is the Group Director's Leadership Circle. All grievances brought to the leadership level are addressed timely and sensitively.

File Description	Document
Any additional information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

1. **Planning and Development**
2. **Administration**

   3.**Finance and Accounts**
   4.**Student Admission and Support**
   5.**Examination**

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Discipline Committee is constituted to address serious discipline issues involving students. When a matter is referred to the Committee by the Principal, the Coordinator convenes the committee meeting to conduct an enquiry and decide on the action to be taken.

The role of the **Research Committee** is to promote and manage research on the campus. It has drafted policies and procedures for research and keeps reviewing them for the improvement of research. The Committee also ensures the presentation of Papers in house before they are presented elsewhere. It also communicates and publishes the successes and outputs of College research activities.

The Women Empowerment Cell is established with the aim of helping women on the campus – the girl students, the women teaching, non-teaching and support staff- to realise their full potential and to enhance their self esteem. With this in mind, it has been organising guest lectures, workshops by eminent women. The WEC has been striving to create awareness about issues related to women and provides a platform for discussion on issues ranging from empowerment to health, from social issues to hygiene etc. The Cell has a senior woman teacher as Coordinator and two other woman teachers as members.

The **Counseling Cell** was started with the intention of promoting mental health and well being. The students and staff are encouraged to be vocal and address their emotions in a safe and confidential space. The Cell also works towards eliminating the stigma associated with mental health, illness and exposing

them to various life skills to cope with various life situations. In order to achieve it the following activities were conducted:

1. Individual counseling sessions:

- One on one therapist and client session with an intention set by the counselor based on the issue faced by the student.
- They allow people to introspect and implement better life strategies.
- Group counseling :

The group counseling sessions were a weekly gathering of students led by the counselor to talk about specific topics which focused on awareness of self, introspection, catharsis, fears etc.

Life skills classes:

1. The sessions were designed for the 1st, 2nd, 3rd year students of BBA and B.A.
2. These sessions have been designed to teach students various skills that would help them deal with situations they face in day to Day life (Example : Body image, Social media addiction, Stress management etc)

Apart from these, the Counseling Cell also organizes awareness programmes from time to time: a skit on the Conducted on 13th September 2017**,** "Suicide Prevention Day", and a Skit on "The Facts vs. Myths of Counseling" conducted on 21st August 2018 are instances.

The role of the **Placement Cell** is to help students explore various opportunities for employment and internships by inviting various companies for Campus recruitment. The Cell also arranges career guidance programmes, guest lectures on soft skills needed for the industry, mock interviews etc.

 Apart from these, there are also the statutory bodies/committees like the **Anti Ragging Committee** and **Internal Complaints Committee** which are constituted as per norms.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

St Mary's College, although is a private self-financing institution, has very effective employee friendly

policies and welfare measures. The College has only full-time employees and no part-time or ad hoc employees appointed on contract. The College also does not have any outsourced employee on its campuses. The two part-time teachers are otherwise full-time employees of the organization as Counsellors.

All confirmed employees, whether teaching, technical or non-teaching staff, who do not have ESI membership are covered by a Group Medical and Group Accidental insurance. All employees who leave after completing 5 years of service are paid Gratuity as per the provisions of the Gratuity Act. There is 100% fee-waiver for the children of all employees of the St Mary's Educational Society in the College, irrespective of their grade and pay. In fact, the children of employees (upto a maximum of two children per employee) also get 100% fee-waiver at St Mary's Junior Colleges and 75% fee-waiver at Sancta Maria International School.

All academic staff members are encouraged to pursue higher education and special support in terms of flexibility in timings are provided to them. Employees are also provided by Academic Leave for appearing for examinations and admission interviews in addition to their regular leaves. Academic staff members are also provided support for attending trainings, workshops, conferences and seminars as per the stated policy. In addition, incentives are provided for research publications and higher qualifications.

Upon award of a PhD, an employee is provided three additional increments (additional to annual and performance-based increments) and for MPhil, one additional increment. This is done to ensure that employees continue to grow within and outside the organization.

St Mary's College also organizes trainings and skill-building workshops for its employees and encourages its staff to pursue additional courses. All leadership vacancies within the group are first announced to the existing employees and the group's attempt to build a leadership pipeline ensures that all Internal Job Postings (IJPs) receive tremendous response from within the group. All employees are also eligible for referral bonus under the Tag-A-Friend policy, which encourages staff members to refer family and friends to fill organizational vacancies.

The College also has a Staff Association, which works for staff welfare and organizes programmes and events for the collective well-being of the members of the staff. The Staff Association joins extends its support to its members during their moments of need and join in their celebrations.

File Description	Document
Any additional information	[View Document](#)

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

Response: 35.33

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

2017-18	2016-17	2015-16	2014-15	2013-14
36	13	24	12	7

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 4.6

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	3	3	1	1

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 19.57

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
26	7	11	2	5

File Description	Document
Details of teachers attending professional development programs during the last five years	[View Document](View%20Document)

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

St Mary's College has a performance appraisal system for Teaching and Non-Teaching staff. Annual appraisals are done for all staff members in the month of June, which results in increments during the month of July.

All academic staff are in one of the three categories, which they have opted to be in: Teacher-Administrator, Teacher-Researcher, or Teacher-Mentor. All categories have teaching load, although the Teacher-Administrators have, in general, 2/3rds of the teaching load of the other two categories. All teachers are first assessed on their teaching performance, primarily based on the anonymous student feedback taken twice a semester (mid-semester and final). Depending on the category, they are also assessed against the expected output in their category. In addition, each one's contribution to fulfilling the vision and mission of the College and to institution building is assessed.

The academic staff concerned first fills a self-assessment form, to which his/her supervisor adds their remarks after having had a one-on-one with them. The academic staff produces proof of all claims where asked for and based on the data, inputs are noted and the form is submitted to the Principal. The Principal, based on all these inputs, finally rates each employee as Average, Good or Excellent (and rarely, exceptional) and sends the recommendations to Group HR, which finalizes the appraisal and the Group Director approves the number of increments for each case based on the approved ratings.

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

Any grievance related to the appraisal process can only be addressed by the Group Director's Leadership Circle. In addition to increments, where roles change, employees receive salary corrections. This is done only after the HR Department conducts an internal selection process.

Probation period is ordinarily a year for non-teaching academic staff, 6 months for technical staff and one academic year for teaching staff. During probation, the required notice period for separation is only one month. Once confirmed, the notice period is for three months. The retirement age of employees at St Mary's group of institutions is 60 years. Teaching staff continue till the end of the semester in which they attain sixty.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

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

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

Response:

St Mary's College is a completely self-financing educational institution run by the St Mary's Educational Society. The Society raises all its finances from fees and is not dependent on any grant or contributions from the government or any other source. The Society has also raised debt for infrastructure augmentation from public and private sector banks, who in turn have done due diligence on the financial health of the Society and its institutions before lending money. The institution does not collect any money without issuing a receipt. Every fee paid by a student immediately reflects on the IRP (both web and app) of the parent and the student concerned, resulting in complete transparency. The institution does not accept any donation or contributions. All expenditures are accounted and audited by the Society. While the College does have a number of scholarships for students based on stated scholarship policy, majority of the students pay for their education in entirety. All operational expenditures are met by the funds raised through fees, while part of the cost of building and new infrastructure is financed through debt from public

and private sector banks.

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

Response:

The Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalise the assurance strategies and processes of the college. Right from the process of preparation of RAR for reaccreditation for its 2nd cycle to preparation and implementation of Annual Plans, the IQAC has put in yeoman service to ensure that the quality sustenance process is enhanced from time to time. The academic year begins with the preparation of Action Plan for the institution, setting goals and bench marks in order to enhance quality. Through regular conduct of guest lectures/ workshops/ colloquiums for the staff, students and alumni on quality related themes as well as briefing them on NAAC accreditation process, the IQAC has always been the strength of the institution.It organised a National Seminar on 'Quality Initiatives in Higher Education –Exploring New Frontiers' and all the papers presented in the National Seminar in the book with ISBN. In 2014-15, the IQAC facilitated a Green Revolution Global Certification Programme (cause supported by UN Framework Convention on Climate Change) for students along with International Centre for Culture and Education. It constantly has pushed for a major increase in terms of teachers presenting and publishing papers and the numbers and quality of papers published are a testimony of the impact of IQAC in this regard. It played a key role in creating a robust feedback system for alumni, students and parents and introduced an inhouse on-line student feedback system which was used for teacher feedback. Panel discussions on quality issues were extremely productive. IQAC has also conducted various sessions by experts, for its members in order to inculcate a healthy quality consciousness among the staff. It has encouraged departments to conduct training sessions for housekeeping staff, lab programmers and even staff members to improve technical skills. It conducts periodic meetings to take stock of the quality initiatives and their implementation and has an excellent internal and external member panel to look into quality related issues. IQAC encourages teachers to focus on healthy classroom interaction in the course of teaching to foster mutual exchange of ideas. Conducting Proficiency Tests both at the beginning and the end of the Academic Year in English, Commerce and Computing has resulted in identifying areas in which students need help. It also provides teachers with the necessary inputs to help students. The AAA Cell has done a tremendous job for the past 4 years and regular audits of all stakeholders has meant that there is an efficient system in place to further enhance quality standards. IQAC encourages teachers and students to attend workshops, present papers in National and International Seminars on quality issues and conducts sessions related to quality sustenance on campus. Finally, the institution has also, through numerous processes, taken a conscious stand to not compromise on quality- a result of which, there has been a major boost in all matters related to improving quality standards.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The institution has a healthy system in place to review its teaching process. Preparation of Action Plan for the institution, setting goals and bench marks in order to enhance quality is of paramount importance to the institution and IQAC takes the lead here by making it a point to do this in the IQAC meetings. Organizing guest lectures/ seminars for the staff, students and helping in connecting with Alumni on quality related themes as well as on NAAC accreditation process is a regular feature of IQAC meetings. Organization of a National Seminar on 'Quality Initiatives in Higher Education – Exploring New Frontiers 'and publication of all the Papers presented in the National Seminar in the book with ISBN (Quality Initiatives in Higher Education –Exploring New Frontiers-ISBN- 978-93-81006- 68-9) was indeed a feather in the cap of IQAC. The key note address was delivered by Mr. Ponmudiraj, Asst. Advisor, NAAC. The delegates were drawn from different parts of the country. The Department of Commerce organized an FDP, 'Exploring New Dimensions for Enrichment of Learning' and the participants benefitted greatly. The Commerce and Science Departments too conducted successful one day National Seminars.The IQAC in all its meetings and discussions emphasises on the importance of student attendance and improvement in results. The library from time to time has been upgraded. The following journals have been added: 1. Indian Journal of Finance, 2. Indian Journal of Management, 3. Arthashastra, 4. Indian Journal of Biotechnology, and 5. A Quarterly English Studies Journal. The library has been greatly benefitted by the introduction of IRP in 2016 and a huge number of books have been added to the library as of today. Heads of Departments set the standards by attending and presenting papers in at least one National/International Seminar/Workshop and the department members also follow suit. Computer Science, English & Mass Comm Life Sciences and Electronics Labs were upgraded with the necessary equipment in the past five years. There is more scope for digital lessons and use of ICT with better facilities for the same available. Many students were part of the Swatch Bharat, Haritha Haram (Tree Plantation drive in association with Government of Telangana), Culture Sensitisation sessions for foreign students and a host of other socially beneficial programmes as well . The exchange programme with METU, Budapest- Hungary, has meant that the students and teachers have healthy exchange of ideas and this is passed on to the students on the campus.To free the campus from plastic, a campaign was launched by the Science Club and this brought about the much needed sensitisation among the students and staff and we are certainly heading towards establishing campus totally rid of plastic. Over a period the use of plastic on the campus has been reduced considerably. Some of the initiatives of the departments include conducting monthly tests (Dept of MSCs), student projects, FDP by peers for the staff and communication skills sessions for support staff (Dept. of English), staff colloquium(All Departments), Soft Skills coaching for students- 15 sessions for every class (Dept. of English), regular group discussion sessions (Dept. of Political Science).The number of Certificate and value added courses in this period has also increased. The Research Coordinator and the Research Committee play a vital role in enhancing quality standards of papers presented and published by staff and students..The college Organized Prerna –?15 with active participation of students from various college in the city. It also helped students to showcase their leadership and event management skills. One faculty member attended a UGC Refresher course conducted by Academic Staff College, Osmania

University IQAC to arrange at least two guest lectures/workshops for teachers on improving quality in academics by external experts of repute IQAC arranged a host of sessions and guest lectures in the course of the five years. To strengthen the feedback system from all stakeholders, the AAA audit team has put in tremendous efforts and the recommendations of these teams have brought in a world of good for the institution at large. Various co-curricular and extra-curricular clubs started, and effective skill enhancement occurred. The College provides all necessary infrastructure and support for research activities. Consultancy has been strengthened with the Department of English and Languages and Mass Comm and Social Sciences department taking the lead. The Counselling Cell was strengthened with two full time Counsellors being appointed. Community Service Day and adopting a centre by departments is another aspect which has been successful. Soft Skills training, Gender and Culture Sensitization sessions add to the healthy ambience on campus. Student workshops and seminars and the success of the Faculty Colloquium through which Peer Teaching and Learning Happens and in-house presentations before presenting papers in conferences is indeed a noteworthy accomplishment of the institution. An active IQAC presence on campus is indeed an integral point of the institution and the management from time to time appreciates the efforts of the IQAC.

File Description	Document
Any additional information	[View Document]()

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 5.8

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7	4	7	4	7

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document]()
Any additional information	[View Document]()
IQAC link	[View Document]()

6.5.4 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**

3.Participation in NIRF

4.ISO Certification

5.NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	[View Document](#)
Details of Quality assurance initiatives of the institution	[View Document](#)
Any additional information	[View Document](#)

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* **Post accreditation quality initiatives** *(second and subsequent cycles)*

Response:

Post accreditation, the institution has put in a lot of effort to improve quality standards. Right from the time we were reaccredited, the focus has been on encouraging as many staff to pursue their PhDs and also to present papers and publish papers in National and International Conferences/ Journals. As part of this initiative, the institution has come up with a Research policy and a a Research committee to check the quality of papers being presented and grant advice to the teachers. The committee also ensured that all papers are checked for plagiarism and the teacher presents in front of his/ her colleagues- both from within and without the department. This was ensured in order that presenters approach this process confidently- the result of this being that some papers have been awarded with best paper award and most of these papers either getting published in journals or receiving other accolades wherever presented. There is enough incentive to present papers as the institution bears all expenses related to transport, conference fee etc. The library has also been upgraded with books and journals and is automated with the IRP playing a big role. There are enough sports achievements to prove that we are doing well in this field. However, there is scope for further improvement. The number of certificate programmes and value added courses introduced is on an increase and the number of students opting for these courses too is on a high. The IQAC has done a tremendous job by conducting Proficiency Tests both at the beginning and the end of the Academic Year in English, Commerce and Computing. The present IQAC coordinator and the HOD-Science presented a joint paper on the findings of the Proficiency test result. Regular audits of all stakeholders, especially students, staff and other Academic and Administrative departments by AAA. Attending IQAC Workshops both in college and elsewhere, presenting papers in National and International Seminars on quality issues and conducting sessions related to quality sustenance on campus is an added feature. Regular interaction with

stakeholders in order to improve quality, is a very important step. Following up with management on whether the recommendations have been considered and necessary changes made is done on a regular basis . Contributing to quality of the institution through regular inputs from AAA Cell and recommending changes to be made, both in academic as well as administrative process, is also a feature that has brought in lot of positive changes. The placement cell has done a great job with the ever-increasing number of placements and internships on a rise every year. Amazon. Com has got its office on the college premises and the students gain rich experience working in the convenience of the premises. The institution has an MOU with METU Budapest, Hungary- as part of being one of the few institutions in India who have an association with Erasmus- EU. As part of this, the college benefitted greatly with 2 students and one faculty visiting METU and one faculty from Budapest visiting us on a faculty and student exchange programme. The Civil Services Study Circle and a few other initiatives of the English and Languages department are preparing the students to face the challenging future. The 'Leadership at all levels' initiative too has brought in a huge change in the way leadership is understood-both for students and teachers. Everyone takes up tasks without waiting for instructions for the betterment of the institution at large. The introduction of Colloquiums and timely feedback to the presenters directly and through IQAC too has brought about a big change.Various programmes for support staff by the Department of Languages and Department of Science has resulted in a sea change in the confidence and communication levels. The orientation programmes for both teaching and non- teaching staff conducted from time to time is also a good initiative.The IQAC impresses upon the management to improve the quality standards of the institution and all support is extended by the management, which enable one happy quality centred institution.

File Description	Document
Any additional information	[View Document](#)

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Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 18

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	1	8	3	3

File Description	Document
List of gender equity promotion programs organized by the institution	[View Document](#)

7.1.2

   1. **Institution shows gender sensitivity in providing facilities such as:**
        1. **Safety and Security**
        2. **Counselling**
        3. **Common Room**

Response:

St Mary's College campus is a secure and safe space for both boys and girls. The campus has walls on all sides with additional solar-fencing on top. The campus has three well-guarded gates and adequately manned by security staff in uniform - both men and women - who are full-time employees of the College. The College does not have any outsourced staff. All employees are hired after proper background verification and our security staff members are disciplined and well-trained.

All public spaces in the campus are under complete video surveillance with recording happening 24 hours a day. In addition to the security staff, every floor has a floor in-charge and house keeping staff who are also trained to keep an eye on suspicious movement. The College has a closed-gate system, which means that the gates close at 8:30 AM in the morning and there is no free movement for entry or exit during class hours. Every visitor has to enter the details at the gate after producing ID proof and all visitors are accompanied in by a security staff. Outsiders are not permitted to enter the campus without authorization.

In addition to every Class having a Mentor, there are two full-time trained Counsellors (women), who are post-graduates in applied psychology / clinical psychology and are certified counsellors. There is one dedicated counselling room as well. The Counsellors report directly to the Principal. The Counsellors hold

group interactions and also, take one on one sessions. There is also a dedicated email id for counsellors. In addition, for those seeking anonymous help, open google forms are kept for reaching out. In addition to the Counsellors, when students want counselling from someone outside the College for various reasons, an organization called Roshni extends their help.

While we do have a common room for girls, called Girls Waiting Room, the usage is very little. We hardly have girl students using the common room. Girls seem to use common spaces, class rooms, cafeteria and the library to wait or rest than the Girls waiting room.

Girls' washrooms are there in five areas on three floors and one of the washroom blocks have a sanitary pad dispensing unit as well. Our in-house housekeeping staff keep the washrooms and premises clean and neat. These washrooms are modern and well-maintained.

In addition to the mandatory Internal Complaints Committee, the College also has a Women Empowerment Cell headed by a senior lady teacher. The Women Empowerment Cell organizes programmes for staff and students, which are related to legal rights, gender issues, self-protection, women's health and finance.

St Mary's College is an equal opportunity employer and one can see that there is fairly equal representation for men and women at all levels of the College. The Secretary & Correspondent of the College, the Head of Administration, 2 out of 3 Heads of the Department and a majority of teaching and non-teaching staff are all women. While the number of girl students is less than a third, in the elected Executive Board of the Student Council, 4 out of 7 members including the President and two Join Secretaries are girl students.

7.1.3 Alternate Energy initiatives such as:

1. **Percentage of annual power requirement of the Institution met by the renewable energy sources**

Response: 0.54

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 1643

7.1.3.2 Total annual power requirement (in KWH)

Response: 305128

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 49.41

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)
Response: 2700

7.1.4.2 Annual lighting power requirement (in KWH)
Response: 5464

File Description	Document
Details of lighting power requirements met through LED bulbs	[View Document](#)
Any additional information	[View Document](#)

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

St Mary's College has limited waste management systems in place. Thanks to the IRP in place, a lot of processes including admissions are primarily paper-less processes, thus minimizing waste generation. The waste papers generated are shredded using professional shredding machines, which aid in recycling of paper. Very little liquid waste is generate on campus. All washrooms have health faucets, which ensure that waster is conserved. House-keeping staff are always on the rounds looking out for any washbasin taps that may be open. Being a day campus, the amount of liquid waste generated is very minimal. Since students and staff are prevented from using pendrives and floppy-disks and CDs, not much e-consumables are used on campus. All discarded equipments are handed over for recycling. Working obsolete electronics are given to charity.

The small size of the campus and its urban nature limits waste generation. All newspapers and printed material are sold for recycling. All proceedings from such sale go to the Home for the Aged maintained by the Little Sisters of the Poor in Hyderabad.

The Cafeteria is the main source of bio-waste generated on campus, but the Cafeteria has a contractual agreement with a vendor to remove bio-waste on campus for recycling. The Cafeteria is run by a private vendor.

The College encourages all its stakeholders to reduce, reuse and recycle. Within the regulatory constraints, the College eventually hopes to be a completely paperless campus.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

St Mary's College is an urban campus with less than an acre of land including built-up area and sports facilities. Within the constraints of that, the College has two rain-water harvesting pits. These water-harvesting pits hydrate the campus bore wells and thus contribute to reduced quantity of water being brought from outside. The average rainfall in Hyderabad is on the lower side and this means that in summer months, when the borewells run dry, water has to be brought on tankers for usage and consumption. This gives us added reasons to conserve water.

7.1.7 Green Practices
- **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

St Mary's College encourages its staff and students to use public transport. For this purpose, the College observes vehicle-free days on which staff and students are discouraged from bringing their own vehicles. The College is located in a place where riding bicycles to the campus is not considered safe due to heavy traffic. Hence, we are unable to encourage staff and students to do so. Only the road leading to the College from the nearest junction is pedestrian-friendly. There is very limited land and most of the campus is built on. However, within the constraints maximum green landscaping has been done with trees and plants. As mentioned before, the affiliating University expects the College to maintain a lot of physical paper records, but withing the regulatory constraints, the College has attempted to be a less-paper campus. The College would eventually like to be a completely paper-less campus.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document](#)

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 23

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7	5	5	4	2

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<u>View Document</u>
Any additional information	<u>View Document</u>

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 23

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7	5	5	4	2

File Description	Document
Any additional information	<u>View Document</u>

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: No

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	<u>View Document</u>

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	<u>View Document</u>

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	[View Document](#)
Provide link to Courses on Human Values and professional ethics on Institutional website	[View Document](#)

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 38

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	8	10	6	3

File Description	Document
List of activities conducted for promotion of universal values	[View Document](#)
Any additional information	[View Document](#)

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Our institution has always been known in the community as one which upholds and propagates national values. It always looks for opportunities to help students realise the importance of reminiscing the diversity of our great nation and leaves no stone unturned to instil the values and belief systems which have held this

nation together despite our multicultural, multilinguistic and varied religious belief systems. St Mary's is renowned for its image as an institution which stands tall when it comes to respecting the national heroes and national festivals. With a heterogenous student and staff group, comprising of people from different states, languages and countries, the institution is an ideal example of 'Unity in Diversity'- the pillar on which our nation prides itself. Our Facebook page gives a glimpse of the different activities and occasions we find to blend and celebrate our bond as a happy family. The institution also is a favourite choice for many foreign students because of this ambience. We assemble to honour our great nation during the Independence and Republic day celebrations. However, we ensure that every single day we hold on to the values and ideals of this great nation. While for staff it is a wonderful occasion to remember its heroes and celebrate these notable days, it is also a time for the students to engage in community welfare. So, if we don't see too many students in college for the flag hoisting, it is because they are celebrating these days with the lesser privileged students from government schools or ailing patients in hospitals. The NSS taking the lead here. Christmas is a time for sharing and caring and this festival united everyone on campus, just the way students prefer to come together for Diwali or Eid. The college is a microcosm of the nation itself living in unity and sharing in the festive joys of the other community. The college boasts of an extremely peaceful, harmonious and mellifluous ambience, which is the result of the efforts of the staff, students and even the support staff who stand as icons of communal harmony. Teachers Day- the birth celebrations of Dr Sarvepally Radhakrishnan- the first vice-president of India -is celebrated as Teachers day and this is one occasion were the students display their respect and love for their teachers. The Student Council takes the lead and organises various programmes for teachers and it is one occasion which teachers look forward to. The Hindi Diwas is another occasion when we come together to honour our National language and the department of Languages celebrates this day with gusto.The students join in to be part of this important day. The Telugu New Year Day is also a day which is celebrated in a grand manner. Apart from these important occasions, the college through its activity hours, celebrates the birth and death anniversaries of our National Heroes. Thus, the institution, through these endeavours, prepares its students to become responsible and respectable citizens of this great nation.

File Description	Document
Any additional information	[View Document](#)

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

St Mary's College is part of a group of institutions run by the St Mary's Educational Society, a Christian Minority Educational Society with all its finances audited and accounted. All institutions run by the Society - the Sancta Maria International School, St Mary's College and St Mary's Junior Colleges - are reputed public institutions with celebrity alumni and every small thing about these institutions are scrutinized by news media. The Society raises all its finances from fees and is not dependent on any grant or contributions from the government or any other source. The Society has also raised debt for infrastructure augmentation from public and private sector banks, who in turn have done due diligence on the financial health of the Society and its institutions before lending money.

All salaries are paid through online banking and salaries are credited into the accounts of the staff

maintained in Dena Bank (a Public Sector Bank), which has a branch on campus. The institution does not collect any money without issuing a receipt. Every fee paid by a student immediately reflects on the IRP (both web and app) of the parent and the student concerned, resulting in complete transparency. The institution does not accept any donation or contributions. All expenditures are accounted and audited by the Society.

The Academic and Administrative Audit (AAA) cell, comprising only members of the teaching staff, audits all academic and administrative processes of the College. The AAA Cell audits have considerably helped the College identify gaps in service delivery. In addition to the surveys the AAA Cell conducts, the AAA Cell also holds focus group discussions with stakeholders, especially students, once every semester. While the online teaching feedback is an anonymous process, the focus group discussions help the AAA Cell get clarity on issues raised by the students, which helps in addressing them with relative ease and accuracy. The AAA Cell submits their audited reports to the IQAC.

The College has a transparent system with well-defined processes for most academic and administrative functions, whether it is HR or Academic delivery or Placements. All employees can see their own leave records, pay slips and employment details on their IRP (web and app). Any deductions on account of excess leave or Income Tax are also clear from their pay slips which are available to them on the IRP. Similarly, for students and their parents, all their attendance entries, fee paid details, and internal marks are visible on their IRP. And, every session missed by a student is alerted to the parent by SMS as well. Any change in the Academic Calendar is reflected on the calendar displayed on the website. All policies related to the students are uploaded on a specific notice board on the first floor of the College. Before all exams, the eligibility list based on attendance is also displayed in public, thus ensuring complete transparency for all stakeholders.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice I

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

2. *Goal*: St. Mary's College, and its parent body, the St. Mary's Educational Society, aim to foster the highest standards in students' holistic development. The College wants to create global citizens rooted in Indian ethos. This is also aligned with our focus on student experience and comprehensive learning.

3. *The Context*: To prepare students to be part of the international community, the college celebrates a host of international days with an array of cultural, social and diverse themes. This is to enable our students to experience and understand the world community better and appreciate the diversity that exists in the world. The world outside campus is increasingly multi-cultural and it is important that students are equipped to live and work in a competitive and multicultural world.

4. *The Practice:* While planning for the following semesters, Principal's Leadership Circle, comprising all

Heads of the Department, identify around 8 international days to be celebrated on campus, to promote cultural, social and global ambience in the institution and list them to be celebrated by departments as their initiative. The Department of English and Languages have celebrated the 'Bastille Day' and 'International Mother Language Day' in the last few years. The Department of Commerce has celebrated the 'International Day for the Girl Child' and the 'International Day of Happiness' in two different years. The Counselling Cell celebrates 'Suicide Prevention Day' and the Gratitude Week. The Department of Management has celebrated the 'World Food Day'. The Foreign Students Cell organised the 'International Students' Day', which was a celebration of the culture and history of all nations represented by students on St Mary's College campus. Men staff and the Staff Association organise the 'International Womens Day' every year. 'The World Statistics Day' was celebrated by The Department of Sciences. Each of these occasions result in the institution being decked up in varied hues, festive atmosphere and lot of fun element on each of these occasions. These days are a sight to behold and the media coverage of many of these events is a clear indicator of the impact it had on the students, teachers and also the society at large. On some of these days, not just the departments, but even student clubs aligned their events to observe the spirit of the day. Often, students would come up with self-decided dress codes and would event put up food stalls which serve food that fits the theme of the day.

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

6. *Problems Encountered and Resources Required:* Managing the crowd on some of these days was not very easy, but the departments used the student volunteers who showed tremendous organization skills. Minor hurdles which existed were overcome by the enthusiasm of the participants. All in all, these international days created a positive atmosphere in the college and the resultant congeniality and camaraderie among students was a sight to behold.

Best Practice II

1. *Title of the Practice:* Staff Colloquia

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

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

4. *The Practice*: Each Department gets its turn by rotation and the Colloquium dates are included in the Academic Calendar. Staff members from a department who is keen on presenting their ideas approach the Head of the Department, weeks in advance of their department's turn. The HoDs give chance to all their faculty members who show interest. The HOD discusses the proposal presented with the teacher who is keen on presenting a topic, and works with him or her in customising it to the broader audience. The HOD initiates the colloquium session by introducing the speaker and the topic, followed by the actual

presentation and talk. The practice involves a healthy exchange of ideas, followed by questions and suggestions in the question-answer session. The presentation itself spans between 30 to 45 minutes followed by the Q&A session subsequent to which the IQAC takes a feedback of the session. The feedback is analysed and results sent to the presenter by email. This helps the presenter also work on ideas enabling him or her to develop them further for research or publication.

5. *Evidence of Success*: Evidence of success of this practice is gauged by the healthy interaction which occurs both during, after and beyond the date of presentation as well. There are professional disagreements too across departmental boundaries and this augurs well for the knowledge community which sometimes is starved of this aspect, especially in undergraduate colleges. Despite the busy schedules of teachers caught up in academic activities, club activities and other mentoring and research roles, most teachers make it a point to attend Colloquia sessions. Often, discussions continue in the cafeteria or in the staff dining room, where teachers continue to interact. The impact of this on the ambience is more than subtle and a culture of open exchange of ideas and thoughts benefit the teacher and the taught, auguring well for the College.

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

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

St Mary's College is an undergraduate college, run by a Christian Minority Educational Society, with a vision to be an institution globally acclaimed for comprehensive education and exceptional student experience. There are three distinct areas to our vision, priority and thrust and they are globalization, holistic education and ensuring memorable student experience. Everything the College attempts to do is in keeping with these three thrust areas. We believe that our students are 'Made In Mary's, Made for the World'. Our global perspective is what makes the College do everything to create a pipeline of leadership for the world. Although we are a young institution with just about 17 years of history, many of our alumni are already leaders in their field, whether it is Sania Mirza (Tennis), Aruna Budda Reddy (Gymnastics), Naina Jaiswal (Table Tennis), Stephen Paul Kilari (Skating) and Ashwini Ponnappa (Badminton), Naga Chaitanya, Ram Charan Teja, Sai Dharam Tej and Swati Reddy (Films), Arun Daniel (Social Service), Sunny Khandelwal (Celebrity MC and entrepreneur), Harini Prabhu and Rajive Dhawan (Business Founders). We continue to attract students who are national and international sportspersons and actors, which confirms that our focus on holistic education, education beyond text books and tests, are appreciated by talented students.

St Mary's College is one among the very few undergraduate colleges in the country where a course handout

system exists. A student missing a particular session because he is participating in a tournament or a film shooting knows exactly what s/he has missed because of the Course Handout. Students find it easier to take specific help when they know what exactly has been missed.

St Mary's College has also introduced activity hours into its time table, which is again a rare initiative. This again is focused on learning by doing and that is something which enhances learning outcomes and knowledge retention while improving student experience. Activity hours being student-led also contribute to our focus on leadership development. Clearly, this is yet another initiative which is in line with our vision, priority and thrust.

Student activities led by the various student clubs are also about holistic learning, leadership development and student experience. Our students go out as all-rounders and many of our parents are amazed by their children's personality development during their three years at College. Student leadership thrives not only because the College encourages students to be exercise leadership, but also because the College seems to be attracting students with immense leadership potential. This results in a virtuous cycle that continues to produce leaders in their fields.

Amazon created the first ever Work From University (WFU) option outside of the United States in St Mary's College. The College partnered with Amazon to provide work opportunities for students post class-hours from within the campus. Amazon's supervisory team travelled to the campus instead of our students travelling to Amazon's premises. We have successfully completed two years of WFU with Amazon and now, Amazon is attempting to replicate this concept in other colleges. St Mary's College, with its focus on holistic education and student experience and global perspective was an ideal partner for a global giant like Amazon. The proof of our success is that not only are talented youngsters choosing to study at St Mary's College, but also that companies like Amazon have approached us before anyone else. A further validation is the fact that the US Government has chosen our students now three years in a row for SUSI exchange, which sees maximum 10 students a year from across the country or that a University like the Budapest Metropolitan University, Hungary, has tied up with us for a joint Erasmus+ International Credit Mobility programme when we are not even an autonomous college.

Many of our students eventually go for higher studies abroad or join their family business or plunge into a field that they are passionate about. But, almost all of them rise through the ranks quite fast. This is the greatest confirmation for the College that our vision, priority and thrust are in the right areas. A second confirmation comes in the form of talented and allrounded students seeking us out.

While the number of foreign students to Hyderabad are dropping because of increased constraints related to student movement and other economic and political factors, even as a very young college, St Mary's College attracted students from various parts of the world. Today, due to unpredictable nature of Osmania University's academic calendar, this number is getting affected, but as a College and in spite of the College being a stickler for rules, foreign students continue to show interest in studying here due to our focus on global perspectives, comprehensive education and student experience.

The proof is in the outcome and we believe that the outcomes are reassuring. The College's aspirations are global and our vision is not limited. With adequate regulatory support, the College will achive its vision of global acclaim.

5. CONCLUSION

Additional Information :

- Amazon created the first ever Work From University (WFU) option outside of the United States in St Mary's College.
- Our students have been selected for SUSI exchanges by the US Department of State now three years in a row, when the total number of students from India per year has not been more than 10
- As part of an Erasmus+ International Credit Mobility programme funded by the European Union, our Mass Communication faculty members and students have been on an exchange to Budapest and we have had a visiting faculty member from Hungary in return.

Concluding Remarks :

St Mary's College is a co-educational undergraduate college, run by a Christian Minority Educational Society, now in its seventeenth year and seeking its NAAC third-cycle re-accreditation. The College's vision is to be an institution globally acclaimed for comprehensive education and exceptional student experience. Everything the College attempts to do is in keeping with its thrust on holistic education with a global perspective while ensuring a memorable student experience. Our list of star alumni is quite impressive for a young institution and the College continues to attract students who are national and international sportspersons and actors, which confirms that our focus on education that goes way beyond text books and tests, are appreciated by many.

St Mary's College is one among the very few undergraduate affiliated colleges in the country where a course handout system exists. The College has also introduced activity hours into its time table, which is again a rare initiative for an affiliated College. Student activities led by the various student clubs are also at the centre of the college's philosophy of education, and not done as an afterthought. Peer learning is a strong factor in a vibrant campus as that of St Mary's College.

Our students go out as all-rounders and personality development is a key outcome of a student's three years at College. Student leadership thrives not only because the College encourages students to exercise leadership, but also because the College attracts students with immense leadership potential. This results in a virtuous cycle that continues to produce leaders in their fields.

Many of our students eventually go for higher studies abroad or join their family business or plunge into a field that they are passionate about. The proof of our success is in the outcomes and we believe that the outcomes so far are reassuring. We continue to be committed to providing quality inputs, but our focus now is on minimising service failures and in ensuring quality outcomes as well. The College's aspirations are global and with adequate regulatory support, we are confident that the College will achieve its vision of global acclaim.