YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution   St. Ann's College for Women

- Name of the Head of the institution   Dr.Sr. Prema Kumari

- Designation   Principal

- Does the institution function from its own   Yes
  campus?

- Phone no./Alternate phone no.   9121964483

- Mobile No: 9441838484

- Registered e-mail   stannscollegevsp@gmail.com

- Alternate e-mail   premajsas@gmail.com

- Address   St Ann's College for Women
                                                 Malkapuram

- City/Town   Visakhapatnam

- State/UT   Andhra Pradesh

- Pin Code   530011

2.Institutional status

- Affiliated / Constitution Colleges   Affiliated

- Type of Institution   Women

- Location   Semi-Urban

- Financial Status **Self-financing**

- Name of the Affiliating University **Andhra University**

- Name of the IQAC Coordinator **R.Lavanya**

- Phone No. **7702834256**

- Alternate phone No. **9182450513**

- Mobile **7702834256**

- IQAC e-mail address **iqacstanns91@gmail.com**

- Alternate e-mail address **stannscollegevsp@gmail.com**

3.Website address (Web link of the AQAR (Previous Academic Year) https://stannscollegevizag.org/

4.Whether Academic Calendar prepared during the year? **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: https://stannscollegevizag.org/2023-2024/

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**3.02**	**2021-2022**	**25/01/2022**	**24/01/2027**

6.Date of Establishment of IQAC **02/06/2018**

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

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

8.Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File]

9.No. of IQAC meetings held during the year   3

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?   **Yes**

- If No, please upload the minutes of the meeting(s) and Action Taken Report   No File Uploaded

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?   **No**

- If yes, mention the amount

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

Autonomous Status

Implementation of NEP and 4-Year Honours Degree Program

Infrastructure Development and Resource Upgrades

Digital Integration and ICT Facilities

Placements and Skill Development Programs, CRT Training Programs for Students

FDPs and International Conference

Student Research Programs and Publications

Patent Publications, designs and chief editors of textbook under Intellectual property rights of India

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Implementation of NEP and 4-Year Honours Degree Program	The IQAC played a crucial role in implementing the National Education Policy (NEP) by introducing the 4-year honours programs with major and minor specializations. An orientation session for students and parents was organized in June 2023, featuring guidance from the Principal and faculty to address queries and clarify the new structure. This initiative enhanced academic rigor, provided flexibility in curriculum design, and aligned the institution with national education reforms.
Autonomous Status	With autonomous status granted on April 24, 2024, the institution can design new curricula and evaluation methods, improving academic quality and student employability.
Digital Integration and ICT Facilities	Recognizing the need for technology-enhanced learning, IQAC mandated weekly digital classes for staff, promoting the use of diverse teaching tools like webinars, PPTs, and quizzes. Faculty participation and progress were monitored through a centralized register. This initiative improved staff proficiency with technology, increased student engagement, and ensured the integration of innovative digital pedagogies into everyday teaching.
Environmental and Sustainability Initiatives	IQAC spearheaded various green initiatives, including planting 50 trees, transitioning to LED

	bulbs and solar streetlights, and promoting eco-friendly practices like using steel bottles and reducing plastic on campus. These efforts reduced the institution's carbon footprint, fostered environmental consciousness among students and staff, and promoted sustainability as a core value of the institution.
Placements and Skill Development Programs	The IQAC emphasized enhancing student employability through skill development and placement programs. Short-term internships were evaluated through viva sessions, ensuring practical learning outcomes for students. Additionally, add-on courses like Taekwondo and Zumba were introduced to promote holistic development. Placement drives and industry collaborations were strengthened to improve student placement rates and career opportunities.
AQAR	Provided insights for institutional improvement
Alumnae Activity	Enhanced alumnae involvement in community service
Hindi Diwas	Fostered pride in linguistic and cultural diversity
Extension Activities	Empowered volunteers with life-saving skills and encouraged community engagement.
Field Visits	Provided practical exposure and industry insights.
Seminars	Raised awareness on important societal values and issues
NCC Activities	Enhanced leadership and team-building skills among cadets

Workshop	Expanded student knowledge in bioinformatics
Sports Meet	Encouraged sportsmanship and physical fitness
Staff and Student Achievements	Boosted institutional and individual recognition
Parent-Teacher Meeting	Strengthened communication and supported student development.
Extension Activities for Sustainability	Promoted environmental conservation and health awareness.
Campus Beautification – Entrance Enhancement	A fence was installed, and new plants were planted at the entrance to enhance its aesthetic appeal.
Appointment of Academic Administrator	Mrs. P. Jayasri was appointed as Academic Administrator to oversee staff, students, and academic activities
Yoga and Wellness Programs	Organized Yoga and Art of Living sessions on International Yoga Day and other significant occasions.
Additions to Add-on Courses	Taekwondo and Zumba courses were introduced from June 2023
Observation of National and International Days	Departments organized activities to highlight the importance and message of each significant day.
Marathons and Walkathons	Staff and students participated in Marathons, Walkathons, and Pinkathons organized by the Indian Navy, Bisleri, Saree Handlooms, and local hospitals for causes like breast cancer awareness on Beach Road.
Health Camps	Conducted blood grouping, eye check-ups, and dental camps for the welfare of staff and

	students.
Academic Bank of Credit (ABC)	Andhra University granted permission to create individual Academic Bank of Credit accounts for all students, allowing them to store marks and earn credits via self-learning.
New Courses	New courses, BCA and BA in Political Science, were introduced and have been implemented from the Academic Year 2023-24.
Resource Centre	The resource centre cabin was successfully set up, Ms. Kirti Lewis has C appointed to oversee the operations of the resource centre.
Digital Classes	The initiative ensured regular integration of digital teaching methods, improving faculty proficiency with technology and enhancing student engagement through diverse digital tools.
Publication Support	This initiative inspired faculty like Dr. Ch. Prashanti, Dr. Adiseshu, and Mrs. Jayasri to engage in research, boosting academic contributions and professional growth.
Interdisciplinary Activities	The initiatives enhanced learning, fostered innovation, improved employability, and strengthened institutional visibility and community impact.
Fostering Staff Authorship and Editorial Excellence	Enhanced academic contributions, improved professional visibility, and a culture of intellectual leadership within the institution.
Earn while you learn	This initiative has enabled students to balance academics

	and work, fostering financial independence and practical exposure.
Fostering a Culture of Student Publication and Authorship	This initiative has enhanced students' writing skills and has increased their chances of successful publication.
Learning Opportunities Through Summer Classes	These courses will enhance skills, support personal and professional growth, and strengthen community engagement and reputation.
Green Initiatives	These initiatives fostered environmental sustainability, reduced the campus carbon footprint, and promoted eco-consciousness among students, staff, and the community.
Departmental Webinars	Webinars fostered collaboration, enhanced staff digital skills, and provided valuable learning opportunities through participant feedback.
Hostel Up-gradation	The upgraded hostel has provided better living facilities, enhancing student comfort and satisfaction.
Purchase of Lab Equpments	The upgraded lab facilities have enhanced hands-on learning, deepen student understanding of theoretical concepts, and support faculty in delivering effective, interactive lessons.
Infrastructure Development and Resource Upgrades	IQAC contributed significantly to campus development by overseeing infrastructure upgrades, including constructing an additional floor above St. Ann's Auditorium and setting up a dedicated examination cell. A resource centre was established

	on the auditorium's ground floor to support research and collaborative learning. These upgrades improved academic facilities, streamlined examination processes, and fostered a conducive environment for research and student engagement.
Enrollment in PhDs	3/4th of the staff are enrolled for Doctorates
Mini Research Projects	Improved critical thinking, problem-solving, and decision-making abilities.
Faculty Exchange and Student Exchange Program	Developed adaptability and the ability to work in multicultural environments.
Innovation and Incubation	Facilitated the establishment of start-ups by providing mentorship, funding, and resources.

13.Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name	Date of meeting(s)
Governing Body of the college management	10/07/2024

14.Whether institutional data submitted to AISHE

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Data of the Institution	
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• Name of the Head of the institution	**Dr.Sr. Prema Kumari**
• Designation	**Principal**
• Does the institution function from its own campus?	**Yes**
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Name	Date of meeting(s)
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14.Whether institutional data submitted to AISHE

Year	Date of Submission
2023-2024	**21/01/2025**

15.Multidisciplinary / interdisciplinary

Multidisciplinary education is a framework designed to develop a broad range of competencies in students, including intellectual, aesthetic, social, physical, emotional, and moral skills. It integrates formal and informal learning, enhancing teaching, research, and community involvement while promoting cross-disciplinary perspectives. A key aspect of this model is the requirement for students to choose one "Add-on" course each year, completing three by graduation. These courses enhance knowledge and skills, improving career prospects. Upon completion, students receive certificates that strengthen their academic credentials and employability. The institution emphasizes critical thinking, effective communication, and ICT proficiency to deepen subject understanding. Special focus is placed on STEM education (Science, Technology, Engineering, and Mathematics), ensuring students gain foundational knowledge across disciplines to meet the demands of a changing job market. Experiential learning is promoted through internships, field trips, and community service initiatives like the STAND program, NSS, the Red Ribbon Club, and Unnat Bharat Abhiyan (UBA). These experiences foster social responsibility, encouraging students to support underprivileged communities and address healthcare issues, participate in clean and green projects, beach clean-ups, free bag days, blood donation campaigns, medical camps, and educational seminars. Projects like Service Learning promote social responsibility by involving students in outreach initiatives, such as visits to orphanages and elderly care facilities. Environmental science is also mandatory to promote ecological responsibility Promoting innovative thinking and awareness of societal challenges is a priority for the institution prioritizes fostering innovative thinking and raising awareness of societal challenges. To support personal growth, it offers programs on personality development, character building, and life skills through workshops, seminars, and conferences. These initiatives aim to shape responsible, ethically minded citizens and raise awareness on social issues like women's empowerment, health and hygiene, anti- ragging, and grievance redressal. Topics such as health and hygiene, anti-plastic campaigns, environmental advocacy, anti-corruption measures, dowry systems, and sexual harassment are examined to equip students with the knowledge and skills necessary to confront these concerns. Moral science is also a mandatory one-

hour weekly session to reinforce core ethical values. The affiliated university enriches its undergraduate curriculum by offering a multidisciplinary approach. Students can choose from a range of courses in fundamental, skill development, and life skills areas beyond their main disciplines. Additionally, certificate courses in Banking, Plant Nursery Development, and other fields are available. To prepare students for global competencies and foster research capabilities, the curriculum encompasses Humanities, Management, Basic Sciences, Professional Core subjects, electives, and employability- enhancement courses. Approximately 25% of credits are allocated to Humanities and Basic Sciences, alongside mandatory courses, allowing for a flexible curriculum that supports students' career development. Moreover, life skills training, credit-based value-added courses, and mentorship opportunities through internships and projects enhance both technical skills and professional readiness. Lastly, Faculty Development Programs and Conferences, Webinars / Seminars, workshops, symposia, field trips, training, internships, and educational tours are organized to ensure continuous growth for faculty and students alike. These sessions focus on curriculum diversity, advanced technology, creative teaching methods, and critical thinking skills, equipping all participants to thrive in an ever-evolving educational landscape.

16.Academic bank of credits (ABC):

The Academic Bank of Credit (ABC) is a digital platform that securely stores and manages students' academic credits, allowing for easy transfer across institutions. Students can now store their credentials in Digilocker accounts, ensuring authenticity and providing anytime, anywhere access to certificates and mark sheets. The institution is aligned with the NEP guidelines, implementing SWAYAM and MOOC online courses. Students can earn credits through national schemes provided by these platforms. As Andhra University is a state government university, it must grant permission for the ABC registration, but in the meantime, the university offers online SWAYAM courses for B. Com students, where they can enroll and earn credit scores and certificates. St. Ann's College follows the choice-based credit system introduced by the university and has developed a systematic credit scoring system. The institution also tracks students' performance in internal assessments, practicals, theory exams, projects, and other evaluations, which are published on the university's website (www.aucoeonline.com). The college has established collaborations with other state higher education institutions (HEIs) in India, signing MOUs with institutions like

DD University, New Delhi, and Holy Spirit College, Tamil Nadu. These collaborations facilitate academic exchanges and joint initiatives. Faculty members design annual plans, lesson plans, projects, and assignments by the syllabus, based on prescribed textbooks and reference materials. The faculty encourages students to use reference books, e- libraries, and hands-on experiences to enrich their learning, employing student-centric pedagogical methods. In response to the NEP, the college also promotes students' research projects, paper publications, internships, and field trips. It aims to establish Memorandums of Understanding (MOUs) with various educational institutions to provide students with opportunities to earn supplementary credits through a range of co-curricular and extracurricular activities, such as the National Service Scheme (NSS), National Cadet Corps (NCC), sports, and value-added courses. The college will also design its academic programs with careful attention to the allocation of credits, ensuring that each component of the program is aligned with the desired learning outcomes. This flexible credit system will allow students to complete courses based on their individual needs and schedules, with the curriculum continuously refined to ensure maximum adaptability. The ABC system will align with the National Assessment and Accreditation Council (NAAC)'s emphasis on lifelong learning, thus contributing to the college's efforts to improve institutional accreditation by catering to the diverse learning needs of students. A key advantage of the ABC system is credit portability, enabling students to complete degrees across institutions without repeating courses, reducing education costs, and enhancing mobility both within India and internationally. It also allows students to pursue multiple courses or programs simultaneously, providing a richer academic experience. In the long term, the system fosters lifelong learning, enabling students to use credits toward certificates, diplomas, or degrees and access diverse academic resources. Ultimately, the ABC system will transform higher education by offering unprecedented flexibility, enhancing student mobility, and supporting the ongoing advancement and accessibility of education in India.

17.Skill development:

St. Ann's College for Women offers a comprehensive skill development approach, combining technical, creative, and soft skills training. Its internship programs include Community Service Projects, and mandatory eight-week programs at the end of the fourth, and 3-month industrial internship in the sixth semester. These projects promote ethical values, empathy,

teamwork, and social responsibility. The second type, Skill-Based Internships, available in virtual and physical formats, focuses on fields like Data Analytics, Cyber Security, AWS Cloud, and Robotics. These internships, in collaboration with various industries, provide hands-on experience, enhancing students' technical skills, and employability, and preparing them for successful careers in the evolving job market. St. Ann's is registered with the Andhra Pradesh State Skill Development Corporation (APSSDC), offering a wide range of online, certified skill-based courses. These courses help students build confidence and prepare for job interviews and professional work environments. Additionally, the college provides campus recruitment training, including sessions on aptitude, resume writing, group discussions, verbal ability, and personal interviews. This training, delivered in partnership with organizations like IBM and Nandi Foundation, is designed to develop the global competencies necessary to succeed in competitive job markets. The college offers a variety of capacity-building and skill-inculcation programs under the guidance of the Placement and Career Counseling Cell. Collaborations with institutions such as Anudip Foundation and Bajaj Finance provide students with access to specialized training. Furthermore, St. Ann's College offers several value-added courses in areas such as Photoshop, Fashion Design, Beautician training, Arts and Crafts, and Classical Dance, available in both online and offline formats. These courses equip students with practical, hands-on skills that complement their academic learning. Additionally, departmental activities such as organic farming, candle making, dyeing clothes, and creating natural lip balms encourage creativity and problem-solving. The institution strongly emphasizes experiential learning through various initiatives like internships, fieldwork, industrial visits, and project-based assignments. These activities enable students to apply theoretical knowledge in real-world contexts, fostering critical thinking and problem-solving abilities. To further enrich students' learning experiences, the college organizes workshops, seminars, webinars, and conferences, keeping students updated on industry trends and enhancing their skills. In addition to academic and technical skills, St. Ann's College focuses on holistic development. Through participation in activities organized by the NSS, NCC, Student Council, and various committees, students develop leadership, organizational, and teamwork skills. The college also celebrates important days, conducts moral instruction classes, and encourages participation in college fests and external competitions. These activities contribute to personal growth, character building, and

confidence. St. Ann's provides state-of-the-art lab facilities and invests in continuous faculty development to equip students with industry-relevant skills. Through internships, industry collaborations, capacity-building programs, and holistic development, the college ensures students are academically proficient, professionally capable, and socially responsible, preparing them to succeed in a rapidly changing job market.

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

At St. Ann's College for Women, Visakhapatnam, the integration of Indian Knowledge Systems (IKS) is thoughtfully embedded into academic and extracurricular activities to align with the National Education Policy (NEP) 2020's emphasis on promoting cultural heritage and teaching in Indian languages. The institution recognizes the importance of preserving and celebrating India's rich cultural legacy while fostering holistic education. Teaching in Indian Languages The college ensures inclusivity by offering selected courses and support systems in regional languages, particularly Telugu, to enable better comprehension for students who are more comfortable in their mother tongue. Additionally, faculty members use bilingual teaching methods where necessary, ensuring that concepts are understood without language barriers. This approach caters to diverse student backgrounds and enhances learning outcomes. Telugu language and literature courses are offered to deepen students' understanding of regional linguistic heritage, fostering appreciation for local culture. Promoting Indian Culture Cultural education is an integral part of the college's curriculum and extracurricular activities. Courses on Indian philosophy, ethics, and history are incorporated into the humanities and social sciences curriculum. The college also organizes seminars, workshops, and cultural events to highlight India's traditional art forms, classical music, and dance. Festivals like Sankranti, Diwali, and Ugadi are celebrated on campus, giving students a platform to connect with their cultural roots while promoting unity and diversity. Using Online Courses Leveraging technology, the college encourages students to enroll in online courses that focus on Indian Knowledge Systems. Platforms like SWAYAM and NPTEL offer courses on Vedic mathematics, Indian philosophy, Ayurveda, and more, which the college promotes as part of its academic enrichment programs. Technical support and guidance are provided to ensure students can access these resources effectively. Faculty members also integrate relevant IKS concepts into existing courses to provide

a multidisciplinary learning experience. By seamlessly blending Indian Knowledge Systems with modern pedagogy, St. Ann's College for Women not only preserves and promotes India's rich heritage but also nurtures culturally aware and globally competent individuals. The integration of IKS ensures that students develop a profound respect for Indian traditions while being well-equipped to meet the demands of a rapidly changing world.

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

At St. Ann's, curriculum design is outcome-driven, with every course contributing to the broader POs and PEOs. The curriculum undergoes regular updates in consultation with faculty, students, alumni, and industry experts to incorporate emerging fields and align with evolving professional standards. Teaching practices are highly student-centric, employing ICT-enabled tools like Learning Management Systems (Moodle and Google Classroom), experiential learning through virtual labs, internships, and industry visits, and project-based learning activities to engage students effectively. Continuous assessment and evaluation at the college are tailored to measure the attainment of course and program outcomes. Tools such as rubrics for assignments and projects, direct assessments like tests and exams, and indirect methods such as surveys and feedback ensure comprehensive evaluation. Analytics are also used to monitor student performance and enhance learning strategies. Skill development and employability receive special emphasis, with vocational training integrated into programs and collaborations with industries facilitating internships, projects, and certifications making students industry-ready. Research and innovation are integral to the academic framework at St. Ann's. Research components embedded in the curriculum foster critical thinking and problem-solving, while multidisciplinary projects encourage students to address real-world challenges. Feedback mechanisms from students, alumni, employers, and external evaluators play a crucial role in refining POs and COs, ensuring continuous improvement. St. Ann's College meticulously documents its OBE practices in alignment with NAAC's criteria, such as Curricular Aspects, Teaching-Learning & Evaluation, and Student Support. This ensures that the institution not only meets but exceeds quality standards. Through OBE, St. Ann's promotes a learner-centric environment, enhances employability and entrepreneurial skills, establishes a robust framework for tracking educational outcomes, and strengthens its position as a nationally and internationally recognized institution of excellence.

20.Distance education/online education:

St. Ann's College is at the forefront of Online Education and Distance Learning (ODL), offering students a seamless and enriching learning experience. Situated amidst thriving industries and abundant job opportunities, the college is well-equipped to blend education with career readiness. The institution offers a diverse range of vocational courses, including Art and Craft, Beautician Training, Fashion Technology, Music, Classical Dance, Yoga, and Karate. These programs provide students with practical skills and employability in various fields. The COVID-19 pandemic marked a significant shift, facilitating the adoption of blended learning methods. Both faculty and students have become adept at leveraging technology to enhance the learning process, ensuring education remains uninterrupted and effective. The college actively encourages participation in E-certified courses, to help students gain additional qualifications and industry-relevant skills. This initiative empowers students to stay competitive in the evolving job market. To further academic engagement, St. Ann's College organizes webinars, seminars, and delivers knowledge through YouTube videos, snapshot videos, and interactive online education quizzes. These tools enhance conceptual understanding and cater to various learning styles. Through platforms like Google Classroom, students attend live sessions and access recorded lectures, enabling them to learn at their own pace. This blended approach ensures flexibility, personalized learning, and greater student-teacher interaction. The institution emphasizes practical exposure through virtual internships in collaboration with industry partners. These internships provide real-world experience, bridging the gap between academics and professional requirements. College takes pride in its digital library, offering access to a wide range of research material and academic resources. Students engage in writing research papers using secondary data, browsing credible sources to enhance their analytical and authorship skills. Projects, authorship, and research initiatives are integral to the academic environment. Students are encouraged to explore topics deeply, fostering a culture of critical thinking and knowledge dissemination. In conclusion, St. Ann's College has successfully embraced technology and innovation to provide holistic Online Education and Distance Learning. By integrating vocational training, digital tools, and research opportunities, the institution empowers students to excel academically and professionally in a rapidly changing world.

Extended Profile

1.Programme	
1.1 Number of courses offered by the institution across all programs during the year	**217**

File Description	Documents
Data Template	<u>View File</u>

2.Student	
2.1 Number of students during the year	**730**

File Description	Documents
Data Template	<u>View File</u>

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	**253**

File Description	Documents
Data Template	<u>View File</u>

2.3 Number of outgoing/ final year students during the year	**236**

File Description	Documents
Data Template	<u>View File</u>

3.Academic	
3.1 Number of full time teachers during the year	**38**

File Description	Documents
Data Template	<u>View File</u>

3.2	**5**

Number of Sanctioned posts during the year	

File Description	Documents
Data Template	View File

4.Institution	
4.1 Total number of Classrooms and Seminar halls	**33**
4.2 Total expenditure excluding salary during the year (INR in lakhs)	**153.13**
4.3 Total number of computers on campus for academic purposes	**173**

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The college emphasizes meticulous planning and adherence to the syllabus, guided by the principle that "well begun is half done." Aligned with Andhra University standards, this approach ensures student success. The Local Education Council and Internal Quality Assurance Cell (IQAC) oversee curriculum planning and execution, crafting strategies for effective delivery. The college calendar is synchronized with the university's academic calendar, marking key dates for examinations, cultural events, and extracurricular activities that support academic goals.

Faculty workload is efficiently managed by the Timetable Committee, which designs a master schedule. Departments prepare annual action plans outlining curricular and extracurricular initiatives, with faculty responsibilities assigned during initial semester meetings. Teachers maintain a Diary to track course plans, attendance, and progress, subject to regular reviews by the Academic Administrator and Principal to ensure compliance with academic standards.

To address varied student needs, the college offers remedial

classes and advanced learning opportunities through specialized projects. Active learning is encouraged via lectures, collaborative projects, seminars, and workshops, supplemented by resources like G-Suite and the library. Continuous assessments and mentoring programs bolster skill development. Regular feedback from stakeholders, reviewed by the IQAC, drives ongoing improvement in the quality of education provided.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://stannscollegevizag.org/wp-content/uploads/2024/12/1.1.1_compressed_compressed.pdf

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

At the beginning of each semester, the University provides an academic calendar for all programs, specifying key dates such as class commencement and conclusion, internship schedules, and semester examinations. St. Ann's strictly aligns its academic activities, including the Continuous Internal Evaluation (CIE), with this calendar.

On the first day of the academic year, students receive an institute-level calendar, followed by departmental calendars. These calendars detail working days, holidays, CIE schedules, and major program timelines. Departments also incorporate additional activities like guest lectures, workshops, and industrial visits.

These academic calendars enable faculty to strategically plan course delivery and co-curricular activities. Department heads ensure syllabus completion adheres to individual lesson plans. Core components of the CIE include internal assessments, assignments, quizzes, and seminars. The Examination Committee manages internal assessment timetables and communicates reminders to students and faculty.

Semester examinations under CIE I and II carry respective weightages of 25 and 75 marks. Practical exams, lab assessments, project work, and internship evaluations are also conducted. Value-added courses offer separate exams and completion certificates. The Principal oversees semester progress in Academic Committee

meetings, ensuring flexibility in the academic calendar to accommodate unforeseen circumstances or university modifications. This approach ensures timely and effective curriculum delivery.

File Description	Documents
Upload relevant supporting documents	View File
Link for Additional information	https://stannscollegevizag.org/wp-content/uploads/2024/12/1.1.2.pdf

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

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

1.2 - Academic Flexibility

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

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

17

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

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

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

34

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

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

730

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

730

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

1.3 - Curriculum Enrichment

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

The institution delivers a holistic education by integrating key social issues into its curriculum, focusing on Professional

Ethics, Gender Awareness, Human Values, and Environmental Sustainability. Modules such as Professional Ethics, Leadership, Social Work, Environmental Education, Man and Society, and Hospitality enrich students' understanding of these areas across semesters. Programs like mentoring on women's empowerment and sustainable development, community engagement by NSS, value-oriented activities by committees, weekly moral instruction, Talentease, soft skills training, and Monday assembly speeches nurture students' ethical and social consciousness.

Seminars by industry experts, thematic performances during events like Peacock Day and SAS Week, and initiatives such as the Flood Relief Fund, service visits, STAND, and Charity Drive emphasize fundamental values.

Environmental education is prioritized through initiatives like a birdcage, clean campus campaigns, organic composting, a medicinal garden, and efforts to maintain a plastic-free and vehicle-free zone. Projects promoting waste reduction, energy efficiency, water conservation, and adherence to green building standards further highlight sustainability. Advanced initiatives, including sensor-based lamps and rainwater harvesting, exemplify innovation. These efforts equip students with the knowledge and drive to become proactive agents of societal and environmental change.

File Description	Documents
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	View File

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

46

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	View File
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

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

730

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

A. All of the above

File Description	Documents
URL for stakeholder feedback report	View File
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View File
Any additional information(Upload)	View File

1.4.2 - Feedback process of the Institution may be classified as follows

A. Feedback collected, analyzed and action taken and feedback available on website

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://stannscollegevizag.org/wp-content/uploads/2024/12/1.4.2.pdf

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

490

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

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

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

253

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

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

At St. Ann's College, student learning levels are assessed through formative and summative methods. Formative assessments, such as quizzes, assignments, and participation, monitor ongoing progress. Summative assessments, including exams, projects, and presentations, evaluate overall understanding. Diagnostic tests identify prior knowledge, while peer and self- assessments, along with faculty feedback, support comprehensive evaluation. Assessment of Learning Levels. Each faculty keeps a register detailing support for advanced and slow learners. Strategies for Advanced learners: 1. Enrichment programs: Provide additional challenges, such as advanced coursework, research projects or academic competitions. 2. Accelerated learning: Allow students to complete coursework at an accelerated pace or skip grades. 3. Mentorship: Pair students with teachers, professionals or peers for guidance and support. 4. Special interest groups: Offer clubs or workshops focused on specific subjects (e.g., robotics, coding). 5. External programs: Collaborate with external organizations offering programs for gifted students. 6. Leadership Roles: Involving students in peer mentoring, student organizations and leadership activities. Slow Learners 1. Personalized learning plans: Tailor instruction to individual learning styles and needs. 2. Additional support classes: Provide extra instruction outside regular classes. 3. Learning strategies training: Teach organizational, time management and study skills. 4. Counselling: Offer emotional support and confidence-building measures. Implementation strategies include regular assessments to track progress, teacher training for diverse needs, collaborative parent- teacher communication, flexible curriculum adaptation, and appropriate resource allocation.

File Description	Documents
Link for additional Information	https://stannscollegevizag.org/wp-content/uploads/2024/12/SLOW-ADVANCED-LEARNER.docx
Upload any additional information	View File

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

Number of Students	Number of Teachers
730	38

File Description	Documents
Any additional information	View File

2.3 - Teaching- Learning Process

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

The college consistently strives for excellence in its teaching-learning process by employing innovative strategies to enhance the learning experience.

College employs a student-centered approach, emphasizing experiential and participative learning to enrich students' knowledge and skill sets. Experiential learning engages students through hands-on activities that connect theory to practice, enabling them to tackle practical tasks and collaborate in team-based assignments, presentations, and research projects. Peer-to-peer teaching and think-pair-share activities allow students to learn from each other and explore real-world applications. Field trips, industry visits, and simulations further enhance learning by offering direct insights into professional environments, while reflective journaling helps students document and assess their experiences. Participative learning is fostered through cases studies, practical sessions, group discussions, collaborative projects, and classroom debates, which encourage dialogue, critical thinking, and collective problem-solving. These activities enable students to articulate their ideas, develop communication skills, and engage in discussions that foster deep understanding and teamwork. Problem-solving methodologies, such as case studies, design thinking, and project-based learning, are also integral, allowing students to analyze complex scenarios and

propose innovative solutions. Brainstorming sessions and reflective feedback support continuous self- improvement and encourage students to evaluate and refine their approaches. E-learning is efficiently prioritized. This holistic, student-centered model not only enhances academic success but also equips students with the skills needed for future challenges.

File Description	Documents
Upload any additional information	View File
Link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/Student_compressed.pdf

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

At St. Ann's College, Information and Communication Technology (ICT) plays a pivotal role in enhancing the teaching-learning process. Educators utilize a range of ICT tools, including computers, interactive whiteboards, G-Suite to assist teachers, Google classroom access, AI tools, Mobile apps and various software applications. The campus is equipped with four segments with 10 routers with 300 MBPS speed along with CCTV and biometric systems to ensure security and monitoring. Faculty members employ innovative teaching pedagogies, incorporating PowerPoint presentations, lecture recordings, and YouTube channels, Webinars and workshops are also conducted using ICT to foster continuous professional development. Students are encouraged to read e-newspapers and e-magazines. Our college's Learning Management System streamlines course management and enhances learning outcomes through advanced digital tools. The college's website, regularly updated by the website committee, provides an interactive and user-friendly experience for students and faculty. A combination of licensed and open-source

software, including C Prompt, My SQL, Photoshop, Java, PHP and TALLY, supports academic activities. Additionally, the library offers IP and remote access to e-resources from INFLIBNET and maintains memberships to N-List, ensuring access to numerous national and international journals. To overcome challenges, ICT facilities have been upgraded, and college laptops are made available to both teachers and students, enhancing resource accessibility. Virtual classrooms further facilitate the distribution of classwork and announcements.

File Description	Documents
Upload any additional information	[View File](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	https://stannscollegevizag.org/wp-content/uploads/2024/12/4.1.3.pdf

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

2.3.3.1 - Number of mentors

38

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	[View File](#)
Circulars pertaining to assigning mentors to mentees	[View File](#)
mentor/mentee ratio	[View File](#)

2.4 - Teacher Profile and Quality

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

38

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

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

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

3

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

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

2.4.3.1 - Total experience of full-time teachers

315

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

2.5 - Evaluation Process and Reforms

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

Our institution's assessment framework is designed to promote transparency, consistency, and continuous improvement in student learning. By incorporating various methods and regular evaluations, we ensure a comprehensive understanding of student progress and performance. Regular evaluations, including attendance consolidation and feedback, are carried out through written exams, quizzes, group projects, and constructive feedback using standardized rubrics.

Assessment frequency includes mid-semester evaluations, periodic tests which help gauge students' progress, and ongoing quizzes and assignments that provide continuous feedback. End- semester exams offer a comprehensive evaluation, while project assessments examine practical application skills. Various modes are used to assess student skills, such as written exams for theoretical knowledge, oral presentations for communication and confidence,

and group projects for teamwork and problem-solving abilities.
Class participation and peer assessments further evaluate
engagement, critical thinking, and collaborative contributions.
Including internal examinations, attendance monitoring, seminars,
assignments, each assigned specific weightage to ensure a
comprehensive assignment approach. Assessment transparency is
ensured by publishing schedules in advance and using clear grading
criteria with transparent rubrics. Internal marks are displayed
promptly on notice boards. Student feedback is regularly collected
to improve assessment practices, and double marking, along with
external moderation, ensures reliable evaluations. Continuous
review enhances the assessment's quality, promoting fairness and
accuracy. Students can discuss concerns with teachers or bring
them to the Grievance Redressal Committee if needed.

File Description	Documents
Any additional information	View File
Link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/Student_compressed.pdf

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

The college has a robust mechanism in place to handle examination-
related grievances, ensuring transparency in the Continuous
Internal Evaluation (CIE) process and quick resolution of
concerns. The college strictly follows the affiliating
university's guidelines for conducting internal and semester-end
examinations. Students are informed about the internal evaluation
process and its grievance mechanism at the time of induction.
Students are free to use the suggestion box regarding their
dissatisfaction with internal examination mechanism. At the
institute level, an examination committee, led by a senior teacher
with teaching and non-teaching staff members, handles evaluation-
related issues. Grievances are handled at 3 levels. Before exams,
if they miss on receiving admit card of examination. During exams,
if discrepancy in questions the committee will rectify the issue
raised. After exams, evaluated answer scripts are returned to
students, and any concerns are addressed by the teacher. Internal
marks are displayed on notice boards, and discrepancies such as
errors in the question paper or grading are resolved by the
concerned teacher. If unresolved, students can escalate the issue
to the HOD, and reassessment by another teacher is arranged if
necessary. Faculty mentors counsel students, and remedial classes

are offered to those who fail. Retests are conducted for students absent due to valid reasons. Grievance resolution is done in a week.

File Description	Documents
Any additional information	[View File]()
Link for additional information	https://stannscollegevizag.org/wp-content/uploads/2024/12/SLOW-ADVANCED-LEARNER.docx

2.6 - Student Performance and Learning Outcomes

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

At St. Ann's College for Women, the Program and Course Outcomes (POs and COs) are clearly outlined in the syllabi of all programs as per the guidelines of the affiliating Andhra University. These are designed as per the new education policy. At the time of admission the applicant and her parents are briefed about the POs and Cos of the course. These outcomes are readily accessible on the college websites after approval from academic committee. The college ensures effective communication with both teachers and students through various platforms, including departmental meetings, orientation programs and also the program outcomes are displayed on departmental notice boards. Teachers introduce the program and course outcomes to students at the start of each academic year and course. Additionally, a monitoring committee appointed by the college council ensures the successful implementation of these outcomes. Efforts are made to ensure that learning outcomes reflect the knowledge, skills, and competencies students are expected to achieve upon completing the program. The significance of learning outcomes is regularly discussed in committees like the IQAC and the college council. The college provides a detailed semester plan to track students' progress and assesses their achievement of the outcomes. A comprehensive college handbook is made available to staff and students, containing key information about the programs offered. Continuous assessment, regular feedback and teacher training ensure alignment with academic standards, enhancing transparency and learning effectiveness.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/2.6.1.pdf
Upload COs for all courses (exemplars from Glossary)	[View File](#)

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

The university designs most of its programmes with a focus on in-depth subject knowledge, interdisciplinary perspectives, and the development of creativity, innovation, and employability skills. The attainment of Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) is evaluated through both direct and indirect assessment methods. Direct methods include Internal and External examination results of 25% and 75%, assignments, quizzes, projects, fieldwork, Viva-voce, internships, as well as student achievements in co- curricular and extracurricular activities. Academic progression to prestigious national and international institutions, alongside scholarships and fellowships, also serves as indicators of attainment. Indirect assessment is conducted through formal student feedback, placement, enrollments of students in higher education programs, collected either manually or online, with a course survey embedded to gather student perspectives. This feedback provides valuable insights for faculty self-assessment and improvement. Following each course, the course committee reviews the learning outcomes, identifies strengths and weaknesses, and suggests adjustments in teaching methods and course content. The institute also gathers feedback from various stakeholders, including alumni, parents and employers. The evaluation framework enhances teaching effectiveness, promotes outcome- focused learning. To support continuous improvement, strategies such as teacher training, student orientation, assessment committees, and technology integration are implemented. This comprehensive approach ensures data-driven decision-making and supports the ongoing refinement of evaluation methods.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://stannscollegevizag.org/wp-content/uploads/2024/12/2.6.2.pdf

2.6.3 - Pass percentage of Students during the year

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

236

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	https://stannscollegevizag.org/wp-content/uploads/2024/12/2.6.2.pdf

2.7 - Student Satisfaction Survey

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

https://stannscollegevizag.org/wp-content/uploads/2025/01/2.7.1-converted-1-2.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

0

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

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

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

0

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

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

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

30

File Description	Documents
Report of the event	View File
Any additional information	View File
List of workshops/seminars during last 5 years (Data Template)	View File

3.2 - Research Publications and Awards

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

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

10

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

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

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

9

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

3.3 - Extension Activities

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

St. Ann's College is dedicated to providing holistic education by integrating co-curricular and extracurricular activities that develop life skills alongside academic excellence. Through initiatives like NSS and NCC, students engage in community service and leadership development. The Science and Commerce Clubs offer platforms for students to showcase their talents, while the Red Ribbon Club focuses on health awareness. The Student Council fosters responsibility and leadership, and the STAND Program supports nearby villages through outreach activities.

The college emphasizes employability and entrepreneurship, collaborating with organizations such as Bajaj Classes, Nandi Foundation, Anudip Foundation, Datapro, and APSSDC to provide

training. Creative summer camps, covering topics like "wealth from waste," painting, digital literacy, cosmetology, and fashion designing, encourage student creativity.

Community engagement is prioritized, with activities like medical camps, marathons, and walkathons on national and international days. Social awareness campaigns address issues like drug abuse, AIDS prevention, biodiversity, elderly care, corruption, and pollution. Students also visit orphanages, old-age homes, and engage in relief efforts during disasters, literacy programs, Fit India, and voter education.

Environmental initiatives such as plantation drives, beach clean-ups, and Swachhta Abhiyaan promote sustainability. With over 15 community programs annually and the active participation of 500+ students, the college cultivates responsible, well-rounded citizens.

File Description	Documents
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/Additional-Document-of-3.3-compressed.pdf
Upload any additional information	View File

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

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

22

File Description	Documents
Any additional information	View File
Number of awards for extension activities in last 5 year(Data Template)	View File
e-copy of the award letters	View File

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

community and NGOs) during the year

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

86

File Description	Documents
Reports of the event organized	View File
Any additional information	View File
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	View File

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

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

679

File Description	Documents
Report of the event	View File
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.4 - Collaboration

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

35

File Description	Documents
e-copies of linkage related Document	View File
Details of linkages with institutions/industries for internship (Data Template)	View File
Any additional information	View File

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

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

20

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	View File
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

St. Ann's College for Women, located in Visakhapatnam, Andhra Pradesh, boasts a modern 7-acre campus across two blocks, providing students with a well-rounded educational experience. The campus features 35 well-equipped classrooms, generators, a hostel, a ramp for disabled students, medical facilities with water purifiers, restrooms, waste bins, and a botanical garden. Additional amenities include a farming area, parking, a tie-up with a hospital for medical assistance, lockers, a canteen, counseling rooms, and a vermicompost pit.

Faculty support is enhanced by 9 departmental staff rooms, a men's staff room, and a common staff room, all equipped with internet-

connected computers. The college also houses 9 specialized laboratories in disciplines like Physics, Chemistry, Computer Science, Microbiology, Biochemistry, Botany, Zoology, and English, offering students practical learning opportunities. The multipurpose auditorium and seminar hall serve as venues for academic events. Recent improvements include six new classrooms, a staff room, an examination control room, a computer lab, and additional restrooms.

St. Ann's emphasizes technology integration, with 60% of classrooms equipped with ICT tools, including 8 smart classrooms, 3 computer labs, a language lab, and a Wi-Fi-enabled campus with 300 Mbps speed. The Central Library offers a wide range of books, journals, magazines, and online resources through N-LIST, enhancing student and faculty access to learning materials.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/4.1.1-1-1.pdf

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

The college is committed to fostering both recreational and competitive sports to develop leadership, teamwork, and a competitive spirit. The college's holistic approach is reflected in its extensive sports infrastructure. Spanning 7 acres, the campus features two large playgrounds for athletics, basketball, kho-kho, and other sports. The college hosts annual intra-collegiate tournaments, awarding top performers with cups, medals, certificates, and prizes.The Department of Physical Education offers facilities for indoor games like chess, carrom, table tennis, and specialized Taekwondo training. Key sports amenities include:

- 2 Playgrounds
- Assembly Ground
- Throwball, Basketball, Handball, Badminton, and Kabaddi Courts

The college prioritizes cultural activities, organizing events like Campus Fest, departmental competitions, and celebrations of

festivals such as Christmas, Pongal, Onam, Dance Shows, SAS Week, Freshers, Farewell, and national days. A core committee of faculty and student representatives ensures inclusivity and engagement. These co-curricular and extracurricular activities align with educational goals and address student needs. The college also observes important days and organizes events to raise awareness on social issues. Cultural facilities include:

- Air-conditioned Auditorium (1000-seat capacity)
- Assembly Ground
- Seminar Halls
- Conference Room

The college promotes well-being through its yoga room, offering regular sessions, especially on International Yoga Day. Organized by NSS, NCC, the Physical Education Department, and student clubs, these sessions focus on physical and mental health.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2024/12/4.1.2.pdf

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

21

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

21

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2024/12/4.1.3.pdf
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

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

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

153.13

File Description	Documents
Upload any additional information	View File
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

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

The institute's Library is a key resource hub, housing a collection of 6,472 books, journals, magazines, and periodicals. It is fully automated with ECAP Library Software, offering features such as OPAC (Online Public Access Catalogue). The library spans 5,200 sq. feet and provides separate reading areas for students and faculty.

Library Automation Details

Software Name: ECAP Library Software

Nature of Automation: Fully automated

Year of Automation: 2019 (ongoing)

The software manages key library functions, including book transactions, member logins, and the issue/return/renewal process. It also allows for editing, searching (via OPAC), generating reports, and managing institutional repositories.

Key Software Features:

Transaction Management

Edit/Modify Entries

Search (OPAC)

Report Generation

Institutional Repositories

The library has a dedicated E-Library section for e-resources and is subscribed to INFLIBNET. to access electronic resources like SodhGanga and SodhSindhu. Through this program, we have access to more than 6000 full-text electronic journals and more than 3, 00,000 full-text electronic books. It also provides access to university examination question papers for student reference.

Book Lending with library cards

Journal Section

Reference Services

Newspaper Section

Library Resources:

: • Books Titles: 5,026

• Volumes: 6,472

• Dictionaries &Encyclopedias: 125

• E-Journals: 6,000

• Journals: 20

• Newspapers: 3

• CDs: 25

File Description	Documents
Upload any additional information	[View File]()
Paste link for Additional Information	https://stannscollegevizag.org/wp-content/uploads/2025/01/4.2.1.pdf

4.2.2 - The institution has subscription for the **A. Any 4 or more of the above**

following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

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

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

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

1.14

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

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

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

140

File Description	Documents
Any additional information	[View File](#)
Details of library usage by teachers and students	[View File](#)

4.3 - IT Infrastructure

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

The college maintains a robust IT infrastructure with SK and ACT

broadband connections, supported by 10 routers across four campus segments, and a 300 Mbps LAN with four 75 Mbps connections. Security measures include antivirus protection for all computers, a biometric attendance system, and CCTV cameras to enhance campus security. The Computer Department is equipped with the latest software such as LOGISIM, Oracle Express, PHP, Tally, Photoshop, and Microsoft SQL Server, and promotes ethical IT usage, ensuring privacy, preventing data misuse, and managing IT acquisitions.

This year, the college automated its admission and examination processes by introducing LINWAYS and ERP systems. Classrooms are equipped with LCD screens and interactive panels, facilitating online classes through Google Workspace and e-content. The IT resources are extensive, including 60 computers (50 allocated to students), 30 laptops, 70 tablets, and 8 ICT-enabled classrooms with projectors or interactive panels. Additionally, the campus has 21 projectors, 6 printers (one colour), and 2 scanners.

Library services are fully automated with OPAC for online book searches, and digital tasks are managed through INFLIBNET-N-List. This strong IT framework supports essential college functions such as admissions, teaching, research, exams, and governance, overseen by the Principal, the Computer Department, and senior technical staff. A dedicated budget ensures continual IT enhancements, making it central to the college's educational and operational success.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/4.3.1.pdf

4.3.2 - Number of Computers

173

File Description	Documents
Upload any additional information	View File
Student – computer ratio	View File

4.3.3 - Bandwidth of internet connection in

A. ? 50MBPS

the Institution

File Description	Documents
Upload any additional Information	[View File](#)
Details of available bandwidth of internet connection in the Institution	[View File](#)

4.4 - Maintenance of Campus Infrastructure

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

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

153.13

File Description	Documents
Upload any additional information	[View File](#)
Audited statements of accounts.	[View File](#)
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	[View File](#)

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

St. Ann's College manages its infrastructure through a Planning Committee consisting of the Principal, Vice Principal, IQAC Coordinator, and department heads. An annual budget is allocated for maintenance, with a yearly audit to assess campus needs. At the end of each year, the committee reviews and plans for the next, preparing a budget for approval by the Principal and Bursar. Requests for repairs and renovations are processed by the Bursar's office within 4-5 working days.

The library supports academics by processing book requests approved by the Principal, conducting annual pest control, and registering first-year students for INFLIBNET. Books are organized, damaged items are rebound, and annual stock checks are done. Outdated materials are withdrawn based on Library Committee

policies, with major purchases overseen by the committee, incorporating stakeholder feedback.

Laboratories maintain updated inventory, purchase, and breakage registers, with lab assistants ensuring the upkeep of equipment under staff supervision. Qualified service providers handle maintenance.

The Department of Physical Education schedules sports activities and ensures regular facility maintenance. The Department of Computer Science manages IT infrastructure, with routine updates and repairs provided by external service providers. Annual Maintenance Contracts cover computers, copiers, software, and security systems. Classrooms, common areas, and washrooms are cleaned daily, while fire extinguishers, equipment, and ACs are regularly inspected. Civil and electrical work is carefully monitored.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/4.4.2.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

438

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	View File
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

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

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

368

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

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

A. All of the above

File Description	Documents
Link to institutional website	https://stannscollegevizag.org/wp-content/uploads/2025/01/5.1.3_compressed.pdf
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

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

667

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

667

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

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

A. All of the above

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

96

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

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

5.2.2.1 - Number of outgoing student progression to higher education

74

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	View File
Details of student progression to higher education	View File

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

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

73

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File

5.3 - Student Participation and Activities

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

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

25

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at unive rsity/state/national/international level (During the year) (Data Template)	View File

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

SACW strongly advocates for student representation in both academic and administrative spheres. The Student Council, composed of dedicated members, plays a vital role in overseeing a range of activities, including academic, cultural, sports, and literary events, as well as outreach and community engagement initiatives. In collaboration with committee members, the College Student Council actively participates in organizing college assemblies and national festivals.

The structure of the Student Council follows the norms, with a systematic election process supervised by the Principal and designated council leaders. The council comprises the College Student Council, representatives from various sub-committees and clubs, and Class Representatives from each class.

The Principal plays a critical role in the establishment and functioning of the Student Council, with faculty advisors serving as coordinators. The council influences departmental activities, facilitating events and supporting faculty to ensure their success. This approach empowers students in decision-making, fostering their leadership, organizational, and teamwork skills, and contributing to their holistic development and a vibrant campus culture. This year, students organized events such as Freshers' Day, Farewell Day, Independence and Republic Day celebrations, SAS Week, Teachers' Day, and Peacock Day, showcasing the significance of student leadership.

File Description	Documents
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/5.3.2-.pdf
Upload any additional information	View File

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

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

49

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

5.4 - Alumni Engagement

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

The Alumnae Association of St. Ann's College, affectionately known as Annia, embodies the spirit and accomplishments of the women who serve as brand ambassadors for the education and leadership they gained at this esteemed institution. It plays an essential role in fostering a strong network among former students, enhancing the college's reputation and creating lasting connections. Annia bridges the gap between past and present students, with alumni excelling in roles across government, healthcare, industry, academia, and the arts.

Founded in 2018, the association hosts Annual General Body meetings, offering alumni opportunities to reconnect with their alma mater, share achievements, and inspire new graduates. The

association contributes significantly to the college's development, with alumni often invited as speakers and chief guests at events. They volunteer to provide career guidance, sponsor events, donate resources, and participate in health camps and community outreach initiatives.

The mentorship programs of Annia empower current students, allowing them to benefit from the wisdom of alumnae who share insights to shape informed career choices. Through social media engagement and reunions, the Alumnae Association fosters a vibrant community, ensuring the continuation of a legacy of excellence that positively impacts both students and the institution itself.

File Description	Documents
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/5.4.1-new.pdf
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)   B. 4 Lakhs - 5Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

St. Ann's College for Women, Visakhapatnam, stands as a leading minority institution with a vision committed to social betterment by helping aspiring and underprivileged girls gain access to quality education, managed by the Congregation of the Sisters of St. Ann, Luzern. Founded in 1991, its mission centers on empowering women and supporting marginalized groups, advancing holistic development to foster skilled, responsible global citizens. The college emphasizes academic excellence, spiritual growth, and maintaining global standards in education, research, and industry collaboration. Initiatives focus on faculty development, extension activities, and eco-conscious infrastructure expansion, curriculum program structuring and

research based projects.

Governance follows a decentralized, participatory model that promotes operational autonomy. The college's administration involves bodies such as the Governing Body along with IQAC involved in taking all major decisions, and the various sub committees assist them in various aspects of governance. Also the Students' Council, faculty, and administrative staff actively contribute to decision-making and uphold student-centered education. This inclusive governance model enhances stakeholder satisfaction and fosters a collaborative environment, facilitating sustainable development across all dimensions of the institution. By integrating the feedback of all stakeholders, St. Ann's has achieved notable progress in academics, infrastructure, and green practices, establishing itself as a nurturing ground for innovation, research and development, social responsibility, and leadership.

File Description	Documents
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/02/6.1.1_compressed-1.pdf
Upload any additional information	View File

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

The College operates under a well-structured, decentralized, and participative management model that supports efficient daily administration. Key roles in this structure include the management, Principal, Vice-Principal, Academic Administrator, Heads of Departments, and the Superintendent of the Administrative Office, which together form the primary levels of participative governance. The General and Provincial Council, as the executive authority and employer, collaborate closely with the Correspondent on high-level decisions. The Principal is supported in both administrative and academic responsibilities by the Vice-Principal, Academic Administrator, IQAC Coordinator, Controller of Examinations, and the Bursar.

Decision-making within the institution extends beyond the managing committee to various statutory bodies, including the Provincial Education Council, Local Education Council, Governing Body, Academic Committee, and Finance Committee. Academic matters within

each department are overseen by the Heads of Departments, who are further supported by Coordinators and Class Counselors. Heads of Departments also play a crucial role in addressing students' academic grievances and gathering feedback on the curriculum and institutional matters from students, parents, and alumni. This structured approach ensures that all administrative and academic functions are managed collaboratively, enhancing the institution's ability to fulfill its educational mission effectively.

File Description	Documents
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/02/6.1.2_compressed.pdf
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Strategic Plan for Integrating Research with Academic Learning

St. Ann's College has pioneered a strategic initiative to integrate research into academic learning for first-semester science students. The Heads of the Botany and Zoology Departments proposed the idea, which received strong support from the management, Principal Dr. Sr. Prema Kumari, and Vice Principal Mrs. G. Lalitha. After careful planning, five research topics—Floriculture, Sericulture, Mushroom Cultivation, Apiculture, and Aquaculture Landscaping—were selected.

The Heads of Botany and Zoology mentored students from the Botany, Zoology, and Microbiology departments, dividing them into teams for a rigorous six-month research process using online and library resources. Their findings culminated in six comprehensive books, formally released by the Principal on 14th March 2024 during a special event attended by the management, staff, and students.

Encouraged by its success, the Zoology Department extended the initiative to arts and commerce students, fostering interdisciplinary research. By semester's end, they are expected to publish research-based works.

St. Ann's College actively promotes a research-driven academic environment, encouraging staff and students to publish papers and present at conferences. Books featuring their notable works have

been released, and hands-on research projects like Mushroom
Cultivation and Organic Hub further enhance experiential learning.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/6.2.1_compressed-1.pdf
Upload any additional information	View File

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

St. Ann's College for Women ensures efficient governance through a
collaborative framework that integrates the Apex Body, Principal,
and Academic Body, which oversee curriculum, extension, and
extracurricular activities. The Administration Body manages hostel
and office operations, ensuring smooth functioning. The
participative organizational structure includes contributions from
the Governing Body, Management Committee, Principal, Vice
Principal, Bursar, IQAC Coordinator, Heads of Departments, and
staff.

The Management Committee plays a vital role in key areas such as
admissions, staff recruitment, resource allocation, infrastructure
development, educational support, and financial management. The
Principal, serving as an ex-officio member, acts as a bridge
between the Management and staff, collaborating with the IQAC,
Heads, and Coordinators to make data-driven decisions subject to
approval by the Management Committee.

Committed to its mission, the college ensures quality through
policies that adhere to government statutes, affiliating
university regulations, and governing body guidelines. Faculty
recruitment follows strict State Government and university
protocols, with permanent faculty appointed per society rules and
part-time faculty selected by the Principal. Transparent
operations and structured governance foster academic and personal
excellence. Institutional policies, spanning administrative to
environmental domains, establish clear standards and are
accessible on the college website, promoting accountability and
trust.

File Description	Documents
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/6.2.1.pdf
Link to Organogram of the Institution webpage	https://stannscollegevizag.org/organogram/
Upload any additional information	View File

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

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

6.3 - Faculty Empowerment Strategies

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

The General Provident Fund for teaching and non-teaching staff at St. Ann's College is managed through the Government Treasury, ensuring compliance with regulations and financial security for employees. Pension benefits are effectively administered, focusing on the timely disbursement of pensions and gratuity to retired staff. Leave accounts are meticulously maintained, fostering a supportive work environment by ensuring a seamless experience during and after service.

The college actively promotes career advancement for faculty and non-teaching staff, providing necessary support for promotions. Duty leave is granted to faculty participating in University Grants Commission programs, including Refresher Courses, Orientation Programs, Faculty Development Programs, and Short-Term Courses. Faculty members are encouraged to attend international,

national, and local seminars and workshops as resource persons or presenters, with appropriate duty leave allocated.

Regular training sessions are organized to enhance administrative, financial, and managerial skills, along with software proficiency. Periodic medical camps for health and eye examinations support staff well-being. Staff conveniences include clean drinking water, personal cabinets, designated parking, and departmental PCs. Free vests and suits are provided, and the auditorium is available for personal celebrations. Management Sisters empathetically address staff challenges, nurturing a positive and supportive environment.

File Description	Documents
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/02/6.3.1_compressed.pdf
Upload any additional information	View File

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

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

18

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

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

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

16

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	View File
Reports of Academic Staff College or similar centers	View File
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

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

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

19

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	View File
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

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

Staff members are informed of their duties and responsibilities, which they confirm by signing an acknowledgment of their commitment to adhere to them. The Internal Quality Assurance Cell (IQAC) develops a self-appraisal format based on the Performance-

Based Appraisal System established by the University Grants Commission (UGC) to evaluate employee performance. Staff are required to complete this format reflecting their work.

Criteria for Appraisal:

- Staff performance is evaluated based on several criteria, including job performance, teamwork, communication skills, and professional development.

Process:

- Evaluation Form: The Principal utilizes a detailed performance appraisal form outlining specific metrics for assessment.
- Discussion: Following the evaluation, the Principal meets with the staff member to discuss the results, highlighting strengths and areas needing improvement.
- Improvement Plan: For those receiving a "Needs Improvement" rating, a structured "Plan for Improvement" is introduced, which includes clear goals and expectations.
- Regular Check-Ins: Scheduled meetings are conducted to monitor progress and provide ongoing feedback.

Outcome:

- Recognition: Staff members who achieve satisfactory performance are acknowledged for their dedication at the end of the year.
- Promotions and Incentives: Consistent performance influences promotion opportunities and eligibility for performance increment payments, encouraging a culture of growth and accountability.

File Description	Documents
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/02/6.3.5.pdf
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

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

St. Ann's College conducts annual financial audits to maintain accountability and ensure regulatory compliance. External audits are carried out by Rao and Kumar Chartered Accountants in Visakhapatnam, complemented by internal audits overseen by the college management. The financial committee and governing body collaboratively allocate budgets for both recurring and one-time departmental expenses, ensuring efficient utilization of resources.

To comply with government regulations, particularly for self-financed programs, the institution undergoes rigorous internal and external audits conducted by statutory auditors. These audits focus on fee collection, adherence to policies, and financial governance.

The internal audit team conducts periodic reviews, including revenue, payroll, and daily transaction audits, certifying income, expenditures, and capital outlays. The accounts department meticulously maintains detailed records, such as budgets, invoices, and vouchers, which are submitted for external audit after March 31st.

Certified statutory auditors perform biannual and annual audits, examining internal reports, verifying accounting policies, and ensuring accurate tax deductions and remittances, including TDS and professional tax payments to the Andhra Corporation. Any major discrepancies lead to the issuance of an "audit management letter." The governing body reviews final audit reports to implement necessary corrections and recommendations, fostering enhanced financial accountability and transparency within the institution.

File Description	Documents
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/6.4.1.pdf
Upload any additional information	View File

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

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

`30,00000`

File Description	Documents
Annual statements of accounts	View File
Any additional information	View File
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

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

The institution secures financial resources through various means, including student tuition fees, contributions from St. Ann's Society, philanthropists, benevolent staff, parents, the public, and alumni. Additional funds are generated through national and international conferences, seminars, workshops, department fests, and quality enhancement activities. The internal audit team ensures the effective and efficient use of these resources.

Fund allocation is overseen by the planning committee, which includes the bursar, principal, vice-principal, IQAC coordinator, and faculty representatives. An annual budget is prepared based on institutional needs, ensuring transparency and equitable distribution.

Raised funds prioritize academic development, infrastructure improvements, and student support. Investments are made in teaching resources, lab and library expansion, software enhancements, and faculty training programs. Merit-based and need-based scholarships, as well as awards for outstanding students, are supported. The NSS unit utilizes designated funds for its student initiatives. Financial audits uphold transparency and responsible fund utilization.

The institution's space supports practical learning, with the Microbiology department engaged in organic farming, and Botany and Zoology maintaining eco-friendly practices like the Greenshade Net and Vermicompost. Additionally, hands-on training is provided to students from other colleges by the Botany, Zoology, Physics, and Chemistry departments.

An annual Summer Camp, with a nominal fee of ?200, empowers local girls by offering skill-enhancing courses such as Basic Computers, Beautician Training, Fashion Technology, and Classical Dance.

File Description	Documents
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/02/6.4.3.pdf
Upload any additional information	View File

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

Out of many initiations taken by IQAC two standout projects include construction of Francisca Feer Block and Introduction of TalentEase classes for first year students. Francisca Feer: This year, a significant initiative undertaken is the expansion of the campus by constructing an additional floor above the existing auditorium. This new floor is designed to accommodate the growing academic demands, with 9 well-furnished classrooms for students pursuing B.COM, BBA and BCA. These classrooms are equipped with advanced facilities to foster an interactive and engaging learning environment. The extension also includes a dedicated Examination Cell. This project is a testament to the institution's ongoing efforts to provide quality education and infrastructure to its students. Talentease: An IQAC initiative at St. Ann's College, empowers first-year degree students with vital life skills to enhance personal and professional growth. The program offers interactive activities that build essential skills like communication, teamwork, problem-solving, and time management. Through workshops, discussions, and practical exercises, students develop self- awareness, emotional intelligence, and leadership qualities. As a result, participants report greater self-confidence, adaptability, and effective communication strategies. They also learn

goal-setting, prioritization, and stress management, helping them balance academic and personal growth. "Talentease" fosters a collaborative spirit, equipping students with tools to discover and unleash their leadership potential. TalentEase equips young adults to discover, develop and unleash their leadership.

File Description	Documents
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/6.5.1-1.pdf
Upload any additional information	View File

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

The teaching-learning process at St. Ann's College is structured and continuously reviewed to enhance quality and outcomes. The syllabus established by our parent university is followed in accordance with UGC guidelines. The college's quality assurance initiatives have established clear learning outcomes for each program, integrating practical lab sessions, field trips, industrial tours, internships, and hands-on activities to enhance academic and practical learning. Faculty maintain records, including annual plans, lesson plans, and daily diaries, which are submitted to the IQAC for quality review. An academic calendar is created annually, including a comprehensive plan of activities and exam schedules. Internal and external Academic and Administrative Audits, along with Energy, Green, and Environmental Audits, have been conducted to uphold standards. The college adopted Outcome-Based Education (OBE), develops Programme Outcomes (POs) and Course Outcomes (COs), mapping these during syllabus revisions. Each class has a handbook detailing their academic schedule. Analysis of semester results and learning outcomes informs gap analysis, which guides necessary improvements. A structured feedback system collects input from students and stakeholders, with results shared with higher authorities for quality improvement. The IQAC oversees a mentoring system (1:20 teacher-student ratio) and a remedial system, while targeted programs are conducted for advanced and slow learners. Staff development is also prioritized through training and orientation, with 27 sessions conducted till date.

File Description	Documents
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/6-2_compressed-1_compressed-1-2-files-merged-1-1-converted.pdf
Upload any additional information	View File

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

A. All of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://stannscollegevizag.org/
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

St. Ann's College was founded to provide higher education for women in the state, fostering an environment focused on gender equity and the safety of students, faculty, and staff. The college has implemented several measures to ensure campus security, including the Anti-Ragging Cell, Internal Complaints Cell, and Grievance Redressal Cells.

Gender equality is promoted through a curriculum that integrates research on gender-related topics and encourages participation in

co-curricular activities such as essay contests, poster presentations, and quizzes. The Gender Sensitization Cell organizes seminars to foster discussions on equality, while the NSS unit tackles vital issues like menstrual hygiene and women's safety. Self-defense training, including martial arts, is also provided.

Campus security is reinforced with continuous CCTV monitoring, and 24/7 security personnel. Psychological counseling, sanitary pad vending machines, a first-aid facility, and a fully equipped nursing lab ensure student well-being. Outreach programs educate local communities on safety, and legal workshops teach students about their protective rights.

The college emphasizes gender inclusivity in hiring, with a lady warden for hostel safety. Events like International Women's Day and Girl Child Day empower students, and menstrual hygiene training is provided by the Clean and Green Committee, supporting a model of inclusivity and empowerment.

File Description	Documents
Annual gender sensitization action plan	https://stannscollegevizag.org/wp-content/uploads/2024/12/7.1.1-Actionplan.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://stannscollegevizag.org/wp-content/uploads/2025/01/6.2.1_compressed-1.pdf

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

B. Any 3 of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste

management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The college emphasizes effective waste management across multiple categories. Solid waste is segregated into biodegradable and non-biodegradable types, with strategically placed dustbins to support proper waste disposal. The campus promotes cloth bags and bans plastic use to encourage eco-friendly practices.

For liquid waste, the college prioritizes water conservation, with lab wastewater directed to plant areas for eco-friendly disposal. E-waste, including outdated equipment and electronics from labs and offices, is properly disposed of through certified recyclers. Additionally, old newspapers, magazines, and answer scripts are sold to recycling agents. Students are educated on the importance of safe disposal practices.

The college also runs a waste recycling system, including a Vermi Compost Unit that converts biodegradable waste into organic fertilizer for gardening and research purposes. The Clean and Green Committee educates students on degradable and biodegradable waste. Dry waste is collected by GVMC, ensuring proper disposal through daily garbage vehicle visits.

Monthly cleanliness drives under the Swachh Bharat Abhiyan encourage students to actively participate in maintaining campus hygiene. Strict protocols for handling hazardous chemicals in labs minimize exposure and prevent accidents, while seminars on sustainability further promote eco-friendly practices.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	https://stannscollegevizag.org/wp-content/uploads/2025/01/7.1.3-Pic.pdf
Any other relevant information	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution   A. Any 4 or all of the above

system in the campus

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: **A. Any 4 or All of the above**

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	View File

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

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities   **A. Any 4 or all of the above**

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

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

B. Any 3 of the above

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

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

Inclusivity is central to St. Ann's College, inspired by its founder Fr. Wilhelm Meyer. Operating under an interdenominational management, it embraces a secular, cosmopolitan ethos that promotes national integration, harmony, and respect for diverse religious, cultural, and linguistic communities.

The college fosters inclusivity through its admission process, welcoming students from a variety of socio-economic and communal backgrounds. It adheres to university reservation guidelines and provides financial support through government schemes like Vidya Deevena, HPCL scholarships, and the Kobler Project, which offers free education to orphans and children of single parents.

Cultural diversity is celebrated through events like SAS Week, Peacock Day, Rangoli, Ethnic Wear, Food Fests, and literary competitions. The college observes International Literacy Day, Mother Language Day, Hindi Diwas, and Telugu Basha Dinothsavam, It

offers an Add-On Certificate Course in Performing Arts and lectures on Indian culture. The college promotes religious tolerance by celebrating festivals like Holi, Sankranti, Christmas, and Diwali, providing opportunities for students to observe their traditions.

The college offers bilingual instruction in Telugu and English. It supports students with merit-based scholarships and promotes social harmony through NSS and NCC activities, focusing on community service and environmental awareness.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	View File

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

The college is dedicated to fostering constitutional values and civic responsibility, aligning with the Constitution. It aims to shape informed, responsible citizens who understand their rights, duties, and responsibilities.

Through the curriculum, students learn about constitutional obligations, preparing them to engage in a democratic society and encourage students and staff to register as voters and participate in elections.

The college promotes constitutional awareness by observing key national days like Independence Day, Republic Day, Voters Day, National Youth Day, Human Rights Day, and Constitution Day. Activities include seminars, quizzes, and discussions organized by NSS and the Political Science Department. On Constitution Day, Preamble Reading is held. Regular recitations of the Preamble and Constitutional Pledge are done during the college assembly.

The college actively participates in national initiatives like Ek Bharat Shreshtha Bharat, Swachh Bharat Abhiyan, Jal Jeevan Hariyali, and Azadi Ka Amrit Mahotsav, and engages in community service, and cleaning drives to promote integration, sustainability, and cleanliness.

Social issues are addressed through initiatives like World AIDS Day, Anti-Corruption Rallies, and Vigilance and Consumer Rights Day.

The Internal Complaint Cell ensures fair grievance resolution, Campus Ambiance Surveys and Clean and Green programs maintain a sustainable campus.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	View File
Any other relevant information	View File

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students,   teachers, administrators and other staff   4. Annual awareness programmes on Code of Conduct are organized   A. All of the above

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	View File

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

St. Ann's College for Women celebrates national and international commemorative days, events, and festivals to promote patriotism,

community, and human values. The college also honors the birth and death anniversaries of prominent Indian figures to instill ethics and values. These celebrations are organized with the NCC, NSS, and college committees, student council, and clubs.

Academic departments observe subject-related days for their respective disciplines. Activities typically include awareness campaigns, processions, quizzes, cultural events, debates, elocution, essay writing, exhibitions, and special lectures, along with green initiatives.

Celebrations of national importance, such as Republic Day and Independence Day, follow government protocols and include flag hoisting, NCC parades, patriotic songs, speeches, and dances, all aimed at promoting patriotism and educating students about the nation's history, culture, and legacy.

Notable events celebrated this year include National Science Day, Commrce Day, International Women's Day, World Environment Day, Teacher's Day, Human Rights Day, Gandhi Jayanti, International Yoga Day, Ambedkar Jayanti, World Population Day, World Water Day, and World Dietetics Day.

The institution celebrates these occasions with enthusiasm, honoring nationalism and the legacy of national leaders, while fostering unity, peace, love, and happiness among faculty, staff, and students.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	[View File](#)
Geo tagged photographs of some of the events	[View File](#)
Any other relevant information	[View File](#)

7.2 - Best Practices

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

Best Practice 1: Research and Publication

Research and publication are vital for fostering academic

excellence and global knowledge dissemination. At St. Ann's College, this initiative focuses on developing research skills, conducting in-depth literature reviews, and enhancing critical thinking. By increasing accessibility, bridging interdisciplinary fields, and tackling complex issues, research accelerates knowledge sharing and fosters collaboration. The college's efforts have resulted in the publication of nearly 10 research papers by students and faculty across departments, showcasing their visibility, credibility, and commitment to impactful scholarship. However, challenges like time constraints, balancing research with other commitments, and financial limitations for data collection and publication fees remain. To address these, the college provides training in statistical tools, qualitative analysis, and experimental techniques, along with networking opportunities to encourage collaboration.

Best Practice 2: Vehicle-Free Day

Vehicle-Free Day at St. Ann's College promotes sustainability by reducing vehicle emissions and encouraging alternative transportation. This initiative has decreased air and noise pollution on campus, reduced fuel consumption, and raised awareness of carbon footprints. Many participants adopted eco-friendly commuting options like walking, cycling, or shuttles. The initiative earned the college a "Green Campus" certificate and fostered environmental consciousness. Despite challenges such as resistance to change and accessibility issues for individuals with mobility needs, the event's success highlights the need for resources like bike-sharing programs and air quality monitoring tools to ensure long-term sustainability.

File Description	Documents
Best practices in the Institutional web site	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

The college is committed to empowering women and promoting gender equality. The college ensures equal access to education, healthcare, employment, and political participation, enabling women to advocate for their rights and drive societal change.

Key Women Empowerment Initiatives:

Gender Sensitization workshops to raise awareness of gender equality. Leadership Development programs for Women's Self-Help Groups build leadership skills. Self-defense training enhances safety. Sports & Recreation activities promote health, teamwork, and well-being, while Yoga & Wellness programs improve physical and mental health.

NCC & NSS Camps to build leadership and social responsibility. The college celebrates Women's Day with events recognizing women's achievements. Social advocacy campaigns, in collaboration with NSS and UNICEF, address issues like child marriage, domestic violence, and trafficking. Legal protection is emphasized through seminars on POCSO (2012) and POSH (2013) laws, alongside "Good Touch, Bad Touch" campaigns for child safety.

Other initiatives include Adolescent Education lectures, participation in Swachh Bharat Initiatives, Awareness Rallies for social causes, Talent & Skill Development Competitions, Fundraising Events like dance shows and food festivals, Add-on Courses for self-employment, Career readiness training (CRT), Field Trips & Industrial Visits to enhance practical learning and managerial skills.

These initiatives empower women, promote gender equality, and prepare students for success personally and professionally.

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The college emphasizes meticulous planning and adherence to the syllabus, guided by the principle that "well begun is half done." Aligned with Andhra University standards, this approach ensures student success. The Local Education Council and Internal Quality Assurance Cell (IQAC) oversee curriculum planning and execution, crafting strategies for effective delivery. The college calendar is synchronized with the university's academic calendar, marking key dates for examinations, cultural events, and extracurricular activities that support academic goals.

Faculty workload is efficiently managed by the Timetable Committee, which designs a master schedule. Departments prepare annual action plans outlining curricular and extracurricular initiatives, with faculty responsibilities assigned during initial semester meetings. Teachers maintain a Diary to track course plans, attendance, and progress, subject to regular reviews by the Academic Administrator and Principal to ensure compliance with academic standards.

To address varied student needs, the college offers remedial classes and advanced learning opportunities through specialized projects. Active learning is encouraged via lectures, collaborative projects, seminars, and workshops, supplemented by resources like G-Suite and the library. Continuous assessments and mentoring programs bolster skill development. Regular feedback from stakeholders, reviewed by the IQAC, drives ongoing improvement in the quality of education provided.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	https://stannscollegevizag.org/wp-content/uploads/2024/12/1.1.1_compressed_compressed.pdf

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

At the beginning of each semester, the University provides an academic calendar for all programs, specifying key dates such as class commencement and conclusion, internship schedules, and semester examinations. St. Ann's strictly aligns its academic activities, including the Continuous Internal Evaluation (CIE), with this calendar.

On the first day of the academic year, students receive an institute-level calendar, followed by departmental calendars. These calendars detail working days, holidays, CIE schedules, and major program timelines. Departments also incorporate additional activities like guest lectures, workshops, and industrial visits.

These academic calendars enable faculty to strategically plan course delivery and co-curricular activities. Department heads ensure syllabus completion adheres to individual lesson plans. Core components of the CIE include internal assessments, assignments, quizzes, and seminars. The Examination Committee manages internal assessment timetables and communicates reminders to students and faculty.

Semester examinations under CIE I and II carry respective weightages of 25 and 75 marks. Practical exams, lab assessments, project work, and internship evaluations are also conducted. Value-added courses offer separate exams and completion certificates. The Principal oversees semester progress in Academic Committee meetings, ensuring flexibility in the academic calendar to accommodate unforeseen circumstances or university modifications. This approach ensures timely and effective curriculum delivery.

File Description	Documents
Upload relevant supporting documents	View File
Link for Additional information	https://stannscollegevizag.org/wp-content/uploads/2024/12/1.1.2.pdf

| 1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of | B. Any 3 of the above |

the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

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

1.2 - Academic Flexibility

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

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

17

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

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

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

34

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

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

730

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

730

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

1.3 - Curriculum Enrichment

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

The institution delivers a holistic education by integrating key social issues into its curriculum, focusing on Professional Ethics, Gender Awareness, Human Values, and Environmental Sustainability. Modules such as Professional Ethics, Leadership, Social Work, Environmental Education, Man and Society, and Hospitality enrich students' understanding of these areas across semesters. Programs like mentoring on women's empowerment and sustainable development, community engagement by NSS, value-oriented activities by committees, weekly moral instruction, Talentease, soft skills training, and Monday assembly speeches nurture students' ethical and social consciousness.

Seminars by industry experts, thematic performances during events like Peacock Day and SAS Week, and initiatives such as the Flood Relief Fund, service visits, STAND, and Charity Drive

emphasize fundamental values.

Environmental education is prioritized through initiatives like a birdcage, clean campus campaigns, organic composting, a medicinal garden, and efforts to maintain a plastic-free and vehicle-free zone. Projects promoting waste reduction, energy efficiency, water conservation, and adherence to green building standards further highlight sustainability. Advanced initiatives, including sensor-based lamps and rainwater harvesting, exemplify innovation. These efforts equip students with the knowledge and drive to become proactive agents of societal and environmental change.

File Description	Documents
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	View File

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

46

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	View File
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

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

730

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	A. All of the above

File Description	Documents
URL for stakeholder feedback report	View File
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View File
Any additional information(Upload)	View File

1.4.2 - Feedback process of the Institution may be classified as follows	A. Feedback collected, analyzed and action taken and feedback available on website

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://stannscollegevizag.org/wp-content/uploads/2024/12/1.4.2.pdf

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

490

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

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

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

253

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

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

At St. Ann's College, student learning levels are assessed through formative and summative methods. Formative assessments, such as quizzes, assignments, and participation, monitor ongoing progress. Summative assessments, including exams, projects, and presentations, evaluate overall understanding. Diagnostic tests identify prior knowledge, while peer and self-assessments, along with faculty feedback, support comprehensive evaluation. Assessment of Learning Levels. Each faculty keeps a register detailing support for advanced and slow learners. Strategies for Advanced learners: 1. Enrichment programs: Provide additional challenges, such as advanced coursework, research projects or academic competitions. 2. Accelerated learning: Allow students to complete coursework at an accelerated pace or skip grades. 3. Mentorship: Pair students with teachers, professionals or peers for guidance and support.

4. Special interest groups: Offer clubs or workshops focused on specific subjects (e.g., robotics, coding). 5. External programs: Collaborate with external organizations offering programs for gifted students. 6. Leadership Roles: Involving students in peer mentoring, student organizations and leadership activities. Slow Learners 1. Personalized learning plans: Tailor instruction to individual learning styles and needs. 2. Additional support classes: Provide extra instruction outside regular classes. 3. Learning strategies training: Teach organizational, time management and study skills. 4. Counselling: Offer emotional support and confidence-building measures. Implementation strategies include regular assessments to track progress, teacher training for diverse needs, collaborative parent-teacher communication, flexible curriculum adaptation, and appropriate resource allocation.

File Description	Documents
Link for additional Information	https://stannscollegevizag.org/wp-content/uploads/2024/12/SLOW-ADVANCED-LEARNER.docx
Upload any additional information	View File

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

Number of Students	Number of Teachers
730	38

File Description	Documents
Any additional information	View File

2.3 - Teaching- Learning Process

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

The college consistently strives for excellence in its teaching-learning process by employing innovative strategies to enhance the learning experience.

College employs a student-centered approach, emphasizing experiential and participative learning to enrich students' knowledge and skill sets. Experiential learning engages

students through hands-on activities that connect theory to practice, enabling them to tackle practical tasks and collaborate in team-based assignments, presentations, and research projects. Peer-to- peer teaching and think-pair-share activities allow students to learn from each other and explore real-world applications. Field trips, industry visits, and simulations further enhance learning by offering direct insights into professional environments, while reflective journaling helps students document and assess their experiences. Participative learning is fostered through cases studies, practical sessions, group discussions, collaborative projects, and classroom debates, which encourage dialogue, critical thinking, and collective problem-solving. These activities enable students to articulate their ideas, develop communication skills, and engage in discussions that foster deep understanding and teamwork. Problem-solving methodologies, such as case studies, design thinking, and project-based learning, are also integral, allowing students to analyze complex scenarios and propose innovative solutions. Brainstorming sessions and reflective feedback support continuous self- improvement and encourage students to evaluate and refine their approaches. E-learning is efficiently prioritized. This holistic, student-centered model not only enhances academic success but also equips students with the skills needed for future challenges.

File Description	Documents
Upload any additional information	[View File](#)
Link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/Student_compressed.pdf

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

At St. Ann's College, Information and Communication Technology (ICT) plays a pivotal role in enhancing the teaching-learning process. Educators utilize a range of ICT tools, including computers, interactive whiteboards, G-Suite to assist teachers, Google classroom access, AI tools, Mobile apps and various software applications. The campus is equipped with four segments with 10 routers with 300 MBPS speed along with CCTV and biometric systems to ensure security and monitoring. Faculty members employ innovative teaching pedagogies,

incorporating PowerPoint presentations, lecture recordings, and YouTube channels, Webinars and workshops are also conducted using ICT to foster continuous professional development. Students are encouraged to read e-newspapers and e-magazines. Our college's Learning Management System streamlines course management and enhances learning outcomes through advanced digital tools. The college's website, regularly updated by the website committee, provides an interactive and user-friendly experience for students and faculty. A combination of licensed and open-source

software, including C Prompt, My SQL, Photoshop, Java, PHP and TALLY, supports academic activities. Additionally, the library offers IP and remote access to e-resources from INFLIBNET and maintains memberships to N-List, ensuring access to numerous national and international journals. To overcome challenges, ICT facilities have been upgraded, and college laptops are made available to both teachers and students, enhancing resource accessibility. Virtual classrooms further facilitate the distribution of classwork and announcements.

File Description	Documents
Upload any additional information	[View File](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	https://stannscollegevizag.org/wp-content/uploads/2024/12/4.1.3.pdf

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

2.3.3.1 - Number of mentors

38

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	[View File](#)
Circulars pertaining to assigning mentors to mentees	[View File](#)
mentor/mentee ratio	[View File](#)

2.4 - Teacher Profile and Quality

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

38

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

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

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

3

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

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

2.4.3.1 - Total experience of full-time teachers

315

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

2.5 - Evaluation Process and Reforms

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

Our institution's assessment framework is designed to promote transparency, consistency, and continuous improvement in student learning. By incorporating various methods and regular evaluations, we ensure a comprehensive understanding of student progress and performance. Regular evaluations, including attendance consolidation and feedback, are carried out through written exams, quizzes, group projects, and constructive feedback using standardized rubrics.

Assessment frequency includes mid-semester evaluations, periodic tests which help gauge students' progress, and ongoing quizzes and assignments that provide continuous feedback. End-semester exams offer a comprehensive evaluation, while project assessments examine practical application skills. Various modes are used to assess student skills, such as written exams for theoretical knowledge, oral presentations for communication and confidence, and group projects for teamwork and problem-solving abilities. Class participation and peer assessments further evaluate engagement, critical thinking, and collaborative contributions. Including internal examinations, attendance monitoring, seminars, assignments, each assigned specific weightage to ensure a comprehensive assignment approach. Assessment transparency is ensured by publishing schedules in advance and using clear grading criteria with transparent rubrics. Internal marks are displayed promptly on notice boards. Student feedback is regularly collected to improve assessment practices, and double marking, along with external moderation, ensures reliable evaluations. Continuous review enhances the assessment's quality, promoting fairness and accuracy. Students can discuss concerns with teachers or bring them to the Grievance Redressal Committee if needed.

File Description	Documents
Any additional information	[View File]()
Link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/Student_compressed.pdf

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

The college has a robust mechanism in place to handle examination-related grievances, ensuring transparency in the Continuous Internal Evaluation (CIE) process and quick resolution of concerns. The college strictly follows the affiliating university's guidelines for conducting internal and semester-end examinations. Students are informed about the internal evaluation process and its grievance mechanism at the time of induction. Students are free to use the suggestion box regarding their dissatisfaction with internal examination mechanism. At the institute level, an examination committee, led by a senior teacher with teaching and non-teaching staff members, handles evaluation-related issues. Grievances are handled at 3 levels. Before exams, if they miss on receiving admit card of examination. During exams, if discrepancy in questions the committee will rectify the issue raised. After exams, evaluated answer scripts are returned to students, and any concerns are addressed by the teacher. Internal marks are displayed on notice boards, and discrepancies such as errors in the question paper or grading are resolved by the concerned teacher. If unresolved, students can escalate the issue to the HOD, and reassessment by another teacher is arranged if necessary. Faculty mentors counsel students, and remedial classes are offered to those who fail. Retests are conducted for students absent due to valid reasons. Grievance resolution is done in a week.

File Description	Documents
Any additional information	View File
Link for additional information	https://stannscollegevizag.org/wp-content/uploads/2024/12/SLOW-ADVANCED-LEARNER.docx

2.6 - Student Performance and Learning Outcomes

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

At St. Ann's College for Women, the Program and Course Outcomes (POs and COs) are clearly outlined in the syllabi of all programs as per the guidelines of the affiliating Andhra University. These are designed as per the new education policy. At the time of admission the applicant and her parents are briefed about the POs and Cos of the course. These outcomes are readily accessible on the college websites after approval from

academic committee. The college ensures effective communication with both teachers and students through various platforms, including departmental meetings, orientation programs and also the program outcomes are displayed on departmental notice boards. Teachers introduce the program and course outcomes to students at the start of each academic year and course. Additionally, a monitoring committee appointed by the college council ensures the successful implementation of these outcomes. Efforts are made to ensure that learning outcomes reflect the knowledge, skills, and competencies students are expected to achieve upon completing the program. The significance of learning outcomes is regularly discussed in committees like the IQAC and the college council. The college provides a detailed semester plan to track students' progress and assesses their achievement of the outcomes. A comprehensive college handbook is made available to staff and students, containing key information about the programs offered. Continuous assessment, regular feedback and teacher training ensure alignment with academic standards, enhancing transparency and learning effectiveness.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/2.6.1.pdf
Upload COs for all courses (exemplars from Glossary)	[View File](#)

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

The university designs most of its programmes with a focus on in-depth subject knowledge, interdisciplinary perspectives, and the development of creativity, innovation, and employability skills. The attainment of Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) is evaluated through both direct and indirect assessment methods. Direct methods include Internal and External examination results of 25% and 75%, assignments, quizzes, projects, fieldwork, Viva-voce, internships, as well as student achievements in co- curricular and extracurricular activities. Academic progression to prestigious national and international institutions, alongside scholarships and fellowships, also

serves as indicators of attainment. Indirect assessment is conducted through formal student feedback, placement, enrollments of students in higher education programs, collected either manually or online, with a course survey embedded to gather student perspectives. This feedback provides valuable insights for faculty self-assessment and improvement. Following each course, the course committee reviews the learning outcomes, identifies strengths and weaknesses, and suggests adjustments in teaching methods and course content. The institute also gathers feedback from various stakeholders, including alumni, parents and employers. The evaluation framework enhances teaching effectiveness, promotes outcome-focused learning. To support continuous improvement, strategies such as teacher training, student orientation, assessment committees, and technology integration are implemented. This comprehensive approach ensures data-driven decision-making and supports the ongoing refinement of evaluation methods.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://stannscollegevizag.org/wp-content/uploads/2024/12/2.6.2.pdf

2.6.3 - Pass percentage of Students during the year

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

236

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	https://stannscollegevizag.org/wp-content/uploads/2024/12/2.6.2.pdf

2.7 - Student Satisfaction Survey

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

https://stannscollegevizag.org/wp-content/uploads/2025/01/2.7.1-converted-1-2.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

0

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

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

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

0

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

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

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

30

File Description	Documents
Report of the event	View File
Any additional information	View File
List of workshops/seminars during last 5 years (Data Template)	View File

3.2 - Research Publications and Awards

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

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

10

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

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

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

9

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

3.3 - Extension Activities

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

St. Ann's College is dedicated to providing holistic education by integrating co-curricular and extracurricular activities that develop life skills alongside academic excellence. Through initiatives like NSS and NCC, students engage in community service and leadership development. The Science and Commerce Clubs offer platforms for students to showcase their talents, while the Red Ribbon Club focuses on health awareness. The Student Council fosters responsibility and leadership, and the STAND Program supports nearby villages through outreach activities.

The college emphasizes employability and entrepreneurship, collaborating with organizations such as Bajaj Classes, Nandi Foundation, Anudip Foundation, Datapro, and APSSDC to provide training. Creative summer camps, covering topics like "wealth from waste," painting, digital literacy, cosmetology, and fashion designing, encourage student creativity.

Community engagement is prioritized, with activities like medical camps, marathons, and walkathons on national and international days. Social awareness campaigns address issues like drug abuse, AIDS prevention, biodiversity, elderly care, corruption, and pollution. Students also visit orphanages, old-age homes, and engage in relief efforts during disasters, literacy programs, Fit India, and voter education.

Environmental initiatives such as plantation drives, beach clean-ups, and Swachhta Abhiyaan promote sustainability. With over 15 community programs annually and the active participation of 500+ students, the college cultivates responsible, well-rounded citizens.

File Description	Documents
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/Additional-Document-of-3.3-compressed.pdf
Upload any additional information	View File

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

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

22

File Description	Documents
Any additional information	View File
Number of awards for extension activities in last 5 year(Data Template)	View File
e-copy of the award letters	View File

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

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

86

File Description	Documents
Reports of the event organized	View File
Any additional information	View File
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	View File

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

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

679

File Description	Documents
Report of the event	View File
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.4 - Collaboration

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

35

File Description	Documents
e-copies of linkage related Document	View File
Details of linkages with institutions/industries for internship (Data Template)	View File
Any additional information	View File

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

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

20

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	View File
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

St. Ann's College for Women, located in Visakhapatnam, Andhra Pradesh, boasts a modern 7-acre campus across two blocks, providing students with a well-rounded educational experience. The campus features 35 well-equipped classrooms, generators, a hostel, a ramp for disabled students, medical facilities with water purifiers, restrooms, waste bins, and a botanical garden. Additional amenities include a farming area, parking, a tie-up with a hospital for medical assistance, lockers, a canteen, counseling rooms, and a vermicompost pit.

Faculty support is enhanced by 9 departmental staff rooms, a men's staff room, and a common staff room, all equipped with internet-connected computers. The college also houses 9 specialized laboratories in disciplines like Physics, Chemistry, Computer Science, Microbiology, Biochemistry, Botany, Zoology, and English, offering students practical learning opportunities. The multipurpose auditorium and seminar hall serve as venues for academic events. Recent improvements include six new classrooms, a staff room, an examination control room, a computer lab, and additional restrooms.

St. Ann's emphasizes technology integration, with 60% of classrooms equipped with ICT tools, including 8 smart classrooms, 3 computer labs, a language lab, and a Wi-Fi-enabled campus with 300 Mbps speed. The Central Library offers a wide range of books, journals, magazines, and online resources through N-LIST, enhancing student and faculty access to learning materials.

File Description	Documents
Upload any additional information	[View File]()
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/4.1.1-1-1.pdf

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

The college is committed to fostering both recreational and competitive sports to develop leadership, teamwork, and a competitive spirit. The college's holistic approach is

reflected in its extensive sports infrastructure. Spanning 7 acres, the campus features two large playgrounds for athletics, basketball, kho-kho, and other sports. The college hosts annual intra-collegiate tournaments, awarding top performers with cups, medals, certificates, and prizes.The Department of Physical Education offers facilities for indoor games like chess, carrom, table tennis, and specialized Taekwondo training. Key sports amenities include:

- 2 Playgrounds
- Assembly Ground
- Throwball, Basketball, Handball, Badminton, and Kabaddi Courts

The college prioritizes cultural activities, organizing events like Campus Fest, departmental competitions, and celebrations of festivals such as Christmas, Pongal, Onam, Dance Shows, SAS Week, Freshers, Farewell, and national days. A core committee of faculty and student representatives ensures inclusivity and engagement. These co-curricular and extracurricular activities align with educational goals and address student needs. The college also observes important days and organizes events to raise awareness on social issues. Cultural facilities include:

- Air-conditioned Auditorium (1000-seat capacity)
- Assembly Ground
- Seminar Halls
- Conference Room

The college promotes well-being through its yoga room, offering regular sessions, especially on International Yoga Day. Organized by NSS, NCC, the Physical Education Department, and student clubs, these sessions focus on physical and mental health.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2024/12/4.1.2.pdf

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

21

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

21

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2024/12/4.1.3.pdf
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

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

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

153.13

File Description	Documents
Upload any additional information	View File
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

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

The institute's Library is a key resource hub, housing a collection of 6,472 books, journals, magazines, and periodicals. It is fully automated with ECAP Library Software, offering features such as OPAC (Online Public Access Catalogue). The library spans 5,200 sq. feet and provides separate reading areas for students and faculty.

Library Automation Details

Software Name: ECAP Library Software

Nature of Automation: Fully automated

Year of Automation: 2019 (ongoing)

The software manages key library functions, including book transactions, member logins, and the issue/return/renewal process. It also allows for editing, searching (via OPAC), generating reports, and managing institutional repositories.

Key Software Features:

Transaction Management

Edit/Modify Entries

Search (OPAC)

Report Generation

Institutional Repositories

The library has a dedicated E-Library section for e-resources and is subscribed to INFLIBNET. to access electronic resources like SodhGanga and SodhSindhu. Through this program, we have access to more than 6000 full-text electronic journals and more than 3, 00,000 full-text electronic books. It also provides access to university examination question papers for student reference.

Book Lending with library cards

Journal Section

Reference Services

Newspaper Section

Library Resources:

: • Books Titles: 5,026

• Volumes: 6,472

- **Dictionaries &Encyclopedias: 125**

- **E-Journals: 6,000**

- **Journals: 20**

- **Newspapers: 3**

- **CDs: 25**

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional Information	[https://stannscollegevizag.org/wp-content/uploads/2025/01/4.2.1.pdf](#)

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources	**A. Any 4 or more of the above**

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

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

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

1.14

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

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

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

140

File Description	Documents
Any additional information	[View File](#)
Details of library usage by teachers and students	[View File](#)

4.3 - IT Infrastructure

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

The college maintains a robust IT infrastructure with SK and ACT broadband connections, supported by 10 routers across four campus segments, and a 300 Mbps LAN with four 75 Mbps connections. Security measures include antivirus protection for all computers, a biometric attendance system, and CCTV cameras to enhance campus security. The Computer Department is equipped with the latest software such as LOGISIM, Oracle Express, PHP, Tally, Photoshop, and Microsoft SQL Server, and promotes ethical IT usage, ensuring privacy, preventing data misuse, and managing IT acquisitions.

This year, the college automated its admission and examination processes by introducing LINWAYS and ERP systems. Classrooms are equipped with LCD screens and interactive panels, facilitating online classes through Google Workspace and e-content. The IT resources are extensive, including 60 computers (50 allocated to students), 30 laptops, 70 tablets, and 8 ICT-enabled classrooms with projectors or interactive panels. Additionally, the campus has 21 projectors, 6 printers (one colour), and 2 scanners.

Library services are fully automated with OPAC for online book searches, and digital tasks are managed through INFLIBNET-N-List. This strong IT framework supports essential college functions such as admissions, teaching, research, exams, and governance, overseen by the Principal, the Computer Department, and senior technical staff. A dedicated budget ensures continual IT enhancements, making it central to the college's educational and operational success.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/4.3.1.pdf

4.3.2 - Number of Computers

173

File Description	Documents
Upload any additional information	[View File](#)
Student – computer ratio	[View File](#)

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

File Description	Documents
Upload any additional Information	[View File](#)
Details of available bandwidth of internet connection in the Institution	[View File](#)

4.4 - Maintenance of Campus Infrastructure

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

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

153.13

File Description	Documents
Upload any additional information	View File
Audited statements of accounts.	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

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

St. Ann's College manages its infrastructure through a Planning Committee consisting of the Principal, Vice Principal, IQAC Coordinator, and department heads. An annual budget is allocated for maintenance, with a yearly audit to assess campus needs. At the end of each year, the committee reviews and plans for the next, preparing a budget for approval by the Principal and Bursar. Requests for repairs and renovations are processed by the Bursar's office within 4-5 working days.

The library supports academics by processing book requests approved by the Principal, conducting annual pest control, and registering first-year students for INFLIBNET. Books are organized, damaged items are rebound, and annual stock checks are done. Outdated materials are withdrawn based on Library Committee policies, with major purchases overseen by the committee, incorporating stakeholder feedback.

Laboratories maintain updated inventory, purchase, and breakage registers, with lab assistants ensuring the upkeep of equipment under staff supervision. Qualified service providers handle maintenance.

The Department of Physical Education schedules sports activities and ensures regular facility maintenance. The Department of Computer Science manages IT infrastructure, with routine updates and repairs provided by external service providers. Annual Maintenance Contracts cover computers, copiers, software, and security systems. Classrooms, common areas, and washrooms are cleaned daily, while fire extinguishers, equipment, and ACs are regularly inspected.

Civil and electrical work is carefully monitored.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/4.4.2.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

438

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	View File
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

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

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

368

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

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

File Description	Documents
Link to institutional website	https://stannscollegevizag.org/wp-content/uploads/2025/01/5.1.3_compressed.pdf
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

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

667

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

667

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

5.1.5 - The Institution has a transparent	**A. All of the above**

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

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

96

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

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

5.2.2.1 - Number of outgoing student progression to higher education

74

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	View File
Details of student progression to higher education	View File

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

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

73

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File

5.3 - Student Participation and Activities

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

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

25

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

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

SACW strongly advocates for student representation in both academic and administrative spheres. The Student Council, composed of dedicated members, plays a vital role in overseeing a range of activities, including academic, cultural, sports, and literary events, as well as outreach and community engagement initiatives. In collaboration with committee members, the College Student Council actively participates in organizing college assemblies and national festivals.

The structure of the Student Council follows the norms, with a systematic election process supervised by the Principal and designated council leaders. The council comprises the College Student Council, representatives from various sub-committees and clubs, and Class Representatives from each class.

The Principal plays a critical role in the establishment and functioning of the Student Council, with faculty advisors serving as coordinators. The council influences departmental activities, facilitating events and supporting faculty to ensure their success. This approach empowers students in decision-making, fostering their leadership, organizational, and teamwork skills, and contributing to their holistic development and a vibrant campus culture. This year, students organized events such as Freshers' Day, Farewell Day, Independence and Republic Day celebrations, SAS Week, Teachers' Day, and Peacock Day, showcasing the significance of student leadership.

File Description	Documents
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/5.3.2-.pdf
Upload any additional information	View File

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

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

49

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

5.4 - Alumni Engagement

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

The Alumnae Association of St. Ann's College, affectionately known as Annia, embodies the spirit and accomplishments of the women who serve as brand ambassadors for the education and leadership they gained at this esteemed institution. It plays an essential role in fostering a strong network among former students, enhancing the college's reputation and creating lasting connections. Annia bridges the gap between past and present students, with alumni excelling in roles across government, healthcare, industry, academia, and the arts.

Founded in 2018, the association hosts Annual General Body meetings, offering alumni opportunities to reconnect with their alma mater, share achievements, and inspire new graduates. The association contributes significantly to the college's development, with alumni often invited as speakers and chief guests at events. They volunteer to provide career guidance, sponsor events, donate resources, and participate in health camps and community outreach initiatives.

The mentorship programs of Annia empower current students, allowing them to benefit from the wisdom of alumnae who share insights to shape informed career choices. Through social media engagement and reunions, the Alumnae Association fosters a vibrant community, ensuring the continuation of a legacy of excellence that positively impacts both students and the institution itself.

File Description	Documents
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/5.4.1-new.pdf
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)	**B. 4 Lakhs - 5Lakhs**

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT
6.1 - Institutional Vision and Leadership
6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

St. Ann's College for Women, Visakhapatnam, stands as a leading minority institution with a vision committed to social betterment by helping aspiring and underprivileged girls gain access to quality education, managed by the Congregation of the Sisters of St. Ann, Luzern. Founded in 1991, its mission centers on empowering women and supporting marginalized groups, advancing holistic development to foster skilled, responsible global citizens. The college emphasizes academic excellence, spiritual growth, and maintaining global standards in education, research, and industry collaboration. Initiatives focus on faculty development, extension activities, and eco-conscious infrastructure expansion, curriculum program structuring and research based projects.

Governance follows a decentralized, participatory model that promotes operational autonomy. The college's administration involves bodies such as the Governing Body along with IQAC involved in taking all major decisions, and the various sub committees assist them in various aspects of governance. Also the Students' Council, faculty, and administrative staff actively contribute to decision-making and uphold student-centered education. This inclusive governance model enhances stakeholder satisfaction and fosters a collaborative environment, facilitating sustainable development across all

dimensions of the institution. By integrating the feedback of all stakeholders, St. Ann's has achieved notable progress in academics, infrastructure, and green practices, establishing itself as a nurturing ground for innovation, research and development, social responsibility, and leadership.

File Description	Documents
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/02/6.1.1_compressed-1.pdf
Upload any additional information	View File

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

The College operates under a well-structured, decentralized, and participative management model that supports efficient daily administration. Key roles in this structure include the management, Principal, Vice-Principal, Academic Administrator, Heads of Departments, and the Superintendent of the Administrative Office, which together form the primary levels of participative governance. The General and Provincial Council, as the executive authority and employer, collaborate closely with the Correspondent on high-level decisions. The Principal is supported in both administrative and academic responsibilities by the Vice-Principal, Academic Administrator, IQAC Coordinator, Controller of Examinations, and the Bursar.

Decision-making within the institution extends beyond the managing committee to various statutory bodies, including the Provincial Education Council, Local Education Council, Governing Body, Academic Committee, and Finance Committee. Academic matters within each department are overseen by the Heads of Departments, who are further supported by Coordinators and Class Counselors. Heads of Departments also play a crucial role in addressing students' academic grievances and gathering feedback on the curriculum and institutional matters from students, parents, and alumni. This structured approach ensures that all administrative and academic functions are managed collaboratively, enhancing the institution's ability to fulfill its educational mission effectively.

File Description	Documents
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/02/6.1.2_compressed.pdf
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Strategic Plan for Integrating Research with Academic Learning

St. Ann's College has pioneered a strategic initiative to integrate research into academic learning for first-semester science students. The Heads of the Botany and Zoology Departments proposed the idea, which received strong support from the management, Principal Dr. Sr. Prema Kumari, and Vice Principal Mrs. G. Lalitha. After careful planning, five research topics—Floriculture, Sericulture, Mushroom Cultivation, Apiculture, and Aquaculture Landscaping—were selected.

The Heads of Botany and Zoology mentored students from the Botany, Zoology, and Microbiology departments, dividing them into teams for a rigorous six-month research process using online and library resources. Their findings culminated in six comprehensive books, formally released by the Principal on 14th March 2024 during a special event attended by the management, staff, and students.

Encouraged by its success, the Zoology Department extended the initiative to arts and commerce students, fostering interdisciplinary research. By semester's end, they are expected to publish research-based works.

St. Ann's College actively promotes a research-driven academic environment, encouraging staff and students to publish papers and present at conferences. Books featuring their notable works have been released, and hands-on research projects like Mushroom Cultivation and Organic Hub further enhance experiential learning.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/6.2.1_compressed-1.pdf
Upload any additional information	View File

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

St. Ann's College for Women ensures efficient governance through a collaborative framework that integrates the Apex Body, Principal, and Academic Body, which oversee curriculum, extension, and extracurricular activities. The Administration Body manages hostel and office operations, ensuring smooth functioning. The participative organizational structure includes contributions from the Governing Body, Management Committee, Principal, Vice Principal, Bursar, IQAC Coordinator, Heads of Departments, and staff.

The Management Committee plays a vital role in key areas such as admissions, staff recruitment, resource allocation, infrastructure development, educational support, and financial management. The Principal, serving as an ex-officio member, acts as a bridge between the Management and staff, collaborating with the IQAC, Heads, and Coordinators to make data-driven decisions subject to approval by the Management Committee.

Committed to its mission, the college ensures quality through policies that adhere to government statutes, affiliating university regulations, and governing body guidelines. Faculty recruitment follows strict State Government and university protocols, with permanent faculty appointed per society rules and part-time faculty selected by the Principal. Transparent operations and structured governance foster academic and personal excellence. Institutional policies, spanning administrative to environmental domains, establish clear standards and are accessible on the college website, promoting accountability and trust.

File Description	Documents
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/6.2.1.pdf
Link to Organogram of the Institution webpage	https://stannscollegevizag.org/organogram/
Upload any additional information	View File

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

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

6.3 - Faculty Empowerment Strategies

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

The General Provident Fund for teaching and non-teaching staff at St. Ann's College is managed through the Government Treasury, ensuring compliance with regulations and financial security for employees. Pension benefits are effectively administered, focusing on the timely disbursement of pensions and gratuity to retired staff. Leave accounts are meticulously maintained, fostering a supportive work environment by ensuring a seamless experience during and after service.

The college actively promotes career advancement for faculty and non-teaching staff, providing necessary support for promotions. Duty leave is granted to faculty participating in University Grants Commission programs, including Refresher Courses, Orientation Programs, Faculty Development Programs,

and Short-Term Courses. Faculty members are encouraged to attend international, national, and local seminars and workshops as resource persons or presenters, with appropriate duty leave allocated.

Regular training sessions are organized to enhance administrative, financial, and managerial skills, along with software proficiency. Periodic medical camps for health and eye examinations support staff well-being. Staff conveniences include clean drinking water, personal cabinets, designated parking, and departmental PCs. Free vests and suits are provided, and the auditorium is available for personal celebrations. Management Sisters empathetically address staff challenges, nurturing a positive and supportive environment.

File Description	Documents
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/02/6.3.1_compressed.pdf
Upload any additional information	View File

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

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

18

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

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

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

16

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	View File
Reports of Academic Staff College or similar centers	View File
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

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

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

19

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	View File
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

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

Staff members are informed of their duties and

responsibilities, which they confirm by signing an acknowledgment of their commitment to adhere to them. The Internal Quality Assurance Cell (IQAC) develops a self-appraisal format based on the Performance-Based Appraisal System established by the University Grants Commission (UGC) to evaluate employee performance. Staff are required to complete this format reflecting their work.

Criteria for Appraisal:

- Staff performance is evaluated based on several criteria, including job performance, teamwork, communication skills, and professional development.

Process:

- Evaluation Form: The Principal utilizes a detailed performance appraisal form outlining specific metrics for assessment.
- Discussion: Following the evaluation, the Principal meets with the staff member to discuss the results, highlighting strengths and areas needing improvement.
- Improvement Plan: For those receiving a "Needs Improvement" rating, a structured "Plan for Improvement" is introduced, which includes clear goals and expectations.
- Regular Check-Ins: Scheduled meetings are conducted to monitor progress and provide ongoing feedback.

Outcome:

- Recognition: Staff members who achieve satisfactory performance are acknowledged for their dedication at the end of the year.
- Promotions and Incentives: Consistent performance influences promotion opportunities and eligibility for performance increment payments, encouraging a culture of growth and accountability.

File Description	Documents
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/02/6.3.5.pdf
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

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

St. Ann's College conducts annual financial audits to maintain accountability and ensure regulatory compliance. External audits are carried out by Rao and Kumar Chartered Accountants in Visakhapatnam, complemented by internal audits overseen by the college management. The financial committee and governing body collaboratively allocate budgets for both recurring and one-time departmental expenses, ensuring efficient utilization of resources.

To comply with government regulations, particularly for self-financed programs, the institution undergoes rigorous internal and external audits conducted by statutory auditors. These audits focus on fee collection, adherence to policies, and financial governance.

The internal audit team conducts periodic reviews, including revenue, payroll, and daily transaction audits, certifying income, expenditures, and capital outlays. The accounts department meticulously maintains detailed records, such as budgets, invoices, and vouchers, which are submitted for external audit after March 31st.

Certified statutory auditors perform biannual and annual audits, examining internal reports, verifying accounting policies, and ensuring accurate tax deductions and remittances, including TDS and professional tax payments to the Andhra Corporation. Any major discrepancies lead to the issuance of an "audit management letter." The governing body reviews final audit reports to implement necessary corrections and recommendations, fostering enhanced financial accountability and transparency within the institution.

File Description	Documents
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/6.4.1.pdf
Upload any additional information	View File

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

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

30,00000

File Description	Documents
Annual statements of accounts	View File
Any additional information	View File
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

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

The institution secures financial resources through various means, including student tuition fees, contributions from St. Ann's Society, philanthropists, benevolent staff, parents, the public, and alumni. Additional funds are generated through national and international conferences, seminars, workshops, department fests, and quality enhancement activities. The internal audit team ensures the effective and efficient use of these resources.

Fund allocation is overseen by the planning committee, which includes the bursar, principal, vice-principal, IQAC coordinator, and faculty representatives. An annual budget is prepared based on institutional needs, ensuring transparency and equitable distribution.

Raised funds prioritize academic development, infrastructure improvements, and student support. Investments are made in

teaching resources, lab and library expansion, software enhancements, and faculty training programs. Merit-based and need-based scholarships, as well as awards for outstanding students, are supported. The NSS unit utilizes designated funds for its student initiatives. Financial audits uphold transparency and responsible fund utilization.

The institution's space supports practical learning, with the Microbiology department engaged in organic farming, and Botany and Zoology maintaining eco-friendly practices like the Greenshade Net and Vermicompost. Additionally, hands-on training is provided to students from other colleges by the Botany, Zoology, Physics, and Chemistry departments.

An annual Summer Camp, with a nominal fee of ?200, empowers local girls by offering skill-enhancing courses such as Basic Computers, Beautician Training, Fashion Technology, and Classical Dance.

File Description	Documents
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/02/6.4.3.pdf
Upload any additional information	View File

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

Out of many initiations taken by IQAC two standout projects include construction of Francisca Feer Block and Introduction of TalentEase classes for first year students. Francisca Feer: This year, a significant initiative undertaken is the expansion of the campus by constructing an additional floor above the existing auditorium. This new floor is designed to accommodate the growing academic demands, with 9 well-furnished classrooms for students pursuing B.COM, BBA and BCA. These classrooms are equipped with advanced facilities to foster an interactive and engaging learning environment. The extension also includes a dedicated Examination Cell. This project is a testament to the institution's ongoing efforts to provide quality education and infrastructure to its students. Talentease: An IQAC initiative at St. Ann's College, empowers first-year degree students with vital life skills to enhance personal and professional growth.

The program offers interactive activities that build essential skills like communication, teamwork, problem-solving, and time management. Through workshops, discussions, and practical exercises, students develop self- awareness, emotional intelligence, and leadership qualities. As a result, participants report greater self-confidence, adaptability, and effective communication strategies. They also learn

goal-setting, prioritization, and stress management, helping them balance academic and personal growth. "Talentease" fosters a collaborative spirit, equipping students with tools to discover and unleash their leadership potential. TalentEase equips young adults to discover, develop and unleash their leadership.

File Description	Documents
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/6.5.1-1.pdf
Upload any additional information	View File

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

The teaching-learning process at St. Ann's College is structured and continuously reviewed to enhance quality and outcomes. The syllabus established by our parent university is followed in accordance with UGC guidelines. The college's quality assurance initiatives have established clear learning outcomes for each program, integrating practical lab sessions, field trips, industrial tours, internships, and hands-on activities to enhance academic and practical learning. Faculty maintain records, including annual plans, lesson plans, and daily diaries, which are submitted to the IQAC for quality review. An academic calendar is created annually, including a comprehensive plan of activities and exam schedules. Internal and external Academic and Administrative Audits, along with Energy, Green, and Environmental Audits, have been conducted to uphold standards. The college adopted Outcome-Based Education (OBE), develops Programme Outcomes (POs) and Course Outcomes (COs), mapping these during syllabus revisions. Each class has a handbook detailing their academic schedule. Analysis of semester results and learning outcomes informs gap analysis,

which guides necessary improvements. A structured feedback
system collects input from students and stakeholders, with
results shared with higher authorities for quality improvement.
The IQAC oversees a mentoring system (1:20 teacher-student
ratio) and a remedial system, while targeted programs are
conducted for advanced and slow learners. Staff development is
also prioritized through training and orientation, with 27
sessions conducted till date.

File Description	Documents
Paste link for additional information	https://stannscollegevizag.org/wp-content/uploads/2025/01/6-2_compressed-1_compressed-1-2-files-merged-1-1-converted.pdf
Upload any additional information	View File

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

File Description	Documents
Paste web link of Annual reports of Institution	https://stannscollegevizag.org/
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

St. Ann's College was founded to provide higher education for women in the state, fostering an environment focused on gender equity and the safety of students, faculty, and staff. The college has implemented several measures to ensure campus security, including the Anti-Ragging Cell, Internal Complaints Cell, and Grievance Redressal Cells.

Gender equality is promoted through a curriculum that integrates research on gender-related topics and encourages participation in co-curricular activities such as essay contests, poster presentations, and quizzes. The Gender Sensitization Cell organizes seminars to foster discussions on equality, while the NSS unit tackles vital issues like menstrual hygiene and women's safety. Self-defense training, including martial arts, is also provided.

Campus security is reinforced with continuous CCTV monitoring, and 24/7 security personnel. Psychological counseling, sanitary pad vending machines, a first-aid facility, and a fully equipped nursing lab ensure student well-being. Outreach programs educate local communities on safety, and legal workshops teach students about their protective rights.

The college emphasizes gender inclusivity in hiring, with a lady warden for hostel safety. Events like International Women's Day and Girl Child Day empower students, and menstrual hygiene training is provided by the Clean and Green Committee, supporting a model of inclusivity and empowerment.

File Description	Documents
Annual gender sensitization action plan	https://stannscollegevizag.org/wp-content/uploads/2024/12/7.1.1-Actionplan.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://stannscollegevizag.org/wp-content/uploads/2025/01/6.2.1_compressed-1.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar	B. Any 3 of the above

energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	

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

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The college emphasizes effective waste management across multiple categories. Solid waste is segregated into biodegradable and non-biodegradable types, with strategically placed dustbins to support proper waste disposal. The campus promotes cloth bags and bans plastic use to encourage eco-friendly practices.

For liquid waste, the college prioritizes water conservation, with lab wastewater directed to plant areas for eco-friendly disposal. E-waste, including outdated equipment and electronics from labs and offices, is properly disposed of through certified recyclers. Additionally, old newspapers, magazines, and answer scripts are sold to recycling agents. Students are educated on the importance of safe disposal practices.

The college also runs a waste recycling system, including a Vermi Compost Unit that converts biodegradable waste into organic fertilizer for gardening and research purposes. The Clean and Green Committee educates students on degradable and biodegradable waste. Dry waste is collected by GVMC, ensuring proper disposal through daily garbage vehicle visits.

Monthly cleanliness drives under the Swachh Bharat Abhiyan encourage students to actively participate in maintaining campus hygiene. Strict protocols for handling hazardous chemicals in labs minimize exposure and prevent accidents, while seminars on sustainability further promote eco-friendly practices.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	https://stannscollegevizag.org/wp-content/uploads/2025/01/7.1.3-Pic.pdf
Any other relevant information	View File

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

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:	A. Any 4 or All of the above
1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants	

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	View File

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

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	A. Any 4 or all of the above

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

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading	B. Any 3 of the above

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

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

Inclusivity is central to St. Ann's College, inspired by its founder Fr. Wilhelm Meyer. Operating under an interdenominational management, it embraces a secular, cosmopolitan ethos that promotes national integration, harmony, and respect for diverse religious, cultural, and linguistic communities.

The college fosters inclusivity through its admission process, welcoming students from a variety of socio-economic and communal backgrounds. It adheres to university reservation guidelines and provides financial support through government schemes like Vidya Deevena, HPCL scholarships, and the Kobler Project, which offers free education to orphans and children of single parents.

Cultural diversity is celebrated through events like SAS Week, Peacock Day, Rangoli, Ethnic Wear, Food Fests, and literary competitions. The college observes International Literacy Day, Mother Language Day, Hindi Diwas, and Telugu Basha Dinothsavam, It offers an Add-On Certificate Course in Performing Arts and lectures on Indian culture. The college promotes religious tolerance by celebrating festivals like Holi, Sankranti, Christmas, and Diwali, providing opportunities for students to observe their traditions.

The college offers bilingual instruction in Telugu and English. It supports students with merit-based scholarships and promotes social harmony through NSS and NCC activities, focusing on community service and environmental awareness.

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

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

The college is dedicated to fostering constitutional values and civic responsibility, aligning with the Constitution. It aims to shape informed, responsible citizens who understand their rights, duties, and responsibilities.

Through the curriculum, students learn about constitutional obligations, preparing them to engage in a democratic society and encourage students and staff to register as voters and participate in elections.

The college promotes constitutional awareness by observing key national days like Independence Day, Republic Day, Voters Day, National Youth Day, Human Rights Day, and Constitution Day. Activities include seminars, quizzes, and discussions organized by NSS and the Political Science Department. On Constitution Day, Preamble Reading is held. Regular recitations of the Preamble and Constitutional Pledge are done during the college assembly.

The college actively participates in national initiatives like Ek Bharat Shreshtha Bharat, Swachh Bharat Abhiyan, Jal Jeevan Hariyali, and Azadi Ka Amrit Mahotsav, and engages in community service, and cleaning drives to promote integration, sustainability, and cleanliness.

Social issues are addressed through initiatives like World AIDS Day, Anti-Corruption Rallies, and Vigilance and Consumer Rights Day.

The Internal Complaint Cell ensures fair grievance resolution, Campus Ambiance Surveys and Clean and Green programs maintain a sustainable campus.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	View File
Any other relevant information	View File

| 7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed | A. All of the above |

on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	View File

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

St. Ann's College for Women celebrates national and international commemorative days, events, and festivals to promote patriotism, community, and human values. The college also honors the birth and death anniversaries of prominent Indian figures to instill ethics and values. These celebrations are organized with the NCC, NSS, and college committees, student council, and clubs.

Academic departments observe subject-related days for their respective disciplines. Activities typically include awareness campaigns, processions, quizzes, cultural events, debates, elocution, essay writing, exhibitions, and special lectures, along with green initiatives.

Celebrations of national importance, such as Republic Day and Independence Day, follow government protocols and include flag hoisting, NCC parades, patriotic songs, speeches, and dances, all aimed at promoting patriotism and educating students about the nation's history, culture, and legacy.

Notable events celebrated this year include National Science Day, Commrce Day, International Women's Day, World Environment

Day, Teacher's Day, Human Rights Day, Gandhi Jayanti,
International Yoga Day, Ambedkar Jayanti, World Population Day,
World Water Day, and World Dietetics Day.

The institution celebrates these occasions with enthusiasm,
honoring nationalism and the legacy of national leaders, while
fostering unity, peace, love, and happiness among faculty,
staff, and students.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

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

Best Practice 1: Research and Publication

Research and publication are vital for fostering academic
excellence and global knowledge dissemination. At St. Ann's
College, this initiative focuses on developing research skills,
conducting in-depth literature reviews, and enhancing critical
thinking. By increasing accessibility, bridging
interdisciplinary fields, and tackling complex issues, research
accelerates knowledge sharing and fosters collaboration. The
college's efforts have resulted in the publication of nearly 10
research papers by students and faculty across departments,
showcasing their visibility, credibility, and commitment to
impactful scholarship. However, challenges like time
constraints, balancing research with other commitments, and
financial limitations for data collection and publication fees
remain. To address these, the college provides training in
statistical tools, qualitative analysis, and experimental
techniques, along with networking opportunities to encourage
collaboration.

Best Practice 2: Vehicle-Free Day

Vehicle-Free Day at St. Ann's College promotes sustainability by reducing vehicle emissions and encouraging alternative transportation. This initiative has decreased air and noise pollution on campus, reduced fuel consumption, and raised awareness of carbon footprints. Many participants adopted eco-friendly commuting options like walking, cycling, or shuttles. The initiative earned the college a "Green Campus" certificate and fostered environmental consciousness. Despite challenges such as resistance to change and accessibility issues for individuals with mobility needs, the event's success highlights the need for resources like bike-sharing programs and air quality monitoring tools to ensure long-term sustainability.

File Description	Documents
Best practices in the Institutional web site	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

The college is committed to empowering women and promoting gender equality. The college ensures equal access to education, healthcare, employment, and political participation, enabling women to advocate for their rights and drive societal change.

Key Women Empowerment Initiatives:

Gender Sensitization workshops to raise awareness of gender equality. Leadership Development programs for Women's Self-Help Groups build leadership skills. Self-defense training enhances safety. Sports & Recreation activities promote health, teamwork, and well-being, while Yoga & Wellness programs improve physical and mental health.

NCC & NSS Camps to build leadership and social responsibility. The college celebrates Women's Day with events recognizing women's achievements. Social advocacy campaigns, in collaboration with NSS and UNICEF, address issues like child marriage, domestic violence, and trafficking. Legal protection is emphasized through seminars on POCSO (2012) and POSH (2013) laws, alongside "Good Touch, Bad Touch" campaigns for child safety.

Other initiatives include Adolescent Education lectures, participation in Swachh Bharat Initiatives, Awareness Rallies for social causes, Talent & Skill Development Competitions, Fundraising Events like dance shows and food festivals, Add-on Courses for self-employment, Career readiness training (CRT), Field Trips & Industrial Visits to enhance practical learning and managerial skills.

These initiatives empower women, promote gender equality, and prepare students for success personally and professionally.

File Description	Documents
Appropriate web in the Institutional website	View File
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

International and National Webinars on Research

Sustainable Development Growth Award

Research Journal for the College

Infrastructure Development

Innovation and Incubation Centre Development

Increasing employbility Oppourtunities through different training programmes , CRT Classes and campus Drives.

Empowerment of women through exposure programs various prolife institutions

Creating safe, secure and positive environment to the Women