CRITERION – VI
GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the college.

VISION: "To provide distinct environment of educational excellence with humane values and social commitment".

MISSION:
We are committed
- To develop knowledge citizens with multidisciplinary global competencies.
- To integrate in the students the ennobling virtues of truth, fairness, tolerance and co-operation that leads them to serve the underprivileged.
- To sensitize in Josephites a sense of appreciation of traditional and cultural inheritance.
- To create and maintain an environment of excellence in education through technological advancements & effective pedagogy and methods of evaluation.
- To provide life skills towards a successful career, home and society.

Each department too has its specific vision and mission statements which are in consonance with the college vision and mission.

6.1.2 Does the mission statement define the college's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, college's traditions and value orientations, vision for the future, etc.?

Yes, the mission statements of the college clearly define the ethos and purpose of the institution which aims at promoting globally competent knowledge citizens who are not only skilled and employable but are morally upright and spiritually inspired with humane values and social commitment.

The purpose of education is defined in the larger context of addressing the needs of society, the needs of students and also instilling in the students a sense of of traditional and cultural appreciation.

- The curriculum is consciously developed to promote global competencies vis a vis communication skills in English, soft skills, computer skills, latest technologies, Cosmopolitanism etc.
- Inclusive environment and accommodative admission policies are administered to provide equity to the disadvantaged students. Individual care and attention ; mentoring; differential teaching techniques; facilitating government scholarships; management fee concessions and monitoring their incremental growth- are part of the mechanism administered to sensitively handle the special

needs of disadvantaged students.

➢ The college integrates in the students the ennobling virtues of truth, fairness, tolerance and co-operation. Value add- on courses like Science and Civilization and Environmental Science along with value-based education sensitizes the students to environmental, ethical, social, regional and national issues

➢ The institution promotes community and national development by ensuring student participation in extension activities and outreach programmes centered around community development and environmental awareness through NSS, JSS, REDCROSS.

➢ Through value education classes and motivational talks/orientation sessions on goal setting, time management etc., the college inculcates essential life skills that help to promote social harmony, family relationships, religious tolerance and individual well-being.

Vision:

The college strives to create and maintain an environment of excellence in education through constant review and renewal of programmes to include new need-based courses, technological advancements, effective pedagogy, community oriented research and thereby attain the status of 'College with Potential for Excellence'(CPE).

6.1.3 How is the leadership involved? *Ensuring the organization's management system development, implementation and continuous improvement. *interaction with stakeholders, *reinforcing culture of excellence, *identifying needs and championing organizational development (OD).

ॐ **Ensuring the organization's management system development, implementation and continuous improvement.**

The College is managed by Hyderabad Archdiocese Educational Society – HAES which is the management committee comprising the Archbishop, Vice – Chairman, Secretary, Treasurer and the Principal of the college.

The Management Committee is a planning and policy making body which meets periodically to plan policies relating to admissions, academic programmes, recruitment of staff and infrastructure development. The Committee also reviews and evaluates the academic progress, administrative processes and all matters related to co-curricular, extra-curricular and extension activities of the College.

The **statutory bodies** of the College are the Governing Body, the Academic Council, the Boards of Studies and the Finance Committee.

The **Governing Body** has been constituted in line with the recommendations of the UGC with the Archbishop as the Chairperson. It steers the organization's management systems, their implementation and continuous improvement. It meets once a year to review the academic and administrative functioning of the College. It approves the introduction of new programmes, fixes the college fee, examination fee and on the

recommendations of the Finance Committee approves proposals for the development of infrastructure and institutes scholarships, studentships, medals, prizes and certificates on the recommendations of the Academic Council. The Governing Body also assesses and evaluates all the activities and programmes of the College and offers suggestions pertaining to all aspects of its development and growth.

The Archbishop of Hyderabad is the **Chairman** of the Governing body of College, which is the apex body. He appoints dedicated, ordained priests as the Principal and Vice Principal to lead the college.

The Principal as the head of the Institution coordinates and monitors the academic and administrative functions of the college and acts as the Chief Controller of Examinations. He administers effective changes in policies and practices to promote the integrated development of the college. The Principal provides vision and leadership to initiate and monitor the various aspects of the College functioning and growth viz. administrative, academic, co-curricular, extra- curricular and extension programmes. He reports to the Governing Body on various aspects of the functioning of the College: administrative academic progress, admissions, examination results, financial aspects, staff positions and other administrative matters. He also presents action taken report of the earlier recommendations of the Body. The Principal presents the recommendations of the Finance Committee of the College in relation to the fee structure and the annual budget for the following year. He holds general staff meetings regularly to discuss all academic and administrative matters and also seek suggestions for college development from staff.

The **Academic Council**, constituted according to the guidelines laid down by the UGC, leads the process of curriculum development and reviews and approves the recommendations of the Boards of Studies.

The **Boards of Studies**, constituted according to the guidelines laid down by the UGC, provide guidance with regard to the content development of various courses and innovative methodologies for teaching, learning and evaluation. Both the Academic Council and the Boards of Studies meet once a year.

The **Finance Committee**, with the Principal as the Chairperson, is an advisory body to the Governing Body in matters pertaining to finance. It oversees the preparation of the budget, monitors the budget estimates and income from fees.

The IQAC of the college develops a quality system for conscious, consistent and catalytic programmed action to improve the academic and administrative performance of the College. It promotes measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices. It acts as a nodal agency of the college for coordinating quality-related activities, including adoption and dissemination of good practices.

The Vice-Principal assists the Principal in the general administration of the college, student discipline and in maintaining quality at all levels in the College. He is also the Chief Superintendant of examinations.

The **Office Superintendent** is responsible for the functioning of administrative unit.

The **Administrative Office** of the college, under the leadership and guidance of the Principal, implements the suggestions given by the Governing Body, the Management Committee and the Finance Committee

The College ensures a system of **participative management** whereby information flow and decision making processes are systematized and channeled through all key constituents of the College.

The **Controller of Examinations** heads the examination office. He ensures the smooth and effective functioning of the examination unit and takes charge of all matters relating to the conduct of examinations in consultation with the Principal.

The **Heads of the departments/Deans/Director** are directly responsible for coordinating all departmental academic programmes of the college. They oversee the planning and restructuring of the curriculum in consultation with the Principal. They also plan, organize and monitor student related activities. The Heads of departments ensure the smooth functioning of the activities of the department in collaboration with other members of the department. They ensure that the syllabi for various courses are updated and that the teaching- learning-evaluation processes meet the required standards. They conduct departmental meetings regularly to discuss and decide on matters related to students and academic matters.

The **Functional committees** perform specific functions assigned to them. The **Librarian** is in charge of library services.

☙ Interaction with Stakeholders

The college has evolved a culture of good governance by adopting participatory approach to involve students, faculty, parents, representatives of industry and academic peers in the decision making process.

Feedbacks received from the stake-holders are considered for continuous review and revision of policies/strategies/methodologies which are relevant to the changing needs of higher education.

Employers / Industries:
The Industry representation on the BOS /Academic Council/ Governing Body makes a way for valuable feedback /suggestions during the review meets of the regulatory body ensuring an industry relevant curriculum. Formal feedback is received from the industries where our students go for internship. When recruiters visit the Institution for campus placements, the Placement Cell uses this opportunity to find out about the

market trends and corporate expectations. Feedback on the performance of our graduates is taken from their employers, so as to assess and address the gaps that need to be filled in order to optimize student's employability. Feedback from the employers also helps in identifying relevant skills and topics to be included in the Pre- placement training sessions.

Parents and Community:
Extension activities and outreach programmes provide a platform for interaction with the community. The college uses this opportunity to obtain feedback about the institution. Parents give a feedback about curriculum and other aspects at Parent-Teacher's Meet. Parents are invited on the 'College Interface Day' to state their expectations of the college and also record their grievances/ feedback of the college procedures. Eminent people in the **Governing Body** and **Academic Council** give feedback and offer suggestions on vital aspects of administration, academic and extension activities.

Alumni:
The Institution maintains its alumni network through Alumni Meetings, their visits to the college and college website. Feedback of alumni is sought on the relevance of the curriculum to the industry needs and the suggestions are considered while designing curriculum, inter-disciplinary courses, certificate courses, internships and projects. The alumni representative on the regulatory bodies like the BOS, Academic Council make significant contributions to the proceedings on the curriculum design and development. The College also follows the practices of obtaining feedback from freshly graduated students at the exit level to address issues related to course work, teaching practices and other student support services. Feedback/suggestions from graduates pursuing higher studies at premier institutions in India and Abroad are obtained to promote effective vertical mobility.

Students:
A comprehensive student feedback is administered at the end of every semester wherein the students answer varied questions on punctuality and performance of the teacher and objectivity in evaluation; syllabus, infrastructural facilities, Co-curricular activities and support services etc. Class representatives who are a part of **Student Quality Assurance Cell** also bring about deliberations on students related matters. Informal feedback regarding improvement of student support is also taken into consideration.

Regular Feedback from the stake holders gives an insight regarding the necessary changes required within the existing syllabus as well as up-gradation of the curriculum according to current industry demands. The feedback received from the stakeholders is reviewed at the departmental level and the suggestions are then presented first in the Board of Studies and then in the Academic Council and finally in the Governing Body.

The mechanism of gathering feedback from various sources is effectively channelized for the growth and development of the College.

☙ Reinforcing culture of excellence

The College in its quest for excellence has identified 'global competencies' 'National Development', 'Use of Technology' and 'Value based education' as the defining quality components of its educational transactions.

To reinforce and sustain the culture of excellence in its academic and administrative units the management follows standardized procedures incorporating the goals of higher education.

To sustain and enhance quality the college has adopted the following practices/procedures.

➢ Establishment of Internal Quality Assurance Cell to initiate measures to impart quality to the academic and administrative performance of the college.
➢ Acquired the status of Autonomy in March, 2011.
➢ Introduction of Industry relevant curriculum, new courses in emerging areas, certificate and inter disciplinary courses, Internships and Projects
➢ Healthy campus culture is maintained through insistence on regularity, punctuality, discipline, dress code etc.
➢ Fostering global competencies and skill development among students to enhance their employability
➢ The institution promotes community and national development by ensuring student participation in extension activities and outreach programmes centered around, community development through NSS, JSS, Youth Red Cross and thus promoting social responsibility and citizenship roles among students.
➢ Guest lectures are organized to sensitize students on rights and duties of citizenship, gender relations and value education to impart essential values integral to national development
➢ Extensive use of ICT backed teaching.
➢ Innovative teaching methodologies
➢ Paradigm shift from teacher centric to student centric approach
➢ Promote research culture among staff, orienting them towards paper presentations, publications by offering incentives- seed money appreciation awards, pay hikes for added qualifications
➢ Instill research spirit among students with thrust on projects, field trips, community oriented surveys
➢ Continuous staff training and development through refresher courses and other FDPs
➢ Constructive utilization of feedback from stakeholders for the growth and development of the institution
➢ Lectures and workshops for the faculty and students are arranged with eminent scholars from India and abroad
➢ The excellent educational standards of the college have been recognized by Premier agencies and the institution is ranked top among educational institutions
➢ Excellent culture in governance is promoted through effective internal coordination and monitoring mechanism
➢ Excellence in administrative culture is maintained through a transparent, participative and decentralized administrative system

- Inclusive environment and accommodative admission policies are administered to provide equity to the disadvantaged students. Individual care and attention ; bridge courses, mentoring; differential teaching techniques; facilitating government scholarships; management fee concessions and monitoring their incremental growth- are part of the mechanism administered to sensitively handle the special needs of disadvantaged students.
- Standardized procedures of quality checks – weekly submission of teaching dairies, academic record, monthly submission of self appraisal, result analysis unit planners etc.
- Strict vigilance on implementation of academic schedule.
- The college strives to create and maintain an environment of excellence in education through constant review and renewal of programmes to include new need-based courses, technological advancements, effective pedagogy, community oriented research and thereby attain the status of 'College with Potential for Excellence'(CPE).

6.1.4 **Were any of the senior leadership positions of the College vacant for more than a year? If so, indicate the reasons.**

The college has never had any vacancy in senior leadership position, as they were promptly filled, making way for smooth transition.

6.1.5 **Does the College ensure that all positions in its various statutory bodies are filled and meetings conducted at the stipulated intervals?**

Yes. All the positions in various statutory bodies of the college are promptly filled. The college has various statutory bodies-Governing Body, Academic Council, Finance Committee, Boards of Studies constituted as per the guidelines of U.G.C which meet annually.

6.1.6 **Does the College promote a culture of participative management? If yes, indicate the levels of participative management.**

Yes. The college practices decentralization and participative management at various levels through various statutory bodies and committees.

The college has evolved the culture of good governance by adopting participatory approach involving statutory bodies, students, faculty, representatives of industries, academic peers, parents and alumni in the decision making process and other activities in the college.

The advent of Autonomy brought to existence the various statutory bodies like **Governing Body, Academic Council, Finance Committee** and **Boards of Studies** of various departments. Even prior to autonomy the college has had Academic Advisory Committee which was headed by Archbishop and comprised Governing Body members of HAES, eminent Academicians and executives from the industry. It had been a tradition to convene an AAC meet every year to apprise the members of the institutions growth. In turn the AAC members rendered advice on value based education tutor

system, skill development and the need for gearing up to industry norms and standards. Various committees are constituted to promote participatory contribution to providing quality and excellence in education.

The constitution of all the statutory bodies and relevant committees is done with the objective of inculcating a sense of self- responsibility and self- regulation among the staff.

The healthy culture of participative management is promoted through the following four clearly defined levels:

➢ At the consultative level, all the stake holders are involved to express their views on various academic and administrative issues. The consultation may be held by the Principal / Vice-Principal / Director / HoD / Student Representative depending on the nature and gravity of the issue. The members of the BOS & the Academic Council are the other important consultants for academic related matters.
➢ The consolidated views and suggestions/grievances are taken to the next level – the Planning level which involves participation of Principal, Vice – Principal, HoDs and Coordinators of various committees.
➢ At the next level the Executive level of the college meets to discuss and deliberate on the major issues of critical significance.
➢ The final decision making power rests with the Governing Body, which is the apex body of the college.

6.1.7 Give details of the Academic and Administrative Leadership provided by the University to the College.

The Parent University plays an advisory role at the UG Level through its representatives on the Governing Body, the academic council, Boards of studies and through the inspection it conducts for extension of affiliation. They provide expert guidance in launching new courses, framing syllabus, revising academic programmes, suggesting panel of examiners and mode of evaluation. The College Development Council of Osmania University plays a pivotal role as the channel and bridge between the College and Osmania University.

For all PG Courses, the college follows the curriculum, academic calendar, examination and evaluation process set by the University.

6.1.8 How does the College groom the leadership at various levels?

Recognizing the importance of strong leadership in the development of organization the college endeavors to groom leadership at various levels. To facilitate the smooth functioning of the institution, the institution encourages participative management by entrusting key positions and responsibilities at various levels.

The college conducts workshops / guest lecturers / motivation lectures on soft skills, personality development, confidence building, team dynamics to groom potential leaders.

To cite a few examples of leadership training programme offered to students and faculty

- ➢ TAPAS-INSPIRE INDIA conducted a workshop on Social Leadership on 27th October, 2010 where the students participated in several team games and were imparted leadership skills.
- ➢ Vice–Principal Rev.Fr.Sunder Reddy attended a 'Train the Trainer' programme on 'How to become an Inspire India Youth Leader' conducted by TAPAS on 13th November 2010.
- ➢ Josephites participated in a two day youth leadership programme conducted by the Rotary club, Hyderabad on 7th and 8th Jan 2012 at St. Ann's college. The event imparted knowledge on Youth leadership with sessions on – Positive leadership, Team building, effective public speaking, Fitness and Global citizenship.
- ➢ HoD-Commerce, Mrs. Mary Vinaya Sheela attended a Seminar on 'Capitalizing on Team Talent' conducted by HMA in Hyderabad on 6th August 2011.
- ➢ Senior faculty are also given self- help books on leadership

Leadership is groomed at various **levels** through the following strategies and activities:

AT HOD LEVEL

HoDs are given autonomy

- ➢ To draw up an Academic Planner for the year, preparing the time- table and work allotment of the faculty in the department
- ➢ To initiate certain healthy and innovative practices for the effective development of the department
- ➢ To conduct departmental meetings and also hold discretory powers to resolve student related issues like discipline, attendance etc.
- ➢ To develop contacts with industry experts and organize seminars and workshops.

AT FACULTY LEVEL

- ➢ Faculty with potential are made coordinators of various committees/cells thus giving a scope for honing their leadership skills.
- ➢ Given freedom to use innovative teaching methodologies.
- ➢ Encouraged to invite subject experts for guest lectures
- ➢ Organize curricular and co-curricular student activities
- ➢ Mentorship and project guideships are also given to faculty, thus grooming their leadership skills

AT STUDENT LEVEL

Most of the activities of the campus are student centric to give students an opportunity to take up leadership roles , right from planning to organizing , getting sponsorships, publicity, handling media, stage management , discipline etc.

➢ Dynamic students are given club leadership and they take lead role in organizing various club activities and Departmental events like seminars, conferences and workshops.

➢ The college has a Student Quality Assurance Cell which has the elected class representatives and an assistant from each class to represent their class in deliberations on all student related issues.

➢ The College holds mega events like annual cultural fest Josephiesta and CinEvolution (a Short film festival) to hone their talents and imbibe managerial skills. Celebrations like Teacher's Day, Independence Day, Republic Day, College Annual Day etc., are organized entirely by students. Students under the guidance of faculty coordinator take active initiation in planning and executing the study tour programs and field visits.

6.1.9 How does the College evolve a knowledge management strategy? If yes, give details.

The College adopts a strategy for knowledge management through a multi-pronged approach to share skills, expertise, and experience:

➢ The College has ICT Centre for capturing, creating, sharing and storage of IT - based knowledge for the benefit of the organization and its stakeholders.

➢ Faculty member who is deputed to attend Refresher Courses, Orientation programmes, seminars, workshops or courses outside college shares the learning experience with other departmental members at the staff meetings

➢ Orientation sessions on effective ethos of the College, curricular structure, teaching-learning-evaluative processes and capacity building by senior faculty for junior and mid-level faculty, within the department and across departments Board of Studies of various departments update the syllabus

➢ Motivational sessions by senior and retired faculty

➢ Sessions on quality assurance and enhancement processes by IQAC

➢ Inter-disciplinary approach to academic programmes and research

➢ Question Banks are placed in Library for their ready reference

➢ Sharing of the Curriculum with the eminent academician/Industrialists to enhance the knowledge base of the faculty

➢ Proceedings of the National Seminars conducted are published by the college

➢ To enable the stakeholders (students and faculty) to have wide and ready access to knowledge, the college offers facilities like intranet, free internet, DELNET etc

➢ Guest lectures for students by faculty across departments in areas of their expertise

6.1.10 How are the following values reflected in various functions of the College?
        Contributing to national development *Fostering global competencies among

students, *Inculcating a value system among students, *Promoting use of technology, *Quest for excellence.

✺ Contributing to national development

The college maintains a sustained focus on the human resource development and capacity building of the students to equip them to cater to the needs of the global economy, society and country as whole. This goal has been embodied in the mission statements of the college and is substantially met through the following means:

> ➢ Physically challenged students, first generation and economically disadvantaged students are given preference in admission to create inclusive academic environment and promote equity.
> ➢ The curriculum is consciously designed and developed to promote global competencies and provide skilled human resources to the nation's workforce.
> ➢ The faculty is trained and encouraged to keep themselves abreast of latest advances in their core disciplines.
> ➢ Use of ICT backed teaching aids facilitates the use of technology among students, thus giving way for skilled employable work force.
> ➢ The institution promotes community and national development by ensuring student participation in extension activities and outreach programmes centered around, community development through NSS, JSS, Youth Red Cross and thus promoting social responsibility and citizenship roles among students
> ➢ A 20% increase in the sanctioned strength of students is obtained from the University for the Highly Demanded Courses to enhance the Gross enrolment ratio every year.
> ➢ Guest lectures are organized to sensitize students on rights and duties of citizenship, gender relations and value education to impart essential values integral to national development.
> ➢ Celebrations like, Independence Day, Republic Day, Women's Day, Aids Awareness Day, Science Day, Mathematics Day promote awareness among students.
> ➢ Extension activities like visit to the old age homes, orphanages, rural development programs help to develop responsible, sensitive, and caring citizens of the nation.
> ➢ The college encourages students to participate in games & sports, literary and cultural activities, there by contributing to the holistic development of future citizens.
> ➢ The college conducts various awareness programme and development programmes such as 5 K Run for Child rights, AIDS awareness programme, Tree Plantation, Energy awareness programme, NSS survey in Changicherla, Tattiannaram, etc., promote social consciousness among students.

✺ Fostering global competencies among students

Global competencies include effective communication skills, leadership qualities, creativity, interpersonal skills, team spirit, computer skills etc.

Following are the measures taken to foster the global competency of students -

- ➢ Emerging areas are included in the Curriculum to make it globally relevant.
- ➢ Soft skills development is prioritized to promote employability in multi-cultural work environments.
- ➢ Several certificate and add on courses give the cutting edge to deal with global Challenges.
- ➢ English being lingua franca of the world, the new English curriculum lays emphasis on Functional English, thereby imparting communication skills/soft skills/ employability skills. The college has an English language lab with interactive modules on various aspects of communication skills like Phonetics, Vocabulary, Presentation skills, Body Language etc.
- ➢ Foreign languages like French and Arabic are offered as second languages.
- ➢ International cultural exchange programme was hosted for students from Duke University on June 30, 2010. The objective of the programme was to widen the horizons of the students to acquire global competencies. The event outlined a host of cultural and academic exchange programmes to promote a healthy dialogue between the youth of the east and west.
- ➢ Technical skills are imparted through Technology aided teaching- learning
- ➢ Experiential learning through field trips , industrial visits , internships is given priority as it will reduce the training costs to potential employer
- ➢ Fests/Events of the college are mostly Student centric, thus offering them managerial skills, team dynamics, leadership skills, interpersonal skills etc.
- ➢ The College has **Entrepreneurial Development Cell** which promotes entrepreneurial skills.

❧ Inculcating a value system among students

- ➢ Value education is integrated into the curriculum
- ➢ Value-based education ensures thrust on discipline and moral values
- ➢ Indian Heritage and culture, Environmental Studies and Science and Civilization are Mandatory Papers for all UG students
- ➢ Celebration of Independence day, Teacher's day, National Education Day, Republic Day, National Science Day, Energy Awareness Day, Ethnic Day etc.,
- ➢ 'Social Commitment' is an integral part of the College vision. The college outlines several community development programs organized through the college **NSS, Josephite Service Scheme (JSS), YRC and Women empowerment cell**. Some of the outreach programs include visit to orphanages, old age homes, village camps, tree plantation.

❧ Promoting use of technology

The College extensively makes use of technology in its teaching, learning and evaluation practices and administrative system.

- ➢ Training in the use of ICT has been made compulsory for students, faculty and administrative staff.
- ➢ Basics in Computer Science is a mandatory paper for all UG and PG courses.
- ➢ The college has introduced computerization of student services and management procedures. **EZ-School** is used for computerizing admission process and student

attendance; Insight software for accounting procedures.

➢ Library is computerized. Library automation software New Gen Lib is used for day to day transactions of the library. Barcode technology speeds up the transactions.

➢ The College has ICT Centre for capturing, creating, sharing and storage of IT - based knowledge for the benefit of the organization and its stakeholders. All departments are in the process of e-content creation

➢ Students and faculty are given wide and ready access to e-resources through intranet, free internet, DELNET, INFLIBNET.

➢ Prompt access to e- learning resources is ensured through free high speed internet connectivity (50 Mbps) , Wi-Fi connectivity and intranet facility

➢ ICT-enabled class rooms are spread across the campus for teaching.

➢ Well equipped Mass Com Studio, Mass Comm Lab AV room, LCD equipped three seminar halls and projectors , Portable LCDs with laptops are available for classroom teaching, seminars, workshops etc.

➢ CCTVs are installed in labs, corridors, libraries and various other places for surveillance.

➢ Students and faculty are oriented about available open e-resources like MIT, NPTEL, NMEICT, etc., to widen the access to virtual class rooms.

❧ Quest for Excellence

The College in its quest for excellence has identified **'Global Competencies' 'National Development', 'Use of Technology'** and **'Value based education'** as the defining quality components of its educational transactions.

To sustain and enhance quality education the college has adopted the following practices/procedures.

➢ Establishment of Internal Quality Assurance Cell

➢ Acquired the status of Autonomy in March, 2011

➢ New courses in emerging areas and introduction of certificate and inter disciplinary courses , Internships and Projects

➢ Industry relevant curriculum

➢ The college expanded its campus and updated its infrastructure

➢ Extensive use of ICT backed teaching.

➢ Innovative teaching methodologies

➢ Paradigm shift from teacher centric approach to student centric approach

➢ Intensive FDP on latest technologies

➢ Improved Industry – Institute interaction

➢ Lectures and workshops for the faculty and students are arranged with eminent scholars from India and abroad

The excellent educational standards of the college have been recognised by Premier agencies thus:

➢ Accredited by NAAC with A grade (3.51/4) in the year 2008.

➢ Ranked 4 in Hyderabad and Ranked 49 in the country among the TOP COMMERCE Colleges by India Today magazine – June 28th, 2010.

➢ Ranked 10 in the city of Hyderabad among the TOP SCIENCE Colleges by

India Today magazine – June 28th, 2010 & June, 2013.

➢ Ranked 3 in Hyderabad and Ranked 44 in the country among the TOP COMMERCE Colleges by India Today magazine – June 18, 2012.

➢ Emerging 3rd perceptual rank as Best Commerce College and 1st Perceptual rank as Best Science College in India by India Today magazine June 2013.

6.1.11 Give details of the UGC autonomous review committee's recommendations and its compliance

The College acquired the status of autonomy in the year 2011. The UGC autonomous review committee has not yet visited.

6.2 Strategy Development and Deployment

6.2.1 Does the College have a Perspective Plan for development? If so, give the aspects considered in development of policy and strategy.

* **Teaching and learning**
* **Research and development**
* **Community engagement**
* **Human resource planning and development**
* **Industry interaction**
* **Internationalization**

The College is constantly focused on its vision of promoting excellence in education and this is well supported by definite development plans that foster global citizens with humane commitment.

The following table indicates the Perspective Plan of the college for next five years in the aspects mentioned below:

Aspect	Areas of focus/Plan for the next five year period
Teaching and learning	▪ Redesigning and development of UG Courses to meet global demands ▪ Faculty training to design contemporary, skill based and value added courses. ▪ Designing of PG Courses and introduction of new PG Courses ▪ Examination reforms ▪ Technology aided teaching strategies with differentiated techniques ▪ Increased use of AV Room to screen educational

	programmes like NPTEL ▪ Sustaining and enhancing Intellectually stimulating environment ▪ To promote value based quality education ▪ Upgrading the infrastructure and learning resources ▪ Digital Library ▪ Virtual Classrooms and Video Conferences ▪ Monitoring and optimizing the achievement of learning outcomes of the students ▪ NET/SLET coaching ▪ To promote experiential learning
Research and Development	▪ To take more Initiatives in promoting Research Climate ▪ Focus on research projects of national and social orientation ▪ Identifying potential funding agencies for projects/other research activities ▪ Getting grants to conduct research ▪ Collaborative research with other institutions/industries ▪ Encouragement for faculty and student research ▪ Increase Qualified staff with research aptitude ▪ Encourage inter-disciplinary research by students and faculty ▪ Augmenting research facilities
Community Engagement	▪ Sustained focus on promoting social consciousness among students and faculty ▪ Identification and redressal of current issues in society ▪ Sensitizing staff and students to be agents of social transformation through organizing social awareness programme. ▪ MOUs/collaboration with NGOs, YRC and other Organizations ▪ Developing the scope of Josephites Service Scheme(JSS) ▪ To enhance lab to land activities ▪ Adoption of Villages
Human resource planning and development	▪ Recruitment of additional staff following objective quality parameters ▪ Increased training and development programmes for teaching and non-teaching staff ▪ Enhanced Welfare measures for teaching and non-teaching staff

Industry interaction	Increased industry interactions/ collaborations/linkages for curriculum design and development, certificate courses, Projects, internships, field trips, industrial visits, guest lectures, workshops, seminars, placements, career guidance etc.
Internationalization	▪ Identification of colleges / Universities for interactive programmes. ▪ Increased admission of foreign students

6.2.2 **Enunciate the internal organizational structure of the College for decision making processes and their effectiveness.**
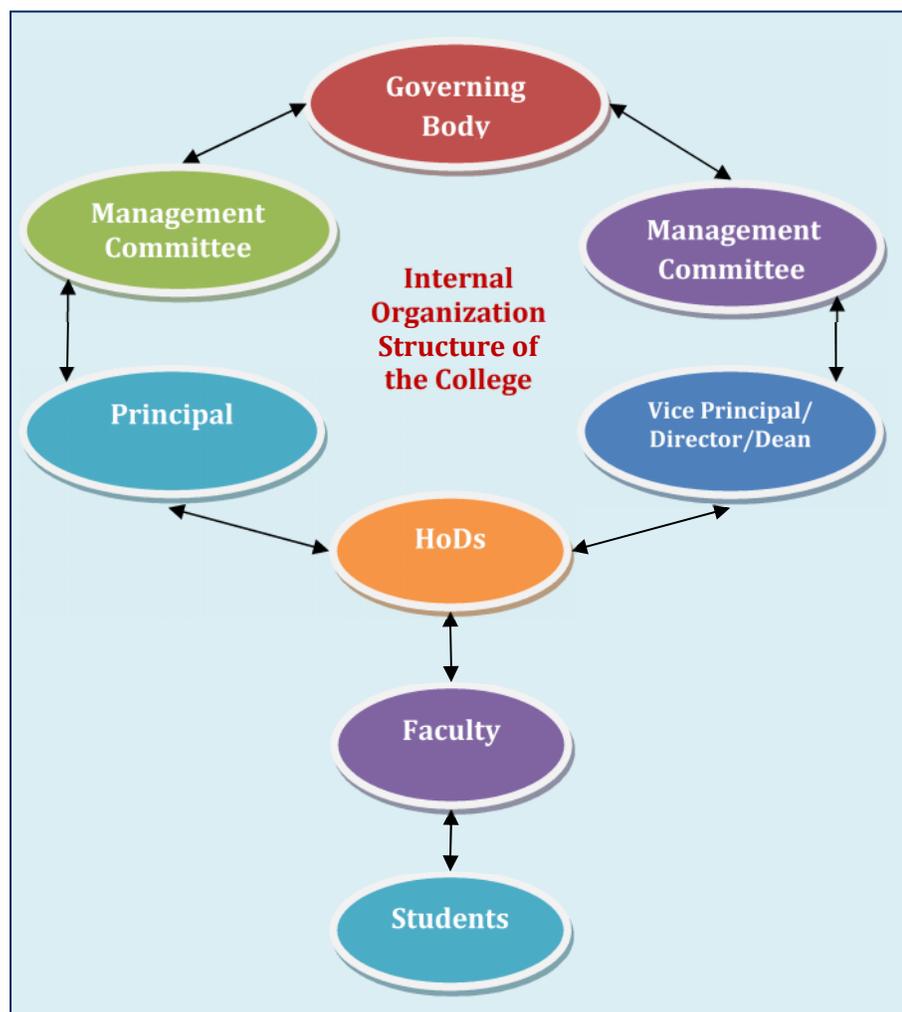
6.2.3   Specify how many planned proposals were initiated / implemented, during the last four years. Give details.

Academic Year	Initiated / Implemented
2008-2009	- Establishment of IQAC - National Seminar on "Emerging Trends in Business Management and challenges of 21st Century Corporate Sector" was organized on 12-13th March, 2009. - Id Card Printer for issue of student Id cards - Currency Counting Machine installed for quicker fee collection - Fake note detector purchased
2009-2010	- Bio-Metric Finger Print Reader was introduced to record staff attendance - Arrangements have been made to provide exclusive Internet connections to all departments (Ministry of HRD Scheme). - Initiated tie-up with foreign universities– University of Mary Hardin Baylor, Belton, Texas, University of Sydney, Australia, St. Ambrose University, Davenport, Iowa. - International cultural exchange programme was hosted for students from Duke University - Increase of CCTVs
2010-2011	- UG Autonomy, Foundation laid for Mass Com studio - Established a separate Lab for Simulation in Electronics with MULTISIM, Keil, EDSIM51, 8085 & Simulator Packages - New Stage and Audio System in St. Joseph's Hall for conducting various college programmes - Establishment of Language Cell - Increase of classrooms equipped with LCDs - Curriculum design and development of B.Com , B.Sc, BBA and B.A(Mass Com) courses.
2011-2012	- Establishment of Mass Communication studio - Semester system introduced - Establishment of Examination Branch - Extended Campus & New Canteen - Introduction of New courses BBA, BA Mass Com - Introduction of EZ School software for student computerizing attendance & admissions - Purchased SPSS Software - Introduction of new certificate courses 'Best Teacher Award' practice initiated
2012-2013	- Introduction of New courses BA (JPE), B.Sc (NHAEM), B.Com (prof), MCJ - Approval of M.Com (Finance) - Initiated the process for PG Autonomy - National Seminar sponsored by NAAC on " Role of IQAC in Sustenance & Enhancement Of Quality In HEIs on 25th & 26th

	Sept 2012
	▪ Introduction of Interdisciplinary courses,papers
	▪ Increased number of MoUs
	▪ Extension of canteen
	▪ Initiation for NAAC Re-Accreditation
	▪ Purchase of 30 Computer system systems and Air Conditioner
	▪ Purchase of K-Van software
	▪ Purchase of Home Theatre Unit in Mass Com Lab
	▪ Ph.D Seed Money given by management
	▪ Purchase of copier in the Examination Dept.
	▪ Purchase of 11 LCDs

6.2.4 Does the College have a formally stated quality policy? How is it designed, driven, deployed and reviewed?

The quality policy is inbuilt and reflected within the vision and mission statements of the college. The Total Quality Management (TQM) in the college in various administrative and academic aspects is ensured through the IQAC which plans and implements strategies for quality assurance. The meetings of IQAC, Academic Council, Governing Body and various Committees periodically examine, evaluate and review the policies and make suggestions for improvement.

6.2.5 How does the College ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder-relationship?

The College has a Grievance Redressal Committee to redress student and staff grievances. The Committee comprises Principal, Vice- Principals, Senior faculty and faculty representatives.
Faculty Grievances:
The staff has direct access to the Principal and consequently the grievances (if any) of both teaching and non- teaching are directly solved and redressed immediately. In some cases, the HoDs proactively represent such matters to the Principal. The Chairman meets all the staff members once in a year and speaks to them in strict confidentiality and elicits their opinions on the functioning of the college. The faculty can also represent any complaint or grievance directly to the Chairman, thus giving scope for due changes in policies.
Student Grievances:
The college has Student Assurance Quality Cell (SQAC) where class representatives along with Principal, Vice–Principal and other senior faculty members of the cell discuss and deliberate on student grievances. Complaint / Suggestion boxes are kept on each and every floor of the college campus. Every fortnight, the suggestions / complaints received from the students are collected and reviewed by Grievance Committee, under the supervision of the Principal and necessary action is immediately taken. Grievances pertaining largely to amenities, teaching-learning, college timings,

attendance, library and staff are redressed by the cell and Grievances pertaining to examinations are routed to the Controller of Examinations.

6.2.6 Does the College have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?

The meetings of SQAC, IQAC, Grievance redressal committee apart from the formal and informal feedback from students help the organization to gather feedback about the institutional performance. The relevant suggestions are taken into consideration and implemented in due consultation with HoDs and regulatory bodies.

6.2.7 In what way the affiliating University helped the College to identify the developmental needs of the College?

The Parent University supports all the initiatives of the college. University nominees are mandatory members of various Boards such as BOS, Academic Council and Governing Body and they offer their expertise in identifying the developmental needs of the college. The university Inspection team visits the college and gives its recommendations for development of the college in tune with the norms of the parent University. Extension of affiliation also comes under the purview of Parent University.

6.2.8 Does the affiliating university have a functional College Development Council (CDC) or Board of College and University Development (BCUD)? If yes, In what way College is benefitted.

There is a CDC at Osmania University. The Dean CDC of Osmania University is the University nominee on the Governing Body of the college. Under Autonomy, the College Development Council plays a pivotal role as the channel and bridge between the College and Osmania University. The College Development Council (CDC) assists Osmania University in constituting the Governing Bodies, Board of Studies and Academic Councils of Colleges. The College Development Council (CDC) also coordinates with the Andhra Pradesh State Council of Higher Education for starting of new courses in the college.

The CDC conducted a sixteen member team Assessment comprising of Heads and Deans of OU on 20th June 2013 for conferring PG autonomy. The extension of Autonomy to PG Courses was accorded by Osmania University on 9th October 2013.

6.2.9 How does the College get feedback from non-teaching, teaching, parents and alumni on its functioning and how it is utilized?

General staff Meetings and other meetings of various committees, Administrative staff, Parent – Teacher meets, Alumnae meetings apart from individual interactions with various stake holders serve has channels to obtain feedback on the college functioning. Apart from general staff meetings, the Principal in his meetings with the Heads of Departments gathers feedback about the functioning of their respective departments. The feedback thus gathered is analyzed and utilized for the betterment of the institution.

6.2.10 Does the College encourage autonomy to its academic departments and how does it ensure accountability?

Academic departments are given autonomy in:
➢ Designing and development of curriculum, selection of BOS experts and conducting procedures for getting approval in BOS
➢ Planning certificate courses and interdisciplinary courses
➢ Planning club activities, extra-curricular and other extension activities
➢ Developing contacts/collaborations with industry experts for certificate courses, internships and projects
➢ Organizing seminars, workshops, guest lectures, etc.
➢ Drawing up an Academic Planner for the year, preparing the time- table and work allotment of the departmental members
➢ Conducting departmental meetings and to have discretory powers to resolve student related issues like discipline, attendance etc.
➢ Planning bridge courses, remedials and mentoring sessions
➢ Power to initiate certain healthy and innovative practices for the effective development of the department.

Accountability is ensured through checks and balances, such as approval from the Principal, Board of Studies and Academic Council is made mandatory for finalising any procedure.

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6.2.11 Does the College conduct performance auditing of its various departments?

To ensure quality sustenance and enhancement the college periodically conducts the performance audit of the departments which includes –
➢ Course review
➢ Review of Teaching – learning methodologies
➢ Result analysis
➢ Research output
➢ Faculty Development Programmes attended/conducted
➢ Extension activities, Co-curricular and Extra-Curricular activities conducted during the year.

6.3   Faculty Empowerment Strategies

6.3.1 What efforts are made by the college to enhance the professional development of teaching and non teaching staff?

Enrichment of teaching – learning process

➢ Faculty orientation programme is conducted at the beginning of the academic year where eminent resource persons empower the teachers with strategies to effectively deal with the dynamics /challenges of teaching profession.
➢ The college conducts seminars/workshops and training programme every year.

- Guest lectures by resources persons from various areas of specialization are organized giving faculty scope to update their knowledge.
- The staff is given free membership to prestigious bodies/libraries like Hyderabad Management Association, All India Management Schools Association, British Library etc., for their academic enrichment.
- In-house training session on MS Word is conducted by the department of Computer Science at the beginning of every year. Faculty enrichment programmes like computer awareness programme, presentation skills etc. are organized by internal resource persons from other departments.
- Faculty is encouraged to present paper presentations and publish in reputed journals.
- MOODLE open source software is used by teacher to post notes and assignments and it also facilities submission of assignments.
- **Seed money of Rs 10,000 – Rs 15,000** is granted for pursuit of research
- **Appreciation award (Rs10, 000)** is given on completion of PhD.
- Concessions are granted during research - flexi-work hours to meet the guide and subsidized photo copying facilities
- Staff recognition Awards on the Annual day for their contribution to the institution
- The management has recently adopted the healthy practice of announcing monthly awards in various categories viz., best activity of the month (departmental award), Mr./Ms. Punctual etc., as a motivational strategy.
- Faculty members are sent for national/ international programmes/ refresher courses every year. Financial assistance and leave is granted for them.

Non-teaching staff are offered training programmes on Computer skills (Hardware and Software), Communication Skills, Soft Skills, Interpersonal Relations. In–House training is offered on the use of new technology.

The head of the institution makes it a point to reorient the staff on office etiquette from time to time. In this connection in academic year (2010 – 2011) a program on Effective Support and Service backup with emphasis on Basic Etiquette and social skills was conducted on 15th November 2010. Dr. L. Nagarajan Retd. Lecturer from Government City College was the guest speaker. The objective of the orientation was to extend better service and care to visitors/customers.

6.3.2   What is the outcome of the review of the performance Appraisal Reports? List the major decisions.

The management adopts a constructive approach to utilize the performance appraisal reports of the staff for enhancing their professional effectiveness.
- The management uses counselling and other positive reinforcement techniques to motivate the laggards/poor performers.
- Seminars /staff refresher courses and other training programs are offered to the staff to update their knowledge content
- New recruits are brought under the mentorship and guidance of senior faculty.

- Various rewards, awards, pay hikes are given as incentives to motivate high performance.
- Star performers are duly acknowledged and rewarded for their outstanding performance on the College Annual Day
- Through performance appraisal special strengths/abilities of staff are identified and thereby they are given special responsibilities/roles to match their potential.
- Staff members are encouraged to take up research degrees
- In cases of abject failure in performance the institution considers a replacement.
- The non-teaching staff are constantly checked on their accountability and in events of failure are served memos and counselled by the superintendent.

6.3.3 What are the welfare schemes available for teaching and non-teaching staff? What percentages of staff have availed the benefit of such schemes in the last four years?

Welfare schemes available for teaching and non-teaching staff are:

- The Institution offers acceptable packages to attract and retain well qualified and competent faculty.
- Salaries are promptly paid.
- Financial assistance is given to the staff for participating in seminars, workshops and staff refresher courses. Staff pursuing research are given seed money.
- LIC group gratuity schemes for all permanent staff; Employee Provident Fund (EPF) for all non teaching staff EPF for all faculty who have completed three years of service - are some of the welfare measures for the staff.
- Children of non-teaching staff are given fee concessions
- Class IV employees are given a pair of uniform every year
- Staff is given Christmas gifts.
- Paid Maternity leave
- Un-availed Leaves can be encashed
- Financial assistance and emotional support is given to the staff in times of medical emergencies and other personal tragedies.
- Interest free Loan facility is available

6.3.4 What are the measures taken by the College for attracting and retaining eminent faculty?

- The Institution offers acceptable pay and congenial work environment to attract and retain well qualified and competent faculty
- Flexi timing for research and paper presentations.
- OD facility is given to faculty for paper presentations, conferences, seminars, guest lectures etc.
- Various rewards, awards, pay hikes are given as incentives to retain eminent faculty.
- Incentives for pursuing research with seed money
- Welfare benefits

> ➤ Faculty are felicitated for their outstanding contributions on the College Annual Day
> ➤ Competent/Highly qualified faculty are given key roles and responsibilities and honored with appropriate designations. Special skills and talents of faculty are identified and they are encouraged to take up lead role and be frontrunners.

6.3.5 **Has the College conducted a gender audit during the last four years? If yes, mention a few salient findings**

The institution conducts gender auditing to promote inclusiveness and a balanced gender ratio. The college reserves 33 1/3% of the sanctioned seats for women students in both UG & PG courses. Cut off percentage is also relaxed for this category. Women Empowerment Cell on the campus empowers girls through various awareness programmes.

Staff Recruitment policies are non-discriminatory giving equal opportunities to all the qualified and competent applicants irrespective of their gender. Women staff occupies most of the key positions. Women faculty constitutes nearly 3/4th of the total faculty strength.

6.3.6 **Does the College conduct any gender sensitization programs for its staff?**

Yes. **The Women Empowerment Cell** in conjunction with eminent women welfare organizations like Obstetric and Gynecological Society of Hyderabad, Asmitha (NGO) etc. empowers women staff through conducting various awareness programmes on health, legal, social and career prospects.

6.3.7 **What is the impact of the University's UGC-Academic Staff College Programmes in enhancing competencies of the College faculty?**

9 faculty members attended University's UGC – Academic Staff College Programmes in the last five years. The Staff Refresher Courses and the Orientation Course conducted by **University's UGC- Academic Staff College** have a positive impact on enhancing the competencies of the college faculty in the following ways:

> ➤ Recharge faculty with updated knowledge and skills in teaching, research and curriculum development
> ➤ Faculty from the Department of English was given an opportunity to design and be the Resource person for a UGC- Academic Staff Refresher Course in English.

6.4 Financial Management and Resource Mobilization

6.4.1 **What is the institutional mechanism to monitor effective and efficient use of financial resources?**

The financial requirements for each academic year are assessed, prioritized, and budgeted by the Finance and Management committee. At the beginning of every academic year Heads of the departments plan their departmental activities for the year and submit the budget proposal to the Principal which is considered by the financial committee in drawing up the annual budget. The Principal in consultation with Heads of the Departments ensures effective and efficient use of financial resources under the guidance of the Finance and Management committee.

The Principal approves the budget. Coordinators of various committees maintain systematic accounts of expenditure incurred during the event/seminars/workshop and submit the same to the Principal. Coordinators are thus made accountable to the Principal who in turn is accountable to the Management Committee.

Payments are made only by cheque or DD. Cash payments are made only in unavoidable circumstances and for small amounts. Accounts of the college are maintained and regularly monitored by the administrative staff.

6.4.2   Does the College have a mechanism for internal and external audit? Give details.

The institution conducts 2 internal and 2 external audits in November and April every year. The directions of the auditors have been found to be of great significance for the smooth running of the college. A certified Chartered Accountant is appointed by the Management for professional auditing.

6.4.3   Provide audited income and expenditure statement of academic and administrative activities of the previous four years income.
Enclosed

6.4.4   Have the accounts been audited regularly? What are the major objections and how are they complied with?
Yes, the accounts are audited annually. There have been no major objections till date.

6.4.5   Narrate the efforts taken by the college for the resource mobilization.

The main source of revenue is the fee collected from the students. The college also mobilizes funds through optimal use of infrastructure viz., hiring the campus for external examinations.
The college management Hyderabad Archdiocese Educational Society (HAES) supplements finances in case of need, especially for developmental activities.

6.4.6   Is there any provision for college to hold corpus fund? If yes, give details.

A small part of the fees collected from the students is transferred to the Corpus Fund every year and kept in fixed deposits.

There is a provision for 7.5 lakhs corpus fund for the college apart from 5 lakhs for UG Courses and 15 lakhs for PG Courses (Rs 5 lakhs for each course – M.Com, M.Com (Finance) and MCJ).

6.5 Internal Quality Assurance System

6.5.1 Does the College conduct an academic audit of its departments? If yes, give details.

The college conducts periodical audits of its departments.

- ➢ The teaching- learning process is continuously reviewed by the Principal, Vice Principal, Director / Dean by taking into account the feedback given by the students.
- ➢ The HOD of each department ensures the effectiveness of the process by weekly checks of the teaching diaries, academic records, monthly appraisals and syllabus completion statements submitted by the faculty. The effectiveness is further ensured through cross verification by the head of the institution
- ➢ Each department submits an annual report on the activities comprising academic activities, research and extension activities, innovations in teaching/learning, publications, staff and student achievements, extra and co- curricular activities to the IQAC.
- ➢ The result analysis of each department is submitted to the Principal after each semester.
- ➢ A panel comprising senior faculty members from various colleges is nominated by HAES management to conduct external academic audit on teaching- learning evaluation procedures of individual departments.

The observations of these audits are instrumental in introducing measures to improve teaching-learning and evaluation strategies.

6.5.2 Based on the recommendations of academic audit what specific measures have been taken by the college to improve teaching, learning and evaluation?

The impact of academic audit of the departments is an important quality initiative of the institution. Following are the specific measures taken by the college to improve teaching, learning and evaluation:

- ➢ Designing the total curriculum of the various courses in the college, keeping in view the vision of the college, changes in society and current global trends in academics and industry.
- ➢ The curriculum is modified based on the suggestions given by Eminent Academicians/Industrialists
- ➢ Teaching- learning is made student centric
- ➢ Increased use of ICT – Backed Teaching aids/methodologies
- ➢ Introduction of Certificate Courses and Inter-Disciplinary subjects
- ➢ Intensive remedial programmes for the B.Sc students whose performance has been below par.
- ➢ Arrangement of Guest lectures for courses in emerging areas

> ➢ Provision for Intranet and Internet facilities in various classrooms
> ➢ Increased focus on Experiential learning through field trips/industrial visits, internships, projects etc.,
> ➢ ICT Centre
> ➢ Suggestions are also given in the area of evaluation in setting of internal question papers and rules and regulations to be imposed in the examination system.
> ➢ Introduction of Skilled based Test (10 marks) in the internal evaluation
> ➢ Consideration of SBT marks for students who participate at National Level games, cultural and extra-curricular activities.
> ➢ The academic audit reviews the Internal Examination Results and suggests improvements in teaching, and remedial measures for weak students.

6.5.3   Is there a central body within the college to continuously review the teaching learning process? Give details of its structure, methodologies of operation and outcome?

The Internal Quality Assurance Cell has been instrumental in building the quality culture of the college by institutionalising quality assurance strategies and processes.

Every week on Saturday Principal/Director/Heads of the departments checks the attendance registers, academic records, teaching diary and posts suggestions for improvement. Unit planners are checked and monitored by the Director/Principal for its effective implementation.

Structure: The IQAC headed by the Principal includes Coordinator, Vice Principals, Dean, Heads, Members from the HAES (society), Administrative office and senior staff members. The IQAC is chaired by the Principal and coordinated by a senior staff.

Methodologies of operation and outcomes achieved: IQAC has activated the system to ensure continuous quality sustenance and improvement by directing and coordinating the activities of the various cells for development of the institution. Quality building measures such as Technology aided teaching – learning, training programmes for teacher development, job – oriented certificate courses, research initiatives, new programmes for curriculum development, strengthening student support, encouraging innovations have all been initiated by IQAC.

6.5.4   How has IQAC contributed to institutionalizing quality assurance strategies and processes?

The Internal Quality Assurance Cell constantly monitors the quality parameters of institutional programmes to ensure that the standards of excellence featured in the vision and mission of the college are met consistently. Thus IQAC assures significant and meaningful contribution in the post accreditation phase of the institution.

The IQAC documents the various programmes/activities of the college and prepares all necessary reports. To support the activities of the IQAC, every department has faculty representatives who liaison between the IQAC and the departments. Their

roles and responsibilities include participation in different activities/meetings of the IQAC and giving suggestions, updating the IQAC database, documenting departmental activities and maintaining all the records in the department as per the formats stipulated by IQAC in line with NAAC guidelines/indicators

SQAC, the student wing of IQAC was established in the year 2012 with the objective that Students being the key stakeholders be given a responsible role in maintaining the high quality standards of the college. **Student Quality Assurance Cell** comprising Principal, Vice – Principal, Senior Faculty and student representatives evaluates, monitors and finds strategies to proactively address student related matters

The IQAC, as part of its quality assurance and sustenance policy has systematised the conduct of faculty development programmes identifying need based themes for faculty training and orientation.

IQAC organized a two day National Seminar sponsored by NAAC on 'Role of IQAC in Quality Sustenance and Enhancement in HEIs' in the year 2012- 2013. The Seminar provided insights into topics such as **Role of Higher Education in Nation Building, Quality enhancement through Teaching – Learning Process, Sharing of Best practices, Innovative practices in Teaching and Learning Methods for Quality Education, Faculty Development Programmes in Quality Sustenance and Enhancement, Panel discussion: Role of Management in Quality Improvement, and Role of Students in Quality Movement.**

6.5.5 **Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members.**

Yes. IQAC has two external members on its committee. The external members include one from the field of academics and one from Industry.

Their comments and suggestions are well documented and passed on to the respective bodies like Examination cell, the Departments/Centers and offices for further consideration. The significant contributions made by them during the past five years have been given below:

1. Mr. Chandra Shekar, Tech. Director, Tech. Design Group, Industry expert contributed to the development of Science curriculum, especially curriculum of B.Sc (NHAEM).
2. Dr. L.Nagarajan, Academician, emphasized the critical importance of faculty development programmes
3. Prof. Laxmipathi Rao, Retired Professor of Physics, former IQAC Coordinator/Controller of Examinations & former Director Academic Audit, Osmania University, emphazied the need of quality enhancement.

6.5.6 **Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections?**

Yes. The college has a streamlined mechanism to analyze the academic growth of disadvantaged students so that their needs are addressed accordingly. The class teacher who maintains the student profile identifies the disadvantaged students and constantly monitors their academic growth, making an assessment at regular intervals, viz- entry level, Internal Assessment- I, Internal Assessment- II and end semester performances. Customized strategies are then adopted to address the special needs of students belonging to different categories. The performance of the students is followed up by the mentor and the course teacher. The reports of incremental growth are submitted to IQAC.

6.5.7 **What policies are in place for the periodic review of administrative and academic departments, subject areas, research centers, etc?**

As the institution believes in the credo of participative management, a fair measure of autonomy is granted to various academic departments for them to function proactively. Decentralisation ensures delegation of responsibilities/ authority to all the Heads of the departments. Periodic reviews of various departments /cells are also well facilitated by Committees/Cell coordinators and HoDs who directly report to the Principal.

Quality sustenance and enhancement in administrative and academic departments is ensured through well defined policies of periodic review and assessments.

The periodic review is constituted by the following processes.
- Annual Syllabus review at the departmental and BOS meeting
- Redesigning the curriculum once in three years
- Semester end review of Teaching – Learning process
- Semester end Feedback from students on curriculum, teaching learning and evaluation.
- Feedback from all stake holders on infrastructure, curriculum and other amenities of the College
- Results analysis of the students every semester by the course teacher
- Review of evaluation process by the examination committee & HoDs
- Periodic review of IT resources by System Administrator
- Review of Admission process by Admission committee
- Review of library resources by Library committee
- Review of performance and progress of the Institution by the Governing body and management committee.