



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

TARA GOVERNMENT COLLEGE

**PRASHANTH NAGAR, SANGAREDDY, DISTRICT SANGAREDDY
502001**

<http://gdcts.cgg.gov.in/sangareddy.edu>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

November 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Tara Government College was established in 1977 on the aspirations of Mrs. Tara Swaroop, a doyen, who donated the corpus fund Rs.2 lakhs. The college was started with a strength of 232 and rose in leaps and bounds since then, reaching a pinnacle of 3497 in the present academic year. We are offering 41 UG programmes and 10 PG in the present academic year. Located quite near to the capital city of Telangana, Hyderabad, it is a gentle admixture of rural, urban and suburban students. Our institution has been the seventh in attracting the highest number of students in UG programmes for the past 5 years in the state. It is the only Government institution that offers 10 PG programmes in the entire state.

Affiliated to Osmania University, the college was accorded autonomous status by the UGC in 2015 and was permitted to run in autonomous mode from the succeeding academic year. The institution has an NCC and 4 NSS units. The college has been striving hard to prove its mettle and the stake holders brought laurels to the institute and Telangana state as evidenced by the number of national RD selections, research publications, international prizes in sports, to name a few.

The institution had risen to the occasion whenever situation arose : Whether serving as a COVID vaccination centre or adopting villages etc.. This is one of the few institutions in the state of Telangana that submitted data for NIRF, recognition of ISO 9001: 2015, Swach Bharat Short Film Festival Competition- 2016, State level Green Champion Award for clean campus. We have been collaborating with national and international importance with various research houses, institutions and educational institutions through 55 MoUs, through which we could impart skill development, entrepreneurship orientation and employable skills to students.

Our college had adopted to changing technologies over a period of time. We have been implementing e-office as part of CAIMS. Ours is a nodal college that caters to the academic and administrative needs of other Government Degree College in the district of Sangareddy. Our college has been recently accorded the status of cluster college.

Vision

To empower the stakeholders with skill-based, entrepreneur oriented, value-based, affordable and quality education and help them to become complete human beings.

Motto :

Motto of our college is "*Vidya jivana taraka*". It means ' education enlightens our lives'.

Mission

Mission Statement

“Bestow quality education based on sound curriculum and help students become employees, employers and

entrepreneurs”

To realise our vision and mission, the below-mentioned objectives are formulated.

1. To plan, restructure, design and re-orient courses, curricula and certificate courses periodically.
2. To inculcate self-discipline in students.
3. To help students to attain and apply higher order thinking skills.
4. To pave the way for value-based and gender equity education.
5. To make the college campus eco-friendly.
6. To motivate students to imbibe life-long learning as a habit.
7. To prepare patriotic, globalized and world friendly citizens.
8. To improve Research and Extension services through collaborations with eminent institutions/ corporate houses.
9. To conduct all academic and extracurricular activities as per the annual plan on regular basis.
10. To get the approval of all the above in BoS, Academic Council and Governing Body meetings.
11. To introduce new courses at under graduate level for employability, entrepreneurship and skill development of students
12. To reach more quality-oriented MoU's and through them work for overall improvement of the services of the institution.
13. To mobilize funds through CSR, philanthropists, alumni and other funding agencies.
14. To conduct job drives periodically.
15. To motivate students to pursue higher education.
16. To provide infrastructure facilities to the ever-growing students.
17. To utilize infrastructure optimally.
18. To conduct/organize workshops, seminars, conferences and allied activities to students and teachers and help them hone their skills.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The college has been supported by dedicated philanthropists.
2. The college had opted the transparent, user friendly and robust admission process named DOST.
3. The college adopted e-governance in its Academic, Administrative and Finance entities. This saves time, reduces paper work and ensures transparency.
4. The college has reached an MoU with the prestigious IIT Hyderabad. Scholars and teachers of the IITH visit the college and share their wisdom with our students with their lectures as per the schedule.
5. The college has been providing its staff as resources in the form of resource personnel for other colleges in various forms. The college has 8 guides for Ph. D in this accreditation period. Our teachers got 2 patents for their contribution. There are quite a few teachers who authored text books for Intermediate, UG and PG.
6. Eighteen students were selected for National Integration Camps, 1 for NYF, 3 Pre RD, 3 RD parade in NCC, 1 RD parade in NSS. Mr Shyam Prasad, our student, ascended Mt. Kilimanjaro.
7. The institution has been offering scholarships and concessional bus passes to students.
8. The college has dedicated training centre for skill development. This also helps students in placements.

It works in collaboration with the Entrepreneurship Development Cell and Career Guidance Cell.

9. The college has been certified with ISO 9001:2015 for its educational services to the stakeholders.
10. A lucid, well-defined perspective plan ensures good academic transaction, administrative efficiency and financial transparency.
11. Curriculum adopted and new courses are introduced based on industrial and societal needs periodically.
12. Well-administered Mentor-Mentee system which addresses their academic and career issues.
13. Two students have participated and won gold medals in international boxing championship. Students have also participated in National Fencing championships.
14. The college has a dedicated 4 NSS and an NCC units. The college is known for its outreach activities.
15. Women Empowerment Cell and Internal Complaints Committee look after women empowerment and safety at the college respectively.
16. The college has reached many a MoU with various academia, industry and other institutions to fulfil the skill gap, employability, research edge of the stakeholders.

Institutional Weakness

The below mentioned are weaknesses of the college.

Classrooms and other infrastructure: There has been a huge demand for all programmes. This resulted in the dearth of classrooms and other infrastructure. Though the college had spent Rs. 3.40 crore for the creation of 18 new classrooms and applied for NABARD for 82 more classrooms, the ever growing demand and delay in the construction has been a matter of concern, albeit temporarily.

Consultancy services: Though the staff have been rendering yeomen services to various institutions, the formal consultation and the transformation of the services into revenue generation is at the fledgeling stage.

Institutional Opportunity

The below mentioned are the opportunities of the institution:

Support from the state government: Since the college is a state Government funded one, the Commissionerate of Collegiate Education supports the institution. The hon'ble Commissioner is the Chairperson of the Governing Body of the College. The college has been strongly supported by the CCETS which gives the required edge.

Spatial advantages: The institution has in its proximity many chemical and other industries and academic institutions of reputation. It also has an advantage of Hyderabad as its nearest town. This ensures the utilisation of resources and impact.

Autonomous status: Autonomy has brought with it accountability and support for innovation. So, new

programmes could be introduced for the benefit of stakeholders.

Energy preferences: The institution is located in 22-acre spacious location. This paves way for the utilisation of solar and other renewable resources. Efforts are already started to reap the benefits in this regard.

Institutional Challenge

In spite of the continuous efforts for its development, the institution has been facing the following challenges.

1. Institution ensured that the best possible on line teaching was imparted during the COVID-19 period. But some students from socially deprived sections could not be reached out. Some well to do students also could not be reached out due to network issue at their villages. This resulted in underperformance of the students in some subjects.

Urban Rural divide : Sangareddy district is an amalgamation of rural and urban populace. The high performers and low ones are to be mixed in groups. This is a matter of concern on which teachers have to strive hard to address.

Spending funds in research : Students have been getting state level prizes in student study projects. But the institution has to increase funding for projects.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our institution had adopted CBCS system from the academic year 2016-17. So, the parameter of academic flexibility has been implemented. The college has been offering 41 UG programmes, 10 PG programmes. The college makes sure that all programmes and learning experiences in the formal academics address the concerns of employability, entrepreneurship and skills development. We have been working with the Telangana State Innovation Centre (TSIC). The college has a clear-cut OBE policy. The transparent and more sophisticated mechanism of admissions through DOST offers students to opt various programmes of their choice. Apart from various academic programmes, the college also offers value – added courses and courses that address cross-cutting issues such as Environmental sustainability, Human Values, Gender sensitisation etc. The college offers Ability Enhancement Employable Courses in I year, Skill Enhancement Courses in II and Generic Elective in III years of UG. So, the issue of basic know-how and know-whys that contribute to nation development and environment are addressed. For PG students, we offer Discipline Centric Electives. Various learning experiences are offered to students including experiential ones through field trips, internships, projects etc. So, the college makes sure that various social issues are addressed through the academics and enrichment courses. Research knowledge and basic skills have been made part of the curriculum. Research projects have been made mandatory for UG III-year students from the present academic year. Contribution to social issues and societal

concerns is made through NCC, NSS and other empowerment cells. Outreach activities contribute learning experiences to students as they imbibe values and find their voice in the present world. TSKC and TASK make sure that the students acquire required job skills in the world of cut-throat competition. Our Boards of studies contain members from industries and corporate houses. Industry-academia interactions are encouraged. Their inputs and experiences are taken into consideration while making changes into the curriculum. So, industrial needs and needs analysis of students and other stakeholders generated through feedback and its analysis forms part of the curriculum enrichment continuum.

Teaching-learning and Evaluation

College has a multifaceted Teaching-Learning approach to train students who hail from different socio, economic and education backgrounds. The students are assessed by a transparent, efficient and time-tested evaluation system of the college:

- College focuses on the holistic development of the students and every effort is made to reflect the same by enhancing our pedagogical methods.
- All the information regarding the courses and admissions is provided through the website as well as admission brochures printed by the college.
- A fair and transparent procedure for admissions through DOST by online is followed.
- Merit-cum-reservation system is followed.
- Critical and innovative thinking is encouraged.
- Free e-material is posted into the WhatsApp groups of students.
- Mentor-Mentee system is adopted to address the curricular and general needs of the students by identifying the socially, economically and educationally backward students. The emphasis will also be on the first generation students for the higher studies.
- Progress of students is well monitored by the implementation of internal assessment system. Academically poor students are provided with study material.
- Meritorious students are encouraged to undertake projects by applying for Summer Fellowships in national level institutes like IITs and IISERs. Internships are encouraged.
- All the students of the college are screened for the talent in extra-curricular activities in the first year itself. Subsequently, the students with some basic knowledge and aptitude are encouraged to excel further with proper guidance and also advised to take up few certificate courses to hone up their skills in the respective fields.
- As the evaluation is an important step in assessing the teaching learning process, a robust evaluation system to prepare question papers, conduct exams and evaluate the answer books is in place at the college.

Finally, a strong feedback retrieval system is also in place for the assessment of teaching - learning process. Feedback is collected every year. Measures are taken to make sure that feedback is objective and unbiased. Feedback received from the students is analysed regularly and the remedial measures are taken promptly to address all the problems raised by the students.

Research, Innovations and Extension

- Research in higher education provides an ample amount of opportunity to explore the applications of academic knowledge in real time issues of day to day life. Research cements the gap between academia

and society with respect to incubational knowledge transfer. At Tara Government College, Sangareddy, research initiatives were designed and implemented with the help of minimal technology interface and with maximum incorporation of student centric innovative ideas using low-cost and no-cost approaches. Student centric approaches in research programmes have been emerged the backbone of our institute to inculcate the advanced and applied intelligence among the students to make them competent at global level. The research strategy of the institute well aligned the global concerns of environmental sustainability and welfare of humankind by critical analysis of case-points by research groups with complementary amalgamation of students and teachers along with its stake holders.

- Tara Government College, Sangareddy has put forward the continuous efforts to uplift competent caliber among the students and faculty by relishing their innovative and creative perceptions which provided multi-faceted innovative ecosystem to gear up the quality assessment and enhancement, both in administrative and academic concerns. Student centric avenues were devised by core-level incorporations of contemporary and technological advancements. The institute has its well designed prospective path to achieve the imminent stages of higher educational cutting edge standpoints.
- Social and community extension programmes are key aspects of students' holistic growth. So, nurturing them as responsible citizens of the country is a big ask. Our Institute focuses on extension activities through NSS, NCC, Eco-club and other responsible entities to bring the strong connection between students and society. Our academic eco-system sensitizes students, about cumulative facets like Geo-political, socio-economical and inter-personal challenges with the concern to the regional to global scenarios.

Infrastructure and Learning Resources

Our institution has been situated in 22-acre campus. The campus is eco-friendly, carbon-neutral and plastic free. Entire infrastructure is provided for the improvement of learning experiences of the students.

The college has 36 classrooms, a seminar hall, 4 computer labs, a TSKC lab, an English Language Lab, 18 science labs. The college has been utilising the services of 230 computers at various labs, classrooms and centres. Internet facility is available. Ours is a wi-fi enabled campus. SMART classrooms/ e-classrooms cater to ICT requirement. uninterruptible power supply facility is available at seven places in the campus. LCD projectors are available. Gardens are developed. Philanthropists and alumni contributed for the creation of Green Library by spending Rs.2 lakhs. Hostel facility is provided for both girls and boys. College ground is spacious and campus is lush green. All markings in the ground for games and sports are made. Gymnasium is available. UGC funded indoor stadium is in the final stage of completion. Lecture capturing system is available. The college has a T-SAT Nipuna/ MANA TV facility. Classes on selected topics are telecast live on the TV. Recorded classes are also provided. Library accommodates around 20,000 books. The college has a KALA VEDIKA, a stage built by the alumni association inside the old building block. It serves the purpose of open-air auditorium. All departments procured books from donors. The college also subscribed journals and periodicals. Canteen is available. It provides snacks, tea and coffee at a subsidized price.

Student Support and Progression

Students' progression to higher studies is key to their life. Their holistic development is of paramount importance for us. The college provides platform and bestows support systems for their vertical growth and avenues for their career development.

- 9041 Students have been provided with Rs. 3,99,13,460 /- in the form of scholarships. Scholarships for **meritorious** students were provided. Gold medals are bestowed on programme-wise toppers.
- Students are also provided by the state -government with RTF, fee reimbursement scheme. Exam fee concession is provided for students with disability.
- Students who attend the college from remote areas take monthly bus passes at concessional rates.

The below mentioned committees / cells look after the holistic development of students and support students for their progression.

- Students participate in games and sports. Students who are interested in cultural activities are given encouragement.
- Women Empowerment Cell (WEC) strives to empower women.
- Grievance Redress Cell serves for the grievances of students.
- Anti-Ragging Cell sees that no ragging takes place in the campus. The college follows zero tolerance for ragging.
- The Internal Complaints Committee (ICC) looks after any form of complaints of sexual harassment of women at work place.
- Health club is named Bhagya club. Its main focus is health of girl students.
- Entrepreneurship Development Cell caters to the needs of future entrepreneurs among the students.
- Our college reached an MoU with the Telangana Academy for Skills and Knowledge (TASK) for trainings and placements.
- Soft Skills training is imparted.
- All departments impart PG entrance coaching.
- Mentor-mentee system is adopted. Through it students are given career guidance and support for any stress or issues pertaining to any academic, administrative and career growth.
- 5 Students were selected to RD parade.
- NCC cadets were selected to **Thal Sainik** camps.
- 2 students fared well and won gold medals in international Indo-Thai boxing championships. Two students participated in national fencing championship.
- Mr. P. Shyam Prasad, who ascended Mt. Kilimanjaro in 2019, was given Rs. 2 lakh from the institution to meet the T.A. and other expenses.

Governance, Leadership and Management

- Vision and Mission guide us to achieve the goals of our college. Participative management, democracy in decision making and transparency are the guiding rules for our governance and management. The college has a perspective plan for ten years.
- Principal is head of the institution.
- The principal ensures all academic, administrative and financial functions are conducted in a conducive and enriching academic environment. For this, committees are formed to meet each requirement. Each committee has an in-charge and a few members. Each committee has predefined objectives and goals. All stakeholders are involved in decision making. BoS has an alumni and other external members who support in the preparation of curriculum and make changes in the syllabus according to societal and industrial requirements. The academic council with its university experts, industrial, corporate and other external members guide the institution in academic matters. Finance Committee prepares budget and sees that all financial matters are transparent and purchases are as per purchase policy. The Governing Body is headed by the hon'ble Commissioner of Collegiate Education, Government of Telangana, an

IAS officer. Composition of the GB and other statutory bodies is as per the UGC guidelines. All academic, administrative and financial points are approved in the GB.

- Internal and external academic audits are conducted. All financial bills are audited by external Chartered Accountant. The college follows e-governance. Right from admission through DOST till issue of Transfer Certificate, all transactions are transparent as they involve technical intervention which makes the service speedy and yet transparent. The college has an MIS named CAIMS (College Administration Information and Management System). We also have an e-office.
- periodical trainings for staff are organised. The college also permits the staff to participate in various academic enrichment activities by giving them On-Duty facility. Health Insurance, Group Insurance, Health Card, Retirement benefits are a few support facilities that are provided to the staff.
- IQAC reviews the teaching learning process and guides the staff. The college has been recognised with ISO 9001:2015.
- We participated in NIRF.
- All the records are submitted in time by the IQAC.

Institutional Values and Best Practices

- The Institution has institutionalized its core values, aims, objectives, vision and the policies by bringing them into practice through a continuous monitoring mechanism.
- Our college is named after Smt Tara Swaroop. Gender equity is followed in letter and spirit.
- Our college does not discriminate anyone based on gender or any factor.
- Services such as Legal Cell provide legal assistance to both students and staff on every Saturday.
- Women Empowerment Cell (WEC) organises programmes and activities to ensure Gender Sensitisation and Women Empowerment.
- Safety of women is ensured through facilities such as CCTVs.
- ICC looks after safety of women stakeholders.
- We work for alternative energy sources and use power efficient equipment such as LED bulbs.
- The institution has a Green Policy.
- Degradable and non-degradable waste are well managed in the campus.
- Water conservation facilities such as Rain water harvesting; Bore well, tanks, Waste water recycling and maintenance of water bodies and distribution system in the campus available in the Institution.
- To make the institution a Green campus, initiatives such as Ban on the use of plastic, establishment of Green Library, Landscaping with trees and plants and the Gardens were taken.
- The institutional environment and energy initiatives are confirmed through the Green, Energy and Environment audits. The institution has received the Green Champion Award for Sangareddy District in Telangana by the Commissioner of Collegiate Education- Telangana & MGNCRE.
- The Institution has disabled-friendly, barrier free environment.
- Academic and administrative activities of the institution promote tolerance and harmony towards all diversities for inclusive environment.
- To reach such goals in producing responsible citizens of the country, the institution organises diverse activities and programmes to focus on students, faculty and staff on constitutional obligations: values, rights, duties and responsibilities of citizens.
- The Institution has a prescribed code of conduct .
- Institution celebrates / organizes national and international commemorative days, events and festivals.
- Inculcating Higher Order Thinking skills among students and Outreach activities for all-round development students are among Best Practices.

- Distinctiveness of the institution lie in the fact that it serves all other colleges in the capacity of nodal college, now a cluster college.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	TARA GOVERNMENT COLLEGE
Address	Prashanth Nagar, Sangareddy, District Sangareddy
City	SANGAREDDY
State	Telangana
Pin	502001
Website	http://gdcts.cgg.gov.in/sangareddy.edu

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	M.praveena	08455-276507	9966424593	-	prl-gdc-srd-ce@telangana.gov.in
IQAC / CIQA coordinator	A Vishweshwara Sharma	08455-279507	9490932161	-	iqactara@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	15-07-1977

Date of grant of 'Autonomy' to the College by UGC	13-10-2015			
University to which the college is affiliated				
State	University name	Document		
Telangana	Osmania University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	23-04-1993	View Document		
12B of UGC	19-04-2007	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Ministry of information and broadcasting Government of India
Date of recognition	02-10-2016

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Prashanth Nagar, Sangareddy, District Sangareddy	Semi-urban	22	11225

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce	36	Intermediate or Ten Plus Two or Equivalent	English	480	413
UG	BSc,Physical Science	36	Intermediate or Ten Plus Two or Equivalent	English	22	22
UG	BSc,Physical Science	36	Intermediate or Ten Plus Two or Equivalent	English	150	150
UG	BSc,Physical Science	36	Intermediate or Ten Plus Two or Equivalent	English	81	81
UG	BSc,Physical Science	36	Intermediate or Ten Plus Two or Equivalent	English	1	1
UG	BSc,Physical Science	36	Intermediate or Ten Plus Two or Equivalent	English	44	44
UG	BSc,Physical Science	36	Intermediate or Ten Plus Two or Equivalent	English	16	16
UG	BSc,Physical Science	36	Intermediate or Ten Plus Two or Equivalent	English	1	1
UG	BSc,Life Science	36	Intermediate or Ten Plus	English	1	1

			Two or Equivalent			
UG	BSc,Life Science	36	Intermediate or Ten Plus Two or Equivalent	English	4	4
UG	BSc,Life Science	36	Intermediate or Ten Plus Two or Equivalent	English	6	6
UG	BSc,Life Science	36	Intermediate or Ten Plus Two or Equivalent	English	114	114
UG	BSc,Life Science	36	Intermediate or Ten Plus Two or Equivalent	English	5	5
UG	BSc,Life Science	36	Intermediate or Ten Plus Two or Equivalent	English	10	10
UG	BSc,Life Science	36	Intermediate or Ten Plus Two or Equivalent	English	1	1
UG	BSc,Life Science	36	Intermediate or Ten Plus Two or Equivalent	English	3	3
UG	BSc,Life Science	36	Intermediate or Ten Plus Two or Equivalent	English	7	7
UG	BSc,Life Science	36	Intermediate or Ten Plus Two or Equivalent	English	7	7
UG	BSc,Life Science	36	Intermediate or Ten Plus Two or	English	31	31

			Equivalent			
UG	BSc,Life Science	36	Intermediate or Ten Plus Two or Equivalent	English	5	5
UG	BSc,Life Science	36	Intermediate or Ten Plus Two or Equivalent	English	25	25
UG	BA,Arts	36	Intermediate or Ten Plus Two or Equivalent	Telugu	71	71
UG	BA,Arts	36	Intermediate or Ten Plus Two or Equivalent	Telugu	5	5
UG	BA,Arts	36	Intermediate or Ten Plus Two or Equivalent	English	23	23
UG	BA,Arts	36	Intermediate or Ten Plus Two or Equivalent	English	1	1
UG	BA,Arts	36	Intermediate or Ten Plus Two or Equivalent	Telugu	1	1
UG	BA,Arts	36	Intermediate or Ten Plus Two or Equivalent	Telugu	2	2
UG	BA,Arts	36	Intermediate or Ten Plus Two or Equivalent	English	1	1
UG	BA,Arts	36	Intermediate or Ten Plus Two or Equivalent	English	1	1

UG	BA,Arts	36	Intermediate or Ten Plus Two or Equivalent	English	2	2
UG	BA,Arts	36	Intermediate or Ten Plus Two or Equivalent	Telugu	18	18
UG	BA,Arts	36	Intermediate or Ten Plus Two or Equivalent	English,Telugu	2	2
UG	BA,Arts	36	Intermediate or Ten Plus Two or Equivalent	English	1	0
UG	BA,Arts	36	Intermediate or Ten Plus Two or Equivalent	English	3	3
UG	BA,Arts	36	Intermediate or Ten Plus Two or Equivalent	Telugu	2	2
UG	BA,Arts	36	Intermediate or Ten Plus Two or Equivalent	English	2	2
UG	BA,Arts	36	Intermediate or Ten Plus Two or Equivalent	English	46	46
UG	BA,Arts	36	Intermediate or Ten Plus Two or Equivalent	English	1	1
UG	BA,Arts	36	Intermediate or Ten Plus Two or Equivalent	English	2	2
UG	BA,Arts	36	Intermediate	Telugu	1	0

			or Ten Plus Two or Equivalent			
UG	BBA,Business Administration	36	Intermediate or Ten Plus Two or Equivalent	English	60	37
PG	MCom,Commerce	24	B Com Degree	English	60	38
PG	MSc,Physical Science	24	Bachelor Degree with relevant subject	English	60	58
PG	MSc,Physical Science	24	Bachelor Degree with relevant subject	English	60	32
PG	MSc,Physical Science	24	Bachelor Degree with relevant subject	English	60	32
PG	MSc,Life Science	24	Bachelor Degree with relevant subject	English	60	48
PG	MSc,Life Science	24	Bachelor Degree with relevant subject	English	60	51
PG	MA,Arts	24	Any Bachelor Degree	English	60	12
PG	MA,Arts	24	Any Bachelor Degree	English	60	22
PG	MA,Arts	24	Any Bachelor Degree	English	60	29
PG	MA,Arts	24	Any Bachelor Degree	English	60	26

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				75			
Recruited	0	0	0	0	0	0	0	0	23	14	0	37
Yet to Recruit	0				0				38			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				38			
Recruited	0	0	0	0	0	0	0	0	21	17	0	38
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				29
Recruited	10	4	0	14
Yet to Recruit				15
Sanctioned by the Management/Society or Other Authorized Bodies				16
Recruited	12	4	0	16
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	12	6	0	18
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	0	0	0	8	8	0	16
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	18	17	0	35
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		21	9	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	828	0	0	0	828
	Female	341	0	0	0	341
	Others	0	0	0	0	0
PG	Male	110	0	0	0	110
	Female	238	0	0	0	238
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	161	219	224	281
	Female	90	95	120	134
	Others	0	0	0	0
ST	Male	77	89	95	90
	Female	19	25	28	36
	Others	0	0	0	0
OBC	Male	287	446	457	523
	Female	272	398	301	351
	Others	0	0	0	0
General	Male	30	36	37	50
	Female	42	53	39	47
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		978	1361	1301	1512

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Arts	View Document
Business Administration	View Document
Commerce	View Document
Life Science	View Document
Physical Science	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Tara Government College has been offering multi-disciplinary courses in 50 programmes. We offer Arts, Commerce, Physical Sciences, Life sciences and Management. As part of their Generic Elective, the students have to opt for any subject other than their discipline, opening the scope for multi-disciplinary education. Since the admission process is through bucket system, there is a scope for students to opt from varied courses also.
2. Academic bank of credits (ABC):	Our college encourages students to do courses from SWAYAM. We also reached an MoU with IIT Bombay spoken tutorials. The credits thus earned by students can be added to the students who successfully complete the course. Some of our students have also opted for MOOCS for Psychology and Journalism. They attend online classes and attend assessment. Their credits are also transferred to their degree.
3. Skill development:	Our college has Telangana Skills and Knowledge Centre (TSKC), a centre that imparts employable skills among students. We also are part of the state level Telangana Academy for Skill and Knowledge (TASK). They look after skill development of students. Our Entrepreneurship Development Cell (EDC) conducts programmes for entrepreneur development of students. All departments offer certificate courses for a. Skill Development b. Entrepreneurship c. Employability. We also reached MoUs with industry academia.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Tara Government College firmly believes in integration of Indian knowledge system. Our department of Botany offers a certificate course in Vermi-compost. Our department of Botany is raising medicinal and rare plant garden. Department of History conducts coins exhibition every year. Our department of Economics and NSS offers a certificate course in percussion instrument Dappu.
5. Focus on Outcome based education (OBE):	All our courses have course outcomes, all the programmes have programme and programme specific outcomes. Our college makes sure that all the programmes and courses have the desired goal in the form of outcomes, viz. the attributes that define the education goals to be achieved by a students who completes the UG/PG.
6. Distance education/online education:	The department of Chemistry has prepared a

certificate course on MOOCS. Efforts are on to offer the course from the present academic year. Besides this, the college also has an allocated space for Dr. B. R. Ambedkar Open University. We also offer our parent university's distance education. Our teachers are trained during pandemic to prepare and present their content online. Our students who opt and join programmes on MOOCS attend their classes in virtual classroom.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
51	51	36	35	30
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 18

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3497	3426	2953	2822	2355
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
1010	1080	778	777	736
File Description		Document		
Institutional data in prescribed format		View Document		

2.3**Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3231	2680	2376	2672	1756
File Description		Document		
Institutional data in prescribed format		View Document		

2.4**Number of revaluation applications year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
38	41	36	38	42

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
388	388	372	364	370
File Description		Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
72	72	52	52	48
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
72	72	52	52	51
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
6300	6432	3746	7871	8977
File Description		Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
1140	1066	910	918	764
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 37****4.4****Total number of computers in the campus for academic purpose****Response: 230**

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

2021-22	2020-21	2019-20	2018-19	2017-18
269.852	24.88	153.45	27.71	85.51

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

Our institution adopted the CBCS from 2016-17 academic year. We were accorded autonomous status in the same year. So, new programmes have been introduced, new courses have been adopted and changes have been made in the prescribed syllabus of Osmania University. Since curriculum involves planning, preparation, execution and evaluation of syllabi, the institution made the assessment patters 70 for external: 30 for internal.

Our teachers designed, modified, developed and adopted the existing curriculum into three broad categories. This was done by considering the sustainable development goals and wellness curriculum.

- Subject-centred – for knowledge transfer
- Learner – centred -for experiential learning
- Problem-centred for – critical and creative thinking

In addition to these, we also included e-curriculum, green curriculum and social curriculum for the holistic development of the student.

As soon as the academic year concludes, the departmental in-charges conduct meetings. Each department goes through the feedback got from various stakeholders and analyses them. The committee recommends changes in the syllabi according to the needs of the curriculum. Our staff were involved as members in Intermediate, Degree and PG material production committees. Their inputs are valuable in this process. Our teachers are members in Boards of Studies of other autonomous colleges and universities. Needs analysis is done duly reflecting local, national, regional and global developmental needs by each department. At the end of every semester, their attainment is gauged. That the institution is offering 51 Programmes and 388 Courses shows the impact of autonomy's leverage taken by the institution. The institution also goes through Value-Added Courses and Academic Enrichment courses, to name a few. The nomenclature mentioned is hereunder: 1. Ability Enhancement Compulsory Course (AECC) for I year, Skill Enhancement Courses for II year and General Elective (GE) for III year. From the next academic year, the college is also going to opt for GE in NCC. Each department prepares its own Course outcomes. Then, the consolidated sheet of division of outcomes according to Local, National, Regional and Global outcomes are prepared. This completes the preparation of syllabi. The Academic Calendar reflects and contains various academic and extra-curricular activities.

The syllabi thus prepared and adopted is placed before the Board of Studies for approval. The Board of studies takes the modifications suggested by the external and internal members into consideration and

prepares final draft. The syllabi are then placed before the Academic Council for ratification. All the academic records are ratified in the Governing Body also.

Since the college is in the first cycle of autonomy, only twenty per cent of the prescribed syllabus can be changed. So, the curricula are adopted and required changes are incorporated based on the global job and entrepreneurial needs. The BoS is represented by Industry, subject experts from university and alumni, apart from university nominee. Care is taken to see that the incorporated topics in syllabi possess employability, skill development and entrepreneurship orientation. The curricula also provide opportunity for experiential learning like field trips, project works. They also include outreach activities.

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

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 100

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 204

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 204

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Link for Additional Information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 99.43

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
377	388	372	364	370

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>Response: 18.5</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 348</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</p> <p>Response: 1881</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 100

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

Response: 51

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3 Curriculum Enrichment

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

Response:

Our institution firmly believes in the role played by Human values, Professional Ethics, Gender and Environmental sustainability. The issues are covered in as many as 121 courses.

1. Professional Ethics

We offer Human Values and Professional Ethics as a Skill Enhancement Course which is a mandatory for all UG students. Soft skills are vital topics in UG general English in all courses. We also offer SEC in Communication Skills and Soft Skills which cover professional skills. In General English Job readiness skills including the preparation for Group Discussion, Presentation skills and Interview skills are taught. All our students are trained in TSKC. We also have an Ethics Committee which inculcates values, ethics including Professional Ethics among students. We also offer Mahindra Naandi Foundation as a value-Added course, in which professional ethics are taught.

2. Gender

Our institution is a co-educational one. This makes us more responsible towards Gender sensitive issues. Our institution offers a course for all UG students named “**Towards the world of Equals**”. It is a mandatory course for UG II semester. Our teaching faculty are trained to teach the course and get sensitised about the latest know-how by attending various FDPs and RCs. Our M.A. English Programme offers a course named **Women’s writing**. We have a Women Empowerment Cell which looks after empowerment of women through many sensitisation programmes. We also have Internal Complaints Committee and Bhagya Club.

3. Environment and Sustainability

Our college realised the importance of environment and the measures to be taken to sustain it. So, we integrated the concerns, issues, challenges to the environment and feasible solutions on our part. To supplement what is learned at academics, the students are also undergo experiential learning such as : a. Rallies b. sensitisation programmes c. Tours c. NSS clean and Green measures d. adoption of villages by the 4 units of NSS f. Swachh Kalashala activities g. Participation in Swach Sarvekshan h. Green Campus initiatives i. Making the Campus Plastic Free j. Parthenium Free Campus k. Implementation of 4 R's (Reduce, Reuse, Recycle and Refuse).

We devised our own Environmental Policy. We buy eco-friendly, less power consuming and 5-star rating electric equipment only. We also opted for our energy requirement dependency gradually replacing the conventional energy with renewable energy. We purchased and replaced all fans and LED bulbs by replacing the power consuming ones.

4. Human Values

Our college recognises the importance of values in life. Our institution has its own core values such as honesty and integrity. We offer Human Values as a course in UG programmes which is a mandatory Skill Enhancement course. Dr D. Karunakar was the state level trainer and trained all teachers since 2013. All the the faculty who were recruited in various recruitments have attended trainings on the topics relevant to the main syllabus.

Besides the above-mentioned topics, the institution also covers topics directly related to many courses. We have a hand book on professional ethics. We developed our own ethics policy and Code of Conduct.

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

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

Response: 119

1.3.2.1 How many new value-added courses are added within the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
48	22	20	15	14

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 81.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
2809	2833	2500	2264	1844

File Description	Document
List of students enrolled	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 46.67

1.3.4.1 Number of students undertaking field projects / internships / student projects

Response: 1632

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
Link for Additional Information	View Document
URL for stakeholder feedback report	View Document

1.4.2 The feedback system of the Institution comprises of the following :

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

File Description	Document
Link for Additional Information	View Document
URL for stakeholder feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 75.26

2.1.1.1 Number of students admitted year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1517	1512	1301	1361	978

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2100	1980	1680	1600	1500

File Description

Document

Institutional data in prescribed format (Data Template)

[View Document](#)

Any additional information

[View Document](#)

Link for Additional Information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 84.58

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

2021-22	2020-21	2019-20	2018-19	2017-18
986	924	794	749	618

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.2 Catering to Student Diversity

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

Response:

Tara Government college has evolved a mechanism to identify slow learners and advanced learners. Pre-UG scores and grades inform us the learning levels of students. Each department knows the learning levels of students by conducting formative assessments in the classrooms, for instance, slip tests. This gives an idea on the learning levels of students. Once this is done, the students are engaged in different teaching-learning activities.

Measures for Slow Learners:

- 1.Home assignments are given to students to engage them with the topics that are taught.
- 2.Remedial coaching is imparted to make them learn, grasp and master vital concepts.
- 3.Our intermediate or plus two students do not have courses such as Computer Science, Microbiology , Biotechnology in their syllabus. So, we conduct bridge courses for those who take admission into these programmes.
- 4.Reading material is provided. They are also encouraged to visit video lectures. Web links are shared.
- 5.Bilingual explanation in tutorial classes initially is given for the students who had non-English medium in their plus two.
- 6.Challenges were identified through interaction with mentees and counseling were given accordingly to address health, financial and psycho-social issues.
- 7.Their progress is tracked on periodical basis.
- 8.To gauge the performance, additional tests are conducted.
- 9.Peer learning is also encouraged.

Measures for Advanced Learners:

Advanced learners are identified during interaction outside classrooms, during lectures and other teaching learning scenarios. All the departments offer mélange of activities and other curricular inputs and outcome-based assignments for advanced learners once they are identified. A few are mentioned below

- 1.**Group projects:** The best among them are submitted to the state level selections under the title **JIGNASA Student Study Projects**.
- 2.English department encourages them to opt for **A. Tara Talks**, a novel initiative modelled on TED Talks. **B. Performing texts:** Interested students can perform texts by enacting it **C. Activities :**

Students perform soliloquies, Mono actions etc. D. Free writing ; to inculcate writing skills and impart improve creative writing.

3. Department of Chemistry involved students in the preparation of natural and harmless colours for the HOLY festival. They may also take part in patterns for Chemical Rangoli.
4. They are given chance to interact with and explain topics to their fellow students.
5. They are encouraged to make presentations of their study project findings in seminars.
6. They are also encouraged to participate in Group Discussions for the relevant topics.
7. Field trips are an exposure to them to explore more and enrich themselves.
8. They are encouraged to opt for competitive examinations.
9. Final year students are motivated to opt for PG entrance tests in the subject of their choice.
10. They are motivated to seek for more information and knowledge by visiting the college library.
11. At the end of each unit / class, extensive reading is encouraged.
12. The college library provides the *Inflibnet* facility and other e-resources to help the teachers and advanced learners to broaden their horizons.
13. Cash awards, medals and appreciation certificates are given to meritorious students.
14. PG entrance coaching/ guidance is imparted.
15. Flip learning and blended learning are encouraged.

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

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

Response: 48.57

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

Teaching -Learning process is a dynamic and effective process where knowledge is transferred, skills are honed and attitudes are groomed.

We recognized the relevance of learner centered methodologies and adopted them *in toto*. This brought in paradigm shift in methodology of pedagogy and we adopted the learner centered methodologies.

The following activities are imbibed as part of creating the learning ambience to give them a 3D-visualization of learning.

Experiential learning is carried out through

1. Critical approach
2. Creative approach
3. Community approach

1. Critical approach :

all the science students actively participate in laboratory work, which is mandatory for course comprehension and 3d visualization.

The students who pursue humanities equate society with laboratory and grasp the essence of subject by conducting surveys etc

2. Creative approach :

- Students experience the joy the of learning.
- Students exhibit their talents and show their skill by participating in literary competition such as poetry writing, elocution, essay writing.
- Making clay idols of Ganesha with *mitti* (earth).
- Eco-friendly floral colors
- Building nests for sparrows
- Understanding the market - buying and reselling etc.
- Design and development of teaching aids/ models / tools.

3. Community approach :

In this, society is treated as a laboratory. So, they learn by visiting places that are related to their topic/ subject.

Field trips?? :

Our students visited research institutes like CCMB, IICT, ICRISAT and academic institutes like IITH, University of Hyderabad, Bio-diversity parks, heritage cites, book exhibitions, Hyderabad Literary Festival.

Organized exhibitions such as

- Know your Animal kingdom
- Coin exhibition
- Produce Fest
- Food festival

Students act as resource persons and teach society and learn from the society through various activities organized by various clubs, cells and voluntary organizations.

Participative learning:

When the learners actively involve in all phases of curriculum transaction, active learning happens. Such learning maximizes the learner autonomy and brings in democratic approach into classrooms. Participative learning helps deepen understanding of subject for students and helps teacher to grow vertically.

Following methods are employed

- Brain storming
- Think-Pair-Share
- See-Think-wonder
- Jigsaw reading
- Eliciting
- Sorting strips
- Quiz
- Para phrasing
- Sentence salads
- Free writing
- Guided writing
- JAM sessions etc
- Loud thinking etc

All such activities help them not only to comprehend the syllabus but also make them win prizes at state level and district level competitions.

For instance, our students won the following prizes, to mention a few

- First prize in perception and expression
- Poster presentations
- Literary activities such as Elocution and essay writing

Problem solving :

This learner centered approach enables the learner to develop critical thinking skills and thereby builds confidence and imparts leadership qualities. It combines critical thinking , inquiry and positive attitude among students.

To help concretise the process of learning, the following are imparted

- Framing questions
- Thinking through questions
- Loud thinking
- Formulating of ideas
- Finding solution for themselves

- Justification of solution
- Testing or vetting
- Creative assignments

To make this Problem-based Learning more adaptable, we have introduced Design Thinking

Through this, they do produce

- Design
- Ideation research
- Conceptualization
- Visualization

Our students also participated in design thinking hackathons made through the first round of it.

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

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

Our institution recognises the fact that ICT is an inalienable element in the academic setting. The institution implemented the following steps and made the classrooms ICT enabled. As part of this, the following step-by-step enablement was seen.

- Purchase and installation of ICT material.
- Conducting sensitisation programmes by organising workshops for teachers and made them adapt ICT in their classroom transaction.
- Testing the impact of ICT on the learning levels of students.
- Gradually making classrooms ICT enabled.
- Helping all the teachers learn and use online resources in their classroom transaction.
- Teaching students on how to make use of ICT facilities to improve their learning levels and use them in their Jignasa students study projects etc.

This yielded results as evidenced by the fact that during COVID – 19, all the teachers made use of the know-how they enriched themselves with.

- ICT Enabled Classrooms having Desktops, Laptops, Interactive White Boards, scanners, Microphone and Projectors which helps the students in the e-learning process.
- The College has a Wi-Fi enabled Campus
- The TSKC and ELL labs have been enabled with LAN

- Seminar halls are provided with ICT.
- High speed broad band internet has been provided.
- Virtual Classroom was made available.
- Interested students enroll themselves in IIT spoken Tutorial. It helps them in learning skills on online platforms.
- Media lab is recently installed. This will enable students to record their own lectures and disseminate.
- Commerce lab has Tally enabled desktops.
- The college has a digital library with fourteen computers. This helps teachers and students get online information.
- College library subscribed to *Inflibnet*. Teachers and students enrich themselves with e-books and e-journals.
- Blended learning and flipped learning are encouraged.

As a result:

- YouTube Content and video clips are also used by the faculty to add the quality in the teaching process. Faculty share the reading materials, short notes, e-books through different forums like Google Classroom, E-Mail, College Website, Blogs, WhatsApp groups etc.
- Teachers completed courses on SWAYAM platforms related to their subjects.
- Most of the teachers attended skilling programmes on online platforms, thus saving their time.
- Lab manuals of some topics are shared among students. As a result, the students come prepared to the labs with prior information.
- All teachers prepare and present their class through PPTs for topics that need clarity on concepts.
- The digital library of the college also helps the students in accessing information from anywhere in the world, easy search and retrieval of information, etc.
- Some teachers have their own You tube channels. Students can follow the lectures for the topics of their choice.
- Online resources and data base

-
- All syllabi was completed online even during COVID-19 lock down. It saved precious time of students and they did not lose touch with their subjects.

File Description	Document
Any additional information	View Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document
Link for Additional Information	View Document

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

Response: 49:1

2.3.3.1 Number of mentors ?????????????? ???????

Response: 72

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

Preparation of academic calendar:

Academic calendar is a vital element in the teaching learning transaction of our college. Academic calendar is prepared at least a week before commencement of classes. IQAC, academic coordinators and COE involve all concerned in its preparation.

Planning and execution:

The COE, Academic section, IQAC and HoDs meet and plan ahead for preparation of the academic calendar. It is done at three levels. **A.** Department level : Each department plans its teaching hours and considers completion of syllabus in the number of working days allotted to each course. It also plans the academic and cocurricular activities accordingly. The data prepared by the departments is called Action Plan **B.** The cells / clubs/ NSS /NCC / Committees also submit the plans. **C.** The accrued data is compiled and the academic calendar is prepared duly incorporating the following

(i) Commencement of classes (ii) Internal Assessment tests (iii) Last working day (iv) Preparatory holidays (v) Commencement of Practical examinations (vi) External / end semester-examinations. The approved calendar is circulated among the students. It is also posted on the website. The information is pasted on the notice boards for wide circulation. Students also have the soft copies of Almanac which lucidly depicts the important days such as assessment tests and end-sem examinations.

Adherence to Academic Calendar:

Since the in charges of departments involve themselves in the preparation of the academic calendar, they communicate the same to the teachers of the departments beforehand. Time table is prepared based on the academic calendar. It clearly takes cognisance of the number of working days, hours and dates of vacation. It is circulated to all the faculty and students and also displayed on the notice boards of the departments concerned. Time table consists of day-wise and hour-wise details of the classes to be conducted. Based on

this, teachers prepare their annual curricular plan, duly incorporating cocurricular activities. This forms departmental plan for the academic year.

Topics in classroom transaction, inputs given to students, methodologies adopted and assignments given etc are recorded in the teaching diaries. The teaching diary is like the heart of a classroom transaction. It consists of all days in the academic year except Sunday, which is a holiday. Teachers also enter the days on which the classes did not happen, clearly mentioning 'holiday' and the reason for holiday, for instance, Diwali, preparatory holidays, etc. The college maintains digital teaching diaries. Monitoring takes place at two levels; classroom, whether classroom transaction is taking place, by having a glimpse at the teaching diary, the principal could have an idea whether the classroom transaction has been taking place in consonance with the plan. If there is any discrepancy in them, teachers clearly mention cause. In this way, the academic transaction as per the calendar is planned, prepared and executed. At the end of academic year, the IQAC edits the activity register, which covers the data regarding academic, cocurricular activities. This forms basis for the ensuing academic year's plan.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4 Teacher Profile and Quality

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

Response: 98.82

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 22

2.4.2.1 Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit.* year

wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
21	14	10	10	11

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**Response:** 8.07**2.4.3.1 Total experience of full-time teachers**

Response: 581

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

2.5 Evaluation Process and Reforms**2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years****Response:** 49.6**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
44	58	59	42	45

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 1.61

2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
38	41	36	38	42

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution

Response:

Tara Government college has been into the first cycle of autonomy. Under the stewardship of principal, the Examination Branch is constituted with Controller of Examinations (CoE) as head to run the entire examination system smoothly and efficiently. The CoE is assisted by Two Additional Controllers (ACoE) for conducting examinations, processing of results in a fool proof manner. Data entry operators are employed for the smooth conduct of day-to-day work that happens in the branch.

Examination Procedures:

- Degree Online Services Telangana (DOST), a platform is employed by the college to select eligible students based on Merit and Reservation system prescribed by the state Government. Student data is captured from the DOST platform and teh same is feeded into College Management System (CMS), a software used for maintaining examination system. This prevents manual intervention

and errors in the process.

- Online Examination Application Forms (EAF) are generated. Weblink for the EAF is provided to the students for verification of their data and applying for the examination.
- All the necessary data and changes, if any, in Maximum Marks, credits, subject names and grading pattern are updated into the CMS as and when need arises.
- As soon as a student submits his/her EAF, it is verified and details pertaining to fee are updated.
- CMS platform is such a dynamic one that it instantly creates all the relevant reports like Hall tickets, D – Forms, Attendance sheets, QP required summary are generated and gets updated with each Fee entry of the student.
- Confidential data related to Question Papers procurement, Answer Booklet printing, assigning examiners, deputing External Squad members is maintained by CoE and Addl CoEs under strict vigilance with necessary passwords wherever necessary.
- All the computer systems, Mails, CMS platform are password protected and OTP based to doubly ensure security.
- Proper coding, decoding process is followed for sending answer scripts to examiners.
- Confidentiality in the totalling of marks, unvalued pages is done for every answer script. This measure drastically decreases errors.
- Only empanelled external examiners by BoS are assigned work related to Question Paper setting and evaluation.
- Single or Double moderation of marks is done wherever required by the system so that extreme difficulty levels in Question Paper (if any) are properly managed and a uniform level of evaluation system is maintained.
- 0.5 Rule, 2 grace marks rule is employed to benefit students who missed narrowly the passing criteria. This method is employed as judging a student as failed based on very few lesser marks compared to pass marks is quite harsh keeping in view the possibility for 1 or 2 marks valuation variation.
- Performance of students is gauged through established practice of Graded Point System (CGPA).
- Revaluation of answer scripts facility is provided to students.

CONTINUOUS INTERNAL ASSESSMENT:

Assessment of every student is done through two types of assessments viz., Internal assessment for 30 marks and External (through end-semester examinations) for 70 marks. Continuous assessment of student is done using two internal assessments (20 marks each), average of the two is taken for grading. Further continuous assessment is ensured by evaluating students for 10 marks based on their Assignments, Student seminars, participation in Group discussions, Quiz, attending co-curricular activities.

Online EAF generation method is introduced. Earlier, students used to fill manual EAFs. Hall tickets are now available online and the system of supplying hall tickets couple of days before exam is dispensed with thereby saving precious time of students before exams. To encourage digital payment mode, examination fee is collected through Qfix payment platform, a secured digital payment mode. Remuneration payment to all examiners, question paper setters is paid using NEFT mode of payment. All the Question Papers procurement and needed correspondence is done through a separate dedicated mail system, dispensing physical mode of postage, envelopes, sealing. This is done to save time and money involved in physical mode. High speed digital duplicators procured to print Question Papers to enable fast and efficient printing. These machines are eco-friendly using less electricity and little ink. Wherever possible printing of communication letters etc. Is done on both sides of paper and re-using one side printed papers as a green initiative. Faculty are advised to collect Assignments, conduct Internal assessments using digital platforms

to save paper, printing expenses and also as a eco-friendly measure. Educational antecedents verification services are offered to private employers on nominal fee and freely for government agencies. Grievances related to examination system are now computerized and efficiently managed. Status of grievance solved is provided to students by phone, mail, SMS or whatsapp. **OSDES:** This is the flagship reform introduced recently. OSDES refers to Onscreen Digital Evaluation System. Starting with Answer booklets are QR code based with all the relevant student details printed on it. It eliminates manual coding and decoding process thereby saving lot of time in evaluation process. Fool proof mechanism of correct answer booklet for correct candidate. No scope for booklet misuse. Transport of answer booklets to various colleges for supplying to examiners involves lot of labour, time and money. All this is replaced with single transport to OSDES facility. Answer booklets appear in examiner login randomly distributed by system generated mechanism. Until a certain time minimum time is spent on a script and all the pages seen and evaluated, system will not allow examiner to submit the script. Totalling of marks, ignoring least marked extra question attempts all will be taken care by OSDES system. Reports such as Marks tabulation, examiner wise valued papers their communication details, bank account numbers for payment transfers will be generated by this platform. This platform gives the much needed convenience, flexibility and confidentiality to the entire valuation process. Examination Branch is ensuring better communication to all the students through a dedicated TELEGRAM channel. Presently over 3000 students are on this platform and getting instant communication. This initiative particularly proved to be very much helpful for backlog students who have completed their course and presently not bona fide students.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

Tara Government College firmly believes in imparting quality education to all students through useful means. To meet this end, Outcome Based Education was adopted based on the principles of the UGC. While formulating the OBE, the college took the vision and mission into account.

We have developed our own Outcome Based Education policy. It guides us to address issues raised during

the planning, execution and evaluation of the OBE for our institution. It deals with know-how and know-whys of the OBE in the present context. All departments of the college were involved by the college in the preparation and adaptation of Course Outcomes, Programme Specific Outcomes and Programme Outcomes.

Course Outcomes (COs) are the objectives that are expected to be fulfilled at the end of the course.

Programme Specific Outcomes (PSOs) are the objectives to be attained at the end of a programme.

Programme Outcomes (POs) are the objectives a graduate is expected to attain at the end of a programme. They are knowledge, skills and attitudes a graduate is expected to possess at the end of a programme.

While preparing and updating the syllabi, departments keep in memory of the outcomes. The same are carried forward in the meetings of BoS.

- Teachers inform the POs, PSOs and COs to students. The outcomes are also disseminated among students through mails/ WhatsApp. Students are also informed to visit college website to refer to the outcomes.

Students are informed the COs to be attained by them by the end of course by teachers in their respective subjects.

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

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

Response:

Course Outcomes (COs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs) are inalienable components of Outcome Based Education (OBE). Attainment of the outcomes is consummation for a student. This is because 'ends justify means'. During the preparation of outcomes, following objectives are taken into consideration (stating that if the outcomes are addressing the issues) **a.** Bridge the skill gap **b.** Employable skills **c.** Entrepreneurship **d.** Ethical dimension **e.** Value orientation. **f.** Knowledge of the subject learned. Apart from these, elements of Blooms Taxonomy. End result of the Course and Programme outcomes is measured in the attainment of Knowledge, skills and abilities.

All the departments review them when they are framed and finalised. Later, they are discussed and approved along with syllabus, question paper pattern, evaluation etc. in the BoS meetings. In the ensuing

Academic Council meeting, the outcomes and their attainment is measured based on the results and other parameters. The feedback obtained on outcomes forms part of their refining and more useful, pragmatic, practical and workable outcomes are prepared.

For attainment of the outcomes, our college follows the following procedure

Our college follows Continuous Internal Assessment (CIA). Total marks for any subject consist of 100 marks. But once the answer scripts are evaluated, the marks are converted into grades that are represented in the form of grades starting from 'O'. The college follows both summative and formative assessment for evaluation. The results of evaluation help one ascertain if the outcomes have been attained as planned or if there is a requirement for any changes / modifications. In the examination system, the college follows 70 : 30 pattern, for external and Internal assessments respectively. The internal assessment consists of two internal assessment tests; each carrying 20 marks. The aggregate of the two tests is considered for internal assessment. The rest 10 marks are allotted for student seminar, Group Discussion, Assignments and other creative exercises to elicit the required outcomes from students. A uniform blue print for each faculty is followed for external examinations. For science students, practical examinations are conducted before summative assessment tests.

To measure the attainment of outcomes, the college follows Direct and indirect methods

Direct method:

The attainment of outcomes in this method is Internal and External Assessments. One of the major measurements is results of students. The result is analysed and will help to gauge the level of attainment of outcomes. As apart from this, some more replenishment activities and sensitisation programmes are organised. They include, but not confined to, Seminars, Workshops, Conferences, Symposia, Skills development workshops, Orientation Programmes, Creative activities, Visit of Science Museums, heritage sites, and other reputed institutions for exposure and experiential learning, Visit to industries and corporate houses, Surveys, Field visits, internships, cultural activities, Food fest, Produce fest such as *Mana Angadi*, various awareness programmes.

Indirect method

It includes feedback from stakeholders such as Students, Alumni, Employers, Industries and statutory bodies such as BoS, Academic Council, Governing Body where the Action Taken Report (ATR) is analysed and suggestions for improvement are given. The feedback thus elicited is analysed and applied for future improvement of attaining outcomes.

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

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 74.75	
2.6.3.1 Total number of final year students who passed the examination conducted by Institution.	
Response: 755	
2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.	
Response: 1010	
File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Any additional information	View Document
Link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.75	
File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Tara Government College has been offering 41 UG and 10 PG programmes. So, there is a great scope for inculcation of research among students. Our college has a Research Committee. It formulates policies and ensures their implementation. Our staff have published 20 publications in SCOPUS journals. The Commissionerate of Collegiate Education, Government of Telangana, conducts JIGNASA Student Study Project competitions. In these competitions, it welcomes study projects from students. Initially, the college has to send the project data. Only 10-20 meritorious projects among them are selected to the state level. In the rigorous competitions, fifteen of our student study projects were selected to the state level in the accreditation period. Among them, seven won prizes. As part of these, our study projects also won cash prizes which are earmarked to the winners and runners. In this accreditation period, we conducted an FDP and an FIP each and other mentioned research related activities. Our UG students also presented papers in two national seminars. Our students published their findings in UGC care list of journals.

Our institution has eight recognized guides at various universities in the accreditation period. They guided students for their Ph.Ds. Seven of their scholars completed their Ph. Ds in the accreditation period. Presently, twenty-one of our teachers have doctoral degrees. All regular staff have registered for their doctoral degrees. The college was recognised as a research centre by the affiliating university.

Our seed money is utilised for promotion of research.

In this autonomous cycle, nine proposals for Minor Research Projects in 2016 were approved by the UGC.

Our college teachers were accorded two patents (Dr. S. Naga Prasad, Computer Science and Dr.K. Vani, Chemistry). Mr. V. Satya Prakash has been one of the reviewers for five SCOPUS indexed international journals. He has access to supercomputing facility offered by IISC Bangalore.

Research Policy:

Our research Policy has been uploaded onto the website of the college. Major objectives of our policies are:

- Take steps to promote research culture among the stakeholders with special reference to primary stakeholders
- To provide research facilities and conducive environment for the promotion of research in the institute.
- To facilitate smooth conduct of orientation, seminars, workshops, conferences, symposia, FDPs and FIPs.
- To encourage teachers /scholars / students to publish their research findings in reputed journals.
- Help the students and staff in approaching funding agencies for research.
- Encourage consultancy services .

- Reach more MoUs and collaborations for the promotion of research at our college.
- Work for more transparent, creative and useful research findings.

Research facilities:

The institution developed a policy to provide research facilities. Our college has been recognised as a research centre by the Osmania University. We have 3 Chemistry labs, 2 Botany, 2 Zoology, 3 Physics, 3 Computer labs and one each for Micro biology and Biotechnology. All basic minimum required facilities are provided for. Our incubation centre sensitises research acumen among students, and consequently, works for the betterment of society. Our college library is a repository of 5900 e-journals.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 1.4

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
3.635	0.76	0.84	1.58	0.18

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years**Response:** 0.34**3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	1

File Description**Document**

List of teachers and their international fellowship details

[View Document](#)

e-copies of the award letters of the teachers

[View Document](#)**3.2 Resource Mobilization for Research****3.2.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)****Response:** 1.57**3.2.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0.51	0	0	0	1.06333

File Description**Document**

List of project and grant details

[View Document](#)

e-copies of the grant award letters for research projects sponsored by government and non-government

[View Document](#)**3.2.2 Percentage of teachers having research projects during the last five years**

Response: 1.35**3.2.2.1 Number of teachers having research projects during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	2

File Description	Document
Names of teachers having research projects	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides**Response: 11.11****3.2.3.1 Number of teachers recognized as research guides**

Response: 8

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years**Response: 3.22****3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	2

3.2.4.2 Number of departments offering academic programmes

2021-22	2020-21	2019-20	2018-19	2017-18
23	23	23	21	17

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Paste link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

Our college has created an eco-system for innovations, creation and transfer of knowledge. The college has an Entrepreneurship Development Cell. The service of community orientation was made feasible with the motto '**Lab to land**'. The college has a special centre to transfer knowledge through skilling.

Incubation Centres and transfer of knowledge:

The institution recognises the value addition of incubation centres. We have two Vermi Compost pits. The manure prepared in the pits is used in the campus itself. This resulted because of the certificate course on Vermi Composting was offered by the department of Botany. Our NSS volunteers the cultivation of Azolla to farmers. Our students also helped farmers by teaching the uses of Azolla in farming. In this way the transfer of knowledge took place. This was practised in the select farms of three villages.

As part of transfer of knowledge, the college has Telangana Skills and Knowledge Centre (TSKC) and Telangana Academy for Skills and Knowledge (TASK). TSKC looks after training students with the latest skills. The TSKC has a syllabus of its own for skilling. It covers Arithmetic, Reasoning, Communication skills and job Skills. It also conducts Mock Interviews and Group Discussions for the students. All students undergo TSKC training in the final year. TSKC also conducted certificate courses under Pradhan Mantri Kaushal Vikas Yojana (PMKVY) in collaboration with NSDC under Skill India Programme. They are: Handset Repair Engineer Training Facilitated by Hornet Infotech Pvt. Ltd, Trainee Associate and Retail Sales Associate. Under TASK, training is imparted to students who need to pay nominal fee. The college has reached MoUs with TASK state cell. The prestigious Mahindra Classroom has conducted five training sessions. Two sessions on Tally were also conducted. The students were given opportunity to appear for interviews from their homes as they registered for the TASK. A link appears on their screen. The students just have to click on it, follow the instructions and oblige. This saves their time. A WhatsApp group with the TASK enrolled students was created.

Eco-system for innovations:

The college is associated with TSIC (Telangana State Innovation Cell) which promotes Design Thinking, Product Development etc.

The college has also

- Vermi Compost Pits
- Mushroom cultivation
- Azolla cultivation
- Ideas club and innovation cell
- Entrepreneurship Development Cell
- TSKC – Telangana Skills and Knowledge Centre
- TASK- Telangana Academy for Skill and Knowledge

Entrepreneurship:

The college has a dedicated Entrepreneurship development cell. It motivates the students to become entrepreneurs. Till date it conducted many activities and a webinar. Apart from this, various departments offer 18 certificate courses that are directly or obliquely help the students become entrepreneurs.

Community Orientation:

1. Preparation of natural colours to be used on Holi. Efforts are on to produce in a large scale.
2. Sensitisation about Mitti Ganesha images (with clay) and their production. This will be a seasonal one, to be done a fortnight prior to the Ganesha Chaturthi.
3. Azolla cultivation
4. Preparation and distribution of vermi-compost

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 0

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

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

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years

Response: 3.75

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 30

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 8

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

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

Response: 1.03**3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
23	12	11	04	11

File Description**Document**

List of research papers by title, author, department, name and year of publication

[View Document](#)

Any additional information

[View Document](#)**3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years****Response: 0.59****3.4.4.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
08	11	1	7	8

File Description**Document**

List books and chapters in edited volumes / books published

[View Document](#)

Any additional information

[View Document](#)**3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed****Response: 0.4****File Description****Document**

Bibliometrics of the publications during the last five years

[View Document](#)**3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-**

index of the Institution**Response: 1**

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy**3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).****Response: 9.8****3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
1.8738	0	0.628	0.773	6.526

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document
Any additional information	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).**Response: 28.95****3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
18	3.09	7.86	0	0

File Description	Document
List of training programmes, teachers and staff trained for undertaking consultancy	View Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community,-sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

Tara Government College firmly believes in community service through students. Holistic development is possible only by addressing the social issues. Our college plays a leadership role in the capacity of Cluster College in imparting extension activities. We bring change through Academic, Administrative, Research and Innovation, skill and employability as attributes. The college has a National Cadet Corps NCC (200 cadets) and four National Service Scheme (NSS) units, each with one hundred volunteers. Besides these, the college also has Red Ribbon club, Pink Ribbon Club, Eco-club, Bhagya Club, Legal Cell and Swachch Bharath committees. So far, they have conducted more than 400 activities and sensitisation programmes in the accreditation period. All of these entities involve themselves in extension activities to the needy. Our college has also reached MoUs regarding this. The impact of our activities and sensitisation programmes can be gauged from the following data that states that the following prizes/ recognitions/ achievements and awards. We adopted Kalabagoor, Chinthalapally and Angadipet and brought qualitative changes in Sanitation, Plantation and one hundred percent ODF villages.

The activities can be classified under the following names

- a. Sensitisation programmes –
- b. Conduct of Commemorative days
- c. Swachch Bharat, Sharamadanam
- d. Services such as Vaccination drives, free dental camps etc
- e. Services such as clean and green, laying/ repairing of roads

Activities as per requirement of time, such as Azadi Ka Amruth Mahotsav, Volunteering for government

initiated services

i. Election duties

ii. Vaccination drive

iii. Survey for Pulse Polio and other mass immunisation programmes

NSS

Our NSS has conducted camps in villages. Its activities include, but not confined to, helping the town in COVID-19 Vaccination drive, dental check up, Swachh Bharat, cleaning of roads, Plantation of saplings, whitewashing of the state NSS office and other buildings in the camps, sensitisation programmes regarding literacy, rallies for sensitising the rural folk, green campus works, environmental protection measures, Shramadanam, Gender Equality measures and sensitisation programmes, Pulse Polio immunisation programmes, Voter awareness programmes, Plastic free campus, Parthenium Free Campus activities etc.

NCC :

Law and order maintenance services to the Government of Telangana during Vinayaka Nimajjanam.

Eco-club :

Eco club looks after activities that are related to protection of ecology. Their activities include world sparrow day, earth day, distribution of pots during summer, distribution of clay idols of Ganesha. Other environmental friendly activities and sensitisation programmes.

Red Ribbon Club :

Donation of blood, sensitisation and awareness programmes relevant to it.

Bhagya Club (Health club):

The club involves itself in all health-related activities relevant to health of women students and staff. It also conducts systematisation programmes and workshops.

Legal Cell :

Our college has a dedicated space for it. On every Saturday the officials of District Legal Society Sangareddy visit the cell and render justice free of cost to the needy.

Swachh Bharat Committee:

It undertakes activities related to neatness of campus.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 44

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	13	7	9	4

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 303

3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
85	51	61	65	41

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 77.1

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
2962	2560	2102	1996	1982

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

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 142.8

3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2021-22	2020-21	2019-20	2018-19	2017-18
637	10	40	6	21

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

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

Response: 55

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
24	11	9	9	2

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document

Criterion 4 - 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.

Response:

Tara government College has adequate infrastructure and physical facilities for imparting teaching-learning process. Our college has a sprawling 22-acre lush green campus. Separate parking space is available. Physical facilities available in the institution are

Administrative Block

Our administrative block consists of Principal's chamber, Administrative Officer's room and Office room. The office room is spacious with windows projecting outside the office to accommodate fee payment etc.

Examination branch

Examination Branch is located with adequate infrastructure. It consists of Controller of Examination's chamber and space for Additional Controllers. It also accommodates Academic section

Classrooms and Laboratories

The college has 16 well-equipped laboratories and 36 classrooms. Computers, LCD projectors, OHP, Smart Classrooms, e-classrooms, virtual classrooms make the learning ambience more effective. Other material for science laboratories is provided as and when required.

Academic block

There are four academic blocks in the college. The first block consists of Botany, Zoology, Physics, Chemistry, Computers, Micro biology laboratories and staff rooms. The second one consists of Commerce block, staff rooms, TSKC, ELL, Library, Computers and Commerce lab in the I floor, Arts Block and staff rooms, Seminar Hall in the Ground floor, Auditorium and Biotechnology room in the second floor. The third block was sanctioned and completed with the benevolent support of RUSA State Project Directorate. It consists of four rooms in the ground floor and an about to be completed MANA TV hall and TSKC room in the first floor. The fourth new building with 12 class rooms is recently completed as part of 100 room building.

The college has a Green Library. This facility was created by philanthropists and alumni. It was inaugurated in 2021.

Computers :

We have 3 dedicated computer labs for B. Sc and other allied groups and one for commerce students. Apart from this, we also have an internet centre located in the premises of library. The campus has one TSKC laboratory and an English Language Lab. Total 140 computers were purchased by the institution in the

accreditation period and 20 were donated to the college by philanthropists leading to establishment of a computer lab for BSc Data Science.

Sports and Gym centre

We have a dedicated Gym centre for health and well-being of our students. It has 4 station multi gym. The college has a well-laid volley ball, Tennikoit, Kho-Kho, Kabaddi courts in the open ground. There is plenty of space dedicated for athletics also. Sports room harbours indoor game equipment.

NCC :

The college was recently sanctioned obstacle course for NCC. An amount of Rs. 4.89 lakhs was earmarked and the work is under progress.

Seminar hall/ auditorium

We have well-equipped seminar hall that house 150 participants and auditorium with the same capacity.

Botanical Garden:

We have a spacious, well-planned botanical garden. It is situated in the RUSA building complex.

Garden for rare plants and medicinal Garden:

We also have a garden space specially dedicated to grow rare and medicinal plants.

Canteen:

The college has a canteen. It offers snacks and lunch for students at subsidised rates.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

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

Response:

Tara college firmly believes in the principle that all round development is possible only if create environment for students to grow. This includes physical health. So, sports and Games form major part in the area of our service. Our institution has adequate 22 acre sprawling campus located in the heart of the town. The college provides all required facilities for students. The college has well laid courts for Volley ball, Kho-Kho. The ground accommodates district level Yuvatarangam sports and games events every

year. Recently, the college was granted Rs.27.5 lakhs to complete the UGC indoor stadium. All Games and Sports required material are purchased. The college has a special allocated budget from the students' fee for it. College level competitions are conducted.

Our college has the following facilities:

Yoga centre:

The college has sumptuous empty space in the block II to perform and practice Yoga. We conduct Yoga Day on 21 June every year.

Games and Sports:

Since the college has 22 acres of campus including the buildings, there is plenty of space for outdoor games. So, the college developed Volley ball, Tennikoit, Kabaddi, Athletics etc. The UGC sanctioned indoor stadium will be completed in two months as Rs. 27.5 lakhs were sanctioned. A basketball stadium along with this and flood lights will be in the pipe line. It will be completed soon.

Our college has a reputation of producing national and international players. In 2019 Mr Sai Teja Goud and Mr Akhil won gold medals in Indo-Philippine Championship. Mr V. Sanjeev, Mr Murali and others participated in national sports and games.

Gymnasium:

There is a dedicated room for Gymnasium in the block 2 of the college. It has 4 station mixed gym. Students regularly visit to workout. The college has a physical director post. The Physical Director looks after Games and Sports of the college.

Cultural activities:

Holistic development is possible only by encouraging students to participate in cocurricular activities and encouraging them to find their voice. Our student Ch. Neha performed traditional dance in the presence of the hon'ble Prime Minister on 25 Jan 2020 as part of cultural activities that were conducted to RD parade. Apart from this, 14 NSS volunteers of our college were selected to and exhibited their talent at NICs. Our college has a cultural wing and is convened by the cultural coordinator. The wing is supported by fellow teachers and selected students. Every year cultural committee conducts selections and cultural programmes for students. In this college level competitions, students participate with much enthusiasm. The selected students will be given priority in the ensuing district/ block/ cluster level selections in the same category. The Commissionerate of Collegiate Education conducts Yuvatarangam, a state level cultural and sports competitions. Our students had participated in and selected to state level competitions. We also hosted district level Yuvatarangam sports competitions, known as cluster level Yuvatarangam. TOur NSS in collaboration with the department of Economics, has conducted a certificate course in Dappu. Flas mobs are performed to spread social messages.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 37

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 55.05

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
214.06	6.97	92.62	8.13	66.86

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

Our College Library has automated with New Gen Lib. It is an integrated library management system (Open-Source Software) developed by Verus Solutions Pvt Ltd. The latest version of New Gen Lib is 3.1.1, released on 16 April 2015.

New Gen Lib has the following main modules - Acquisitions, Technical Processing, Serials management, Circulation, Administration, MIS Reports, Task to do today (daily scheduler) and OPAC.

Web OPAC is a feature-rich solution, providing an enhanced facility for easy searching and locating of any article, catalogue, book, or material held by our college library. Supported by the most advanced search technology and gives quick response in no time gap.

It has good features of relevant ranking, faceted search, enriched user interface, tagging, and reviews.

1. Name of the ILMs software: NEW GEN LIB PACKAGE
2. Nature of Automation: Partially
3. Version: 3.1.1, released on 16-04-2015
4. Year of Automation: 2020.

The Library package consists of the following modules

1. Acquisitions: For ordering books, the library follows the rules of the acquisition of books.
2. Call for Recommendations for books from the faculty.
3. Once recommendations approved by the Head of the Institution, the quotations are asked from the firms/companies.
4. Purchase orders will be placed to the least quoted firm/company.

II. Technical Processing:

1. For entry of the books, the library will follow the technical processing consisting of Cataloguing, Classification, and other allied works.
2. Serials Management: It consists of Journals subscriptions to enter the data about the Serials such as Volume, No., ISSN No. Issue etc.

Circulation:

1. Separate Issue registers for students and staff.
2. A book is issued for 15 days.
3. With New Gen Lib Package, the books are issued and circulated online to the students and faculty.

MIS Reports: We will take the daily report such as circulation, technical processing, and other allied operations.

OPAC (Online Public Access Catalogue): The books entered in the library package are to be kept in Public Domain so that the users can access the books and other materials. WEB OPAC provides online access to

books and other documents.

The library has subscribed to E-Shodh Sindhu, N-List (National Digital Library), which enables students and faculty to get study materials, books, and journals from national and international Universities and Institutes around the globe.

The library is automated using Integrated Library Management System (ILMS). The name of the software is NEW GEN LIB Open-Source Software.

The library constituted a Separate Competitive Examinations Cell for students to give suggestions, motivation, and talks by experts to face the competitive examinations.

The library organizes Orientation classes for the freshers at the beginning of the academic year on library resources available on the internet.

Library Committee takes recommendations from the teaching staff for purchasing books, Journals, and other allied things relating to the library.

Students are given priority in issuing the prescribed textbooks and reference books.

File Description	Document
Upload any additional information	View Document
Paste Link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 1.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.25	0.118	0.059	0.108	4.301

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

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

Response: 1.77

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

Response: 63

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities

Response:

Our college has an IT policy of its own. It covers all the IT equipment. The college has Computers, Printers, Scanners, LCD projectors, Wi-Fi equipment, Photocopying machines, CC Cameras etc. The college evolved its own policy of spending anything related to equipment. Based on our strength and admissions, we also started from the present academic year B.Sc Data Science. To meet the growing demand, we have purchased 120 more computers in this accreditation period. Our college has a DCEDRC, headed by the district Collector. In this the hon'ble collector sanctioned 20 computers under CSR. Twenty were already received and the rest are in the pipeline. These were donated by philanthropists. They were facilitated by the GMDIC under CR cell. This enabled us to start a separate computer lab for Data Science students. The purchase policy also emphasises on purchase of energy efficient equipment. So, all the purchases that are made shall involve lesser maintenance. Thus, all requirements related to IT are met

with.

IT policy:

In this policy, what to purchase and how to purchase are clearly defined. Our college can purchase any equipment related to cyber security and other IT equipment by moving a resolution in our staff council. Our external auditors visit and audit our accounts as per norms in vogue. So, either for updation or for purchase we have well-established system in place. It covers

- Responsible use of IT material and internet
- Optimum utilization of e-material
- Use e-library to its maximum extent for academic and research purposes.
- Prohibition of usage of unlawful sites.
- Prohibition of usage of college resources for one's own / commercial purposes.
- Any other point that directly translates to meet the vision of the college

LAN:

The TSKC and ELL labs are equipped with LAN facility. A part of its maintenance, the students are sensitised on how to optimally utilise the facilities. Some selected students are also imparted training on how to solve minor issues of hardware. Wi-Fy facility is also available.

IT up dation :

IT Policy of the college also covers the maintenance of IT. All required software are purchased. The college has recently added 140 computers. Open-source soft ware are given priority over purchased ones.

IT maintenance:

This includes maintenance of hardware and their repairs. Repairs and maintenance of network devices, UPS, batteries, Printers and other accessory material. Preventing software from getting corrupted and other maintenance issues. It also includes security to computer, TSKC and ELL labs. It also encompasses the electricity equipment that is useful for the labs and IT equipment.

Security:

For the security, CC cameras are installed at vantage points. Students are sensitised to use the IT and other relevant services in a responsible manner. IT ethics are also taught and displayed in the labs.

Internet :

The college has uninterrupted broad band supply with a speed of facilities with 200MBPS and 100 MBPS

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 15:1

File Description	Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: 750 MBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: A. All of the above

File Description	Document
Upload Additional information	View Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 44.96

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

2021-22	2020-21	2019-20	2018-19	2017-18
55.79	17.91	60.89	19.57	18.65

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document

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

Response:

Tara Government College Sangareddy has its own established systems for maintaining and utilizing physical, academic and support facilities. Our policies guide us in providing and maintaining the above facilities.

Academic Facilities: Academic facilities play pivotal role in imparting quality education and make the learning ambience serene and instil aspirations among students. Our college provides all academic facilities and helps the student community aspire for more. The college has enough number of ICT classrooms. We firmly believe that classroom atmosphere brings qualitative change in a student's life. So, all facilities, right from chalk and black till laboratories are provided to the student community.

Physical facilities: All required physical facilities are provided at the college. Sweeping and dusting is done by attendants whose services are outsources.

Classrooms: All classrooms are cleaned regularly by dedicated attendants. They take care of the upkeep of the physical facilities provided in the classrooms also.

Laboratories: Lab attendants look after neatness of laboratories. Issue registers are maintained. Annual stock verification is conducted regularly. The equipment or material which is either out of date or cannot be used will be declared and due process ensures removal of the items. E-waste is conducted by following Standard Operating Procedure.

Computer Labs: The college has more than two thousand students who study computers as one of the courses. All computer laboratories are maintained by the department of computers. Computers are frequently procured or as and when need arises. In the present academic year alone, eighty computers are procured and philanthropists donated twenty computers for the Data Science lab. The college engages

services from private personnel for repairs of computers. Whenever needed, AMC is reached.

Seminar hall : This is the most used for the conduct of all activities. Its maintenance and upkeep is designated to a staff member.

UPS: Uninterrupted Power Supply is provided to certain laboratories and important rooms. Power supply has not been an issue in the college. The UPS facilities ensure all computer systems run smoothly without glitch.

Library: Librarian looks after the library. Issue of books, maintenance of log/ gate register, supply of free e-material on demand, helping students in finding them e-resources, keeping the reading room neat and tidy are looked after by the librarian with the help of an attendant.

TSKC : Telangana Skills and Knowledge centre looks after imparting skills to students. The spacious TSKC hall harbours 48 computers. Maintenance of the TSKC is the responsibility of TSKC coordinator. The TSKC has a mentor. TSKC has a register which ensures the attendance of students.

Internet Centre : An internet centre is provided to stakeholders adjacent to the library. Its maintenance includes, like all computer labs, upgradation of systems and their maintenance.

Website: It is maintained by website committee. Periodical updating of data is done on the website. Online support is bestowed on the college by the Commissionerate of Collegiate Education through IT officer, in case there is any issue with website.

Sports and games: College has a Physical director post. The Physical director looks after provision of sports material, purchase of useful sports and games material, issue of material to students. A register is maintained. The material is annually audited as per the stock register.

Gym: Our college has a dedicated gym. Students frequent for their well-being. It is looked after by the in-charge Physical Director. Its augmentation and maintenance includes regular upkeep of gym equipment.

NCC : The college has a dedicated NCC unit with 200 cadets. We also have a virtual firing simulator room. Its upkeep is the responsibility of an NCC ANO.

NSS: We have 4 NSS units with one hundred volunteers per each unit. The NSS room is maintained by programme officers of all units. The material such as garden cleaning, upkeep equipment is maintained jointly by NSS and department of Botany.

Security guards are engaged 24/7 to look after safety and security of infrastructure and other aspects of the college. Water tanks, bore, Generator, electricity appliances, Fire extinguishers and other equipment are used as and when required by the specially trained staff.

Canteen is looked after by the canteen committee. The committee ensures that quality snacks, tea, coffee and other healthy food items are supplied at affordable rates.

e-waste committee looks after e-waste which is generated due to outdated e-equipment.

Garden : Apart from garden in RUSA building block, the college also has a medicinal, Hydrophytic and

xerophytic gardens. They are maintained by volunteers and jointly by Botany department and NSS units.

New building : Governing Body is headed by hon'ble Commissionerate of Collegiate Education, Telangana. Bids for construction of buildings are made following procedure. Presently all construction related activities are undertaken by TSWIDC.

Since the college has a spacious 22-acre campus, all facilities for Volley ball, Kho-Kho, Basketball and other facilities and tracks are laid. They will be maintained and taken care of by the sports committee.

All purchases are made as per procedure. For any purchases more than one lakh, the central purchase committee processes to the chairperson of the Governing body. The college follows standard procedures for all purchases. For instance, eco-friendly and less power consuming electronic and electric equipment are purchased. Five-star electric equipment are purchased. As a policy, LED bulbs alone are purchased. All bills are audited by external Chartered accountant. Finance committee ensures that all financial rules are followed scrupulously. The college also has policies to guide it in these aspects. The college has committees to reduce burden on the chair and for specific purposes. For instance, in-charge or head of department is responsible for maintenance of equipment of any facilities of the department concerned. Each club, cell, unit has a dedicated in-charge. Any issue related to maintenance of equipment or any other physical facility is discussed and resolutions are made. Thus, the college makes sure that all academic, physical and support facilities are optimally maintained and utilised to the fullest capacity by following and policies and procedures.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 66.31

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2021-22	2020-21	2019-20	2018-19	2017-18
2550	2237	1914	1818	1509

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Institutional data in prescribed format	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 5.46

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2021-22	2020-21	2019-20	2018-19	2017-18
816	104	1	25	0

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 64.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
3214	976	3358	1510	807

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

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies

2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document

5.2 Student Progression

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

Response: 4.88

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	64	59	54	29

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

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

Response: 72.77

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 735

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

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	224	153	168	101

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

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 50

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
6	4	30	6	4

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

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

Response:

Tara Government college believes in representation from student community. They participate in planning, execution and feedback of academic, administrative, outreach, curricular and extra-curricular activities.

Presence of student council in administrative bodies

We have a Class Representative system (CR system). Two students from each class are selected based purely on their merit, social service motto and interest to serve and spare time for the college. They attend meetings with principal. They bring issues faced by them, discuss solutions and help us arrive at a solution. In this way, they take part in administration. Principal also discusses major issues with them faced by college. This helps in clearing doubts regarding administration. Most of the doubts are cleared by the principal in the meeting. The meeting is so planned that the students come out with creative solutions for impending issues. The communication is always clear and honest. Students are encouraged to ask questions related to issues. A WhatsApp group with the CRs was formed. In this group, the CRs and the principal are present. This reduces students' time and thus paves way for speedy reporting and resolution of issues time and time.

Our Boards of Studies also have a representative from meritorious Post Graduate Alumni. They give their valuable suggestions from their perspective, thus enriching the curriculum. Our IQAC has a representative

from the student community. Our students learn leadership skills and managerial abilities in NSS camps. They themselves form committees and execute activities.

Our students are involved in outreach activities of the college. They worked in adopted villages. They worked for sapling plantation, Open defecation Free villages, to quote a few.

Our students conduct fests like Freshers' Party, Farewell Party, Annual Day, Sports Day, Food Fest and Produce Fest. They take care of entire programme right from stage setting until vote of thanks.

Representation of students in academic bodies

We strongly believe in peer learning. Our M.A. English students have been teaching UG students as part of their ELT syllabus in practice. Rest of the interested students take part in student as a teacher programme, Comm Talks and TARA Talks. They take up leading roles in activities of clubs like Nature club, cultural club etc.

Besides the committee, the college also has a few clubs such as Red Ribbon Club, Leo Club, Nature Club. Students could also interact with the conveners of Women Empowerment Cell, Internal Complaints Committee and Legal Services Committee to get solutions for their issues.

Impact

The college firmly believes in administrative maxim 'no involvement and no commitment'. So, we endeavour to include as many students as possible in the ambit of all activities. Students learn and impact the administration in this way. Students also learn roles and responsibilities by following their seniors.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 42.6

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
65	26	36	45	41

File Description	Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

The college has an active Alumni Association with Regd. No. 667 as per Andhra Pradesh Societies Registration Act 2001. The alumni association is both active and functional. The institution has many an alumni that has been serving the country at various places with diversified responsibilities. They have been active in serving the college at various capacities.

The alumni association performs the following functions in the college

Financial services:

- 1.Sri Krishna Kumar Kalinga donated green grass to the green library to the tune of Rs. 50,000/-
- 2.Nagaraju, the councilor of Sangareddy Municipality contributed two poles and a high mast light.
- 3.Sri G. Muralidhar donated Rs. 7000 worth books to the department of Economics and two steel notice boards worth Rs. 15,000/-.
- 4.Ground levelling works to the tune of Rs. 2,01,900 /- was bestowed on by Dr Sardar Surender Singh.
- 5.Sri Chouhan, retired lecturer i Commerce, gave cash incentives to meritorious students.
- 6.Sri P. Narahari Reddy had spent Rs. 1 lakh and got the collapsed wall constructed near the NSS room.
- 7.Sri Nagaraju Munnuri had donated valuable books to the college library.
- 8.Sri P. Manohar and Associates had donated Rs.2 lakhs to meet the expenditure for painting of doors and windows.

Nonfinancial services:

- 1.They are members of Boards of Studies of various departments. They give valuable suggestions and thus, enrich the curriculum.
- 2.They also help in the qualitative improvement by giving valuable suggestions in IQAC.
- 3.They also inform about the potential employers, thus giving us valuable information about the job drives.
- 4.Some of the teachers are alumni. They act as a bridge between the alumni association and the college.
- 5.Many alumni donated books to departments and library.

- 6.They conducted sensitisation activities such as motivation lectures etc. Sri K. Krishna Kumar, the Principal of a Government Junior College actively serves in the improvement of number of admissions of the college.
- 7.They help us in green initiatives of the college.
- 8.They serve as volunteers at NSS camps and ease the atmosphere of the NSS volunteers and guide them in right spirit.
- 9.They also serve as cultural ambassadors by teaching the cultural activities and skills to the students in the visits of our request.
- 10.They also serve the college in the admission campaign by motivating meritorious students to join the college in various programmes.
- 11.Some of them acted as jury, judges, resource personnel in sports, cultural and other programmes of the college.
- 12.They help us in sustaining the positive image of the college in the society.
- 13.They give us valuable feedback for the improvement of services to the stakeholders and society.

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

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

Response: C. 5 Lakhs - 10 Lakhs

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Governance of our college took its source from the vision and mission of the college, which is fountainhead of perspective plan of the college. Vision of our college reads

“To empower the stakeholders with skill-based, entrepreneur oriented, value- based, affordable and quality education and help them become complete human beings”.

Mission of the college is to translate the vision by becoming an instrument of change by providing quality education.

1. Nature of governance

Governance of our institution was based on the vision and mission of the college. It follows a democratic, value-driven, morally sound, ethically clean and pragmatic in approach.

2. Perspective plan

To achieve goals of our institution, we devised a strategic plan for a period of ten years. It was prepared after due consultation with stakeholders. The following areas are vital arenas that are addressed through the plan.

a. Curriculum

To meet our vision and mission, we prepare sound curriculum. All the areas are kept in mind while we adopt the syllabi of our parent university.

b. Value addition

We enrich students learning by various value addition activities such as seminars, workshops, industry visits, involving them in experiential learning. It includes activities and imparting skilling and entrepreneurship skills by TSKC, TAKS EDC respectively.

c. Honing and refurbishment of skills of Human resources

Staff are given professional training and are allowed to attend training to meet the goals.

d. MoUs

We have reached adequate MoUs to replenish resource gap, both human and material resources and enrich our students with quality services. Through the MoUs and Collaborations we could impart quality

education, skill development, entrepreneurship orientation, services to students.

e. Research

Inculcation of quality, value based, pragmatic and useful research that is encouraged. To meet this goal, students and staff are encouraged to take up research and publish quality research papers in reputed journals.

f. Extension and outreach activities

We have been rendering services to the needy by adopting villages and offering various services right from village development programmes to participating in environmental protection activities.

g. Resource development

Infrastructure is vital in realising the goal of rendering quality services to the students. So, one of the goals is to create and maintain quality, state-of-the-art and enduring infrastructure to the institution.

h. student welfare centredness

Since most of the students hail from semi-urban and rural areas and under privileged background, they need scholarships. The institution works for providing scholarships and other support systems.

i. Environmental issues and green campus

The institution strives to contribute positively to environment by employing its human resources.

j. Model as a college

The institution is an identified college and a nodal centre. It empowers the resources of all Government Degree colleges in Sangareddy district.

k. Innovations and practices

The IQAC serves the institution as a moral radar. It identifies quality element in all services/ activities, intervenes and executes through various committees in imbining quality into the institution.

3. Participation of staff in decision-making bodies

All staff are involved in one or other activities and decision-making bodies.

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

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

Response:

The principal has Academic, Administrative and Financial powers and roles to perform in the college. Decentralisation and participative management are effectively followed in the college. At the beginning of the academic year, all staff are given opportunity to choose as a member/ coordinator of committees of their choice. The coordinators are given freedom to plan programmes, execute activities and oversee the results. The following are a few glimpses

- The college has an Administrative Officer (AO). The AO is the drawing and Disbursement officer of the college. So, all the financial transactions are disseminated to the AO.
- The college has Vice-principals. They help in the general administration..
- The Governing Body is headed by hon'ble Commissioner of Collegiate Education, Telangana. Its composition is as per the UGC guidelines. The principal is an ex-officio member. Two senior-most teachers are also members on the body.
- The Academic Council of the college has all HoDs, external members, four nominated members. All academic related issues are discussed in it.
- Finance committee is headed by principal. one senior most teacher and the Administrative Officer of the college are members.
- All committees have Coordinators/ conveners.
- The academic coordinators look after all academic activities including the monitoring of teaching diaries.
- The IQAC has a convener. The convener is given freedom to initiate quality initiatives, execute the same and record the results. IQAC has a student and an alumnus member in it.
- Examination branch is headed by the Controller of Examinations. The CoE is supported by two Additional CoEs and branch personnel. The CoE and the support staff monitor and oversee conduct of examinations. They also take care of all activities related to examinations including issue of notices for examinations, collection of fee through online, printing and distribution of hall tickets, coding, decoding, evaluation, entry of marks, totalling, issue of memos, and issue of T.C.s.
- The Internal Complaints Committee (ICC) works against sexual harassment at workplace.
- The college has a staff council. It takes all decisions for the welfare of the college. Though it is chaired by the principal, all decisions pertaining to academic, administrative and financial entities are taken only after thorough discussions.
- The college also conducts general staff meetings. It consists of all staff, both teaching and non-teaching.
- All departments are headed by the respective Heads of Departments. They prepare their academic, annual, action plans, execute them and submit records to the IQAC. They conduct their own departmental meetings.
- The BoS is chaired by the HODs of respective departments. It also has an alumni and fellow teachers. They approve syllabi and other academic documents.
- All committees have in-charges. The chairperson is principal. But the meetings are conducted in a conducive atmosphere wherein all decisions are taken after discussions.
- The college also has Class Representative system.
- Students actively take part in all activities of the college.
- The college has a mentor mentee system.
- Various committees look after co-curricular and extra curricular activities.

File Description	Document
Any additional information	View Document
Link for strategic plan and deployment documents on the website	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Since its inception, Tara Government college sangareddy has been striving to provide quality education to the students and proved its mettle in doing so. This made the college most sought after college in the region. One more point to be noted about the college is, it toiled hard to make itself relevant in the society in spite of tumultuous changes in the Higher Education sector in the past four and half decades. The college has a well-chalked out strategic plan. The period of the plan is 10 years from 2018. Salient features of the strategic plan are mentioned hereunder.

a. The college promises to review and change its curriculum based on the needs of society. It follows the vision of the college. We strive to provide quality education for employment, entrepreneurship and skill development of the students and make them complete human beings. So, the curriculum is designed in to suit the above ideals.

b. All sensitisation programmes and knowledge enrichment activities such as workshops, seminars are conducted as per the global needs and local requirements of the students. Value addition to students' syllabi will also be done by employing the services of TSKC, TASK and EDC.

c. constant training of staff for better services is imparted. Unless the staff are trained to learn the latest know-how and know-why, they cannot offer the best services.

d. MoUs and collaborations

Every institution needs to enrich itself by exchanging valuable resources, be it human, tangible and intangible ones, if it has to improve. So, MoUs and collaborations with pragmatic approach will be reached to offer best services to the students and other stakeholders.

e. Research

This is a vital area. All facilities will be provided to students to encourage them become researchers. The college will provide seed money to students. We have submitted a proposal for a research centre to Osmania university.

f. Extension and outreach activities

More such activities will be undertaken for the upliftment of the needy and to inculcate service motto and **country first** among the students.

g. Resource development

All required infrastructure will be provided as per the requirement.

h. student welfare centredness

Students will be given and facilitated to get scholarships. Necessary help will be bestowed on them for their welfare.

i. Environmental issues and green campus

The college has already recognised as the best in district and won green champion award from the CCETS and MGNCRE. More initiatives will be undertaken to make it carbon neutral.

j. model as a college

Quality sustenance and enhancement measures are in the pipeline to make the college a model one in the state.

k. Innovations and practices

Innovations and creative solutions to the perturbing problems will be undertaken with societal issues at the centre stage.

File Description	Document
Any additional information	View Document
Link for Strategic Plan and deployment documents on the website	View Document
Link for additional information	View Document

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

Response:

Our Institution is a government funded one. But all rules of Higher Education Institutions as laid out by the UGC are applicable for us. The college is in the I cycle of autonomy. The below- mentioned bodies and their information gives a glimpse of efficient and effective nature of our administrative bodies.

Governing Body

Our college has been guided by its policies regarding administration. At the apex, we have the Governing Body. It is headed by the Hon'ble Commissioner of Collegiate Education. It has an industrialist, UGC nominee, University nominee and a state government nominee as members. Principal is the ex-officio member. Two teachers nominated by the principal are also members.

Governing body approves and ratifies the meeting minutes that take place in Academic Council and finance committees of the college. The composition of our Governing Body follows UGC guidelines. All the resolution of other statutory bodies are approved and ratified in the Governing Body. It takes Academic, Administrative and Financial decisions for the college. Hon'ble Commissionerate of Collegiate Education issues a separate proceeding apart from approving the decisions of the college in the Governing Body.

Academic Council

The academic council is headed by the principal of the college. It takes decisions for academic enrichment of the college. All the syllabi approved in the BoS are reviewed, modified or approved in the academic council. Apart from the members of the college, the council also has seven external members such as university nominees, Industrialist, professional and educationist.

Finance Committee

It is chaired by the principal. A senior most teacher and an administrative officer are the members. Finance Officer of Osmania University is external member. It proposes future budget, approves the bills submitted by the college and other relevant financial decisions as per the rules in vogue.

Board of Studies

The college has Board of studies for all subjects. All syllabi are approved in the BoS. The list of external examiners is approved. Each BoS is chaired by the HoD of subject concerned.

Apart from the above, the college also have 61 committees. Devolution of responsibilities and dissemination of quality services is possible because of this administrative initiative.

Service Rules

Since the college is a public funded one, all the state government rules are applicable to all the employees. So, all the service rules, right from appointment, leave rules, retirement benefits and other rules are as per the Telangana State Government Rules. For the promotion, CAS and others like these, UGC rules are taken into consideration.

Policies

The college has framed policies for the speedy and responsible implementation of all issues related to college. Cell phone policy, Scribe policy, TC policy, hall ticket policy, Research policy are a few policies to mention.

Other procedures

All committees of the college are monitored by the principal. The data related to the activities is conducted, recorded and submitted to the IQAC. Yearly review is conducted to gauge the performance of the functioning of the committees.

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies**6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression**

Response:

Tara Government College provides opportunities for staff for their career development. We also provide all required welfare measures for the staff.

Career development and welfare measures

1. Seed money is provided to the teachers who opt for research projects

2. Paid leave for 2 years is given for PhD.
3. Teachers who publish research papers in journals like SCOPUS/ web of science are given Rs. 5000/- as a token of appreciation. The Governing Body approved for the payment of T.A. and D.A. charges for presentation of research findings in international reputed seminars etc.
4. Five increments are given to the teaching staff of Ph D. For teachers who attain Ph. D, are in-service, three increments, for M. Phil, two increments are given.
5. On-Duty is provided to the teachers who undergo training in Orientation Course, Refresher Course, FDP, FIP and other trainings.
6. Conferences, seminars, Symposia, workshops etc. are conducted for staff. Staff are also encouraged to attend outside the college on Duty.
7. Teachers are encouraged to organise seminars, workshops etc. by approaching external funding agencies like ICSSR. College funds are also provided to organise the same.
8. Faculty forum imparts training
9. Government teaching staff are provided with 15 CLs, 7 SCLs, 6 Els a year.
10. 20 half-pay leaves in case of emergency or on private affairs.
11. Women employees get 5 additional CLs.
12. If any compulsory work is extracted CCLs are given.

Other leaves include

1. Maternity leave, Paternity leaves, Child care leaves, Medical leaves.
2. Extra ordinary leave not exceeding 5 years in service.
3. Lien period.
4. Canteen provides snacks etc. at subsidy prices.
5. Retirement/ pensionary benefits are provided to the staff such as gratuity, pension, EL monetisation.
6. Staff club sees that all the staff feel at home and initiates
7. Welfare schemes for Teaching -Staff Mutual Benefit Fund (SMBF)
8. Non-teaching -Staff Mutual Benefit Fund (SMBF).
9. All the above leave rules are applicable to the non-teaching staff also.
10. They get 30 Els a year.
11. Dearness Allowance
12. Pay Revision commission (PRC) as per eligibility
13. Annual increments
14. Career Advancement Scheme (CAS)
15. In-service trainings are imparted.
16. They are recommended for promotion on the basis of their service and eligibility.
17. They are given on-Duty on the day of their exam of departmental tests, which are mandatory for promotion.
18. Non-teaching staff are eligible for promotion into junior colleges as lecturers if they complete PGs with at least fifty percentage in the subject concerned.
19. Supporting staff are encouraged to improve their I.T. Skills.

Health facilities

1. As per the MoU with hospitals, the staff are given free OP and discount on various health services.
2. Health- Card is provided to the Regular staff. They are eligible to get services from designated hospitals.

3. Staff have to save 6 percent of salary in GPF or CPS.
4. Loan facility and partial withdrawal facility is provided from GPF/ CPS.
5. TSGLI, Telangana State Group LIC is provided
6. Group Insurance Scheme is provided (GIS).

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

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

Response: 54.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
32	26	56	26	16

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP) during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 35.13

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
19	65	16	6	08

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The college is a public funded institution. External as well as internal audits are conducted periodically. The Accountant General's audit (AG audit) is conducted periodically. In the AG audit, all bills are audited. It was conducted in years 2017-18, 2020 and 2021. If the audit committee has any doubts, they are to be clarified then and there. If there are any irregularities, it submits its report to the government. The college will give clarification in the impending and ensuing correspondence.

Besides these, the college also has internal audit. It has a special committee which decides which bill is to be permitted / not permitted as per the established norms. Special fee means fee paid by students. The college was sanctioned an Administrative Officer (AO) who is also the drawing and disbursing officer. The AO looks after the bills and other financial matters. The Staff Council plans, permits, allots and allocates required funds to all committees / activities. Accordingly, conveners / coordinators / in-charges will purchase and do transactions as per rules.

The college has an external auditor (CA) who audits quarterly and submits the findings to the hon'ble Commissioner of Collegiate Education, who is also the chairperson of the Governing Body. The college has reached an MoU for external auditing.

The college was sanctioned Rs.2 Crore by the RUSA. All the RUSA bills were audited externally by the State Project Directorate. Salaries and other emoluments for teaching and nonteaching staff are audited at the District- Treasury office and AG. The staff council permits the staff on maintenance, expenditure on activities of the college, conduct of programmes of the college and other activities. The in-charge takes permission from the principal for purchase. The in-charge may get amount to meet the expenditure in advance and then submit bills or perform activity, meet the expenditure and then submit the bills. In either way, the bills are audited at the Junior assistant level in the beginning and then at the Administrative Officer scrutinizes the bill. The bill then finally reaches the table of principal for endorsement. This ensures that the bills are transparently audited duly following audit rules and norms.

The college gets funds in the following manner

1. College fee paid by students
2. Exam fee paid by students, which is used for the conduct of examinations, payment to invigilators, examiners, logistics expenditure of question papers, agency that handles and manages data related marks and memos etc., and other miscellaneous expenditure.
3. Salaries of teachers and non-teaching staff (paid by the state government)
4. Funds from the UGC for projects
5. Funds generated from alumni, philanthropists, staff club funds, DRC, DCEDRC etc. The college follows established procedures to generate, utilize and audit funds.
6. Government Budget for maintenance.

Another salient feature of the auditing at our college is that the college follows **College Administration Information Management System (CAIMS)**. Its fourth module is accounts management system. Entire cash book and financial transactions and records are digitalised. This ensures transparency, saves logistics expenses and time.

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

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

Response: 19.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
15.328	1.3	.07	1	1.5

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for additional information	View Document

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

Response:

Resource mobilisation

Our college has a resource mobilisation policy.

HEADS OF FUND SOURCES

1. UGC 2. RUSA 3. Special fee 4. Additional Special fee 5. Examination fee 6. Donations from Alumni association, cash or kind 7. Donations form philanthropists, cash or kind 8. Funds released by the Government of Telangana through the CCETS 9. Research grants for seminars etc by ICSSR, DST, TSCHE etc. 10. DRC payments from seven affiliated colleges. 11. Interest accrued from the Corpus fund. 12. Liberal donations from Alumnus committee members. 12. Scholarships and free ships from Government and non-government agencies.13. Rents for conducting exams of various Telangana State Public Service Commission and rents from Dr.BR Ambedkar Open University Study centre.

The institution has a policy to mobilise funds from the agencies / personnel. We do not accept cash, only

payments into account in any form UPI, RTGS are allowed. This ensures transparency. Each rupee spent is accounted for. Periodical audit conducted. All the expenditure statements are approved in the Finance committee. All the bills go through a rigorous process of verification.

Optimum Utilisation

- For Regular staff, state government non-plan budgeted salaries are accrued into their accounts. So is the case with the Contract lecturers.
- For guest lecturers, salaries are paid after their budget is approved by the Commissioner of Collegiate Education.
- Each category of requirement is allotted specific amount of funds from the special fee. For instance, curricular-30 per cent, co-curricular-30%, Maintenance 30% student welfare 10%
- The staff council plans, approves allocation and permits for spending.
- All coordinators/conveners/ in-charges of the concerned spending shall take the responsibility of purchase of goods.
- Bills are subject to approval under designated heads only.
- Well-laid out strategies guide how much to spend on which article/ service etc.
- The payments like sitting charges for members on BoS, Academic Council, Finance Committee and Governing body are fixed.
- Bills are scrutinised by the junior asst, accountant, administrative officer and sent to the principal for approval. All bills go through finance committee. The bills once again scrutinised by the auditors before the conduct of GB.
- For the purchase of any article more than Rs. 10,000/-, quotations are invited. For any spending more than Rs. 1,00,000/- e-procurement is a must.
- There is a committee named central Purchase Committee. It looks after and monitors the spending of Rs.1 lakh or more. The requirement expenditure is then sent to the Commissioner, who is also the chairperson of the GB.
- Each spending is monitored by an in-charge or a committee. For instance, Project monitoring unit of RUSA looks after the spending for the construction, repair renovation works of RUA expenditure. PMU of infrastructure looks after the construction, how much amount should be released and when. All construction works are allotted only to the TSEWIDC, a government agency which is headed by the Executive Engineer. So, all the transactions are transparent, speed and ensure quality.
- All correspondence for approval of the CCETS is done through e-office.

Auditing helps in course correction.

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

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 visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

Quality assurance strategies and processes

Mission statement of our IQAC is “**Infuse Quality in every aspect of the institution and support to quality sustenance and enhancement measures**”. Accordingly, the IQAC undertakes the strategies for qualitative improvement of the college. IQAC seeks, identifies, plans, implements and improves upon the quality parameters.

The college has been part of the following initiatives. The college adapted CBCS since the academic year 2016-17 which is also the I year of adoption of autonomy. As a result of which flexibility in curriculum has been infused. We introduced 36 new programmes since 2016-17. The college is presently offering 414 different courses. This is the vindication of our initiative in academics. As a result of which many a value-added, capacity enrichment and certificate courses have been introduced. Many a training has been imparted to staff and students for quality improvement. The college has been extracting and taking feedback with utmost seriousness.

During the COVID-19 period the staff were given opportunity to learn and implement ICT in their teaching. This was possible because the college gave opportunity to them to attend FDPs, FIPs and training. As a result of which the teachers could use the latest technology in their online teaching.

The college has opted for ISO 9001:2015 recognition. There are a few changes to be made in some areas. They were implemented. AS a result of which the college was recognised with ISO 9001: 2015 for providing educational services. After successfully implementing and adapting quality services, the renewal of ISO certificate was issued.

Staff are given training by the IQAC throughout the NAAC II cycle. The staff training resulted in improvement in all quality parameters by the staff. Introduction.

Students were given adequate training for skill development through TSKC and TASK. The trainings imparted thus resulted in skill development, entrepreneurship development and employable skills. All departments are offering certificate courses. The college has reached MoUs with various educational institutions for the academic growth of students.

IQAC has applied NIRF on behalf of institution. Efforts are on to increase score of NIRF in the coming years.

IQAC conducts staff trainings throughout year. This led to increase in awareness.

Regular feedback was elicited from students. This led to increased understanding of academic ambience of the college. Feedback on curriculum resulted in increase of number of programmes and courses.

Earlier two peer teams gave suggestions for improvement of quality of the institution. IQAC took those

suggestions positively and implemented the suggestions.

IQAC identified areas of importance for the improvement of quality and helped departments reach MoUs with various entities for outreach activities. IQAC also helped the smooth transition of college from affiliated mode to autonomous mode. Involving students in committees is another contribution of IQAC.

In this way, IQAC contributed for overall quality improvement of the institution.

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

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC

For any institution, reforms in teaching – learning process are vital for the improvement of quality. The following measures are initiated and implemented at the college.

The IQAC conducts meetings with all HoDs. All academic issues such as attainment of COs, POs, PSOs are discussed. Solutions are mooted and implemented. The college has Feedback system. We take feedback on the way of teaching imparted in the semester of the academic year. Grievance Redress Cell collects grievances. Some of them related to academics. Feedback is also connected on curriculum. Feedback on curriculum by teachers is also extracted. Because of IQAC initiatives the college became autonomous college and introduced CBCS system. Because of the IQACs initiatives, the college could introduce an innovative cell, more certificate courses, reached many more MoUs and started skilling and entrepreneurship initiatives. The chairperson of the college meets the college Class Representatives (CRs) at least a month. Their feedback is valuable for the implementation of reforms/ revision in syllabi and curriculum. Mentor-mentee system is being implemented. Mentors are always alert in comprehending the feedback of the students.

1. Trainings /orientations

Orientations on the latest know-how and know-whys are conducted. These help teachers in grasping niceties of latest developments in teaching – learning processes.

2. Annual teaching plan

Teachers prepare and finalise annual teaching plan at the beginning of the academic year. The plans are finalised first at the respective departments and then at the academic coordinator level. The plans thus form framework for curricular and cocurricular activities.

3. Teaching diaries

Teaching diaries are followed. Hourly inputs are written in them. Presently, digital teaching diaries are followed.

4. Annual Review

In annual review meetings, review of results, academic activities, outcomes and areas of improvements are discussed.

5. Feedback

The feedback is extracted, analysed and revealed to the teachers. This forms basis for improvement. The commissioner of collegiate education also send external academic audit. The members are from other government colleges. The team consists of a principal and two senior teachers. The audit report given by them and Action Taken Report submitted forms foundation further improvement in academic output.

6. APIs submission

The IQAC extracts Annual Performance Indicators for teachers. Their Career Advancement Scheme (CAS), promotion and other incentives depend on their performance. This also allows teachers to ascertain themselves as to where they stand when compared to the set standards. Once teachers submit their APIs along with supported documents, they are analysed and chairperson of IQAC enters final score after scrutinising the documents and comparing them with the submitted data of the teacher concerned. If there are any deviations/ less score, the teachers are individually informed of the modifications to be made/ changes to be incorporated.

After reviews and feedback analyses, the IQAC invites suggestions form staff further improvements in academic contribution. Field visits to be conducted, seminars, group Discussions, Conferences and other cocurricular activities.

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

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed

and used for improvements

2. Collaborative quality initiatives with other institution(s)

3. Participation in NIRF

4. Any other quality audit recognized by state, national or international agencies (ISO Certification)

Response: All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste web link of Annual reports of Institution	View Document
Link for additional information	View Document

Criterion 7 - 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 last five years.

Response:

Tara Government College believes in ensuring promotion of gender equity. Our college was named as **Tara Government college** after a woman philanthropist, Smt. Tara Swaroop, who donated for corpus fund which helped in establishment of the college in 1977.

1. Institutionalisation of Gender Equity

- Equity is followed in letter and spirit : In admissions for students and responsibilities for all women stakeholders in administration.
- All academic, administrative and other responsibilities are bestowed on the staff irrespective of gender disparity.
- About half of all Class representatives are girl students.
- All girl students are given opportunities in academic, curricular and cocurricular activities, in participation and organisation of such events.
- A Legal Cell was established in the college with district legal authorities. The legal authorities visit and assist all stakeholders once a week, on Saturdays.

2. Gender Sensitisation

Some initiatives regarding gender sensitisation by the Women Empowerment Cell (WEC) and other departments are mentioned hereunder:

- The institution has prescribed a mandatory Gender Sensitization course as AECC-II to all the UG-II Semester students for 2 Credits as part of the curriculum.
- General English is mandatory first language for all the UG semesters. In this course, Gender Sensitisation topic is prescribed as 2nd unit each in UG- V and VI Semesters as part of the syllabus.
- M. A (English) offers a course on ‘Women’s Writings’ in semester-II.
- Faculty members attended courses related to Gender Sensitisation.
- Gender sensitisation awareness activities are conducted in all four NSS camps.
- Self-defence and martial arts training is to empower girl students
- Women Empowerment Cell (WEC) organised an extension lecture by a renowned resource person on “Women in Leadership” on women’s day, on ‘Women Rights’ on April 15, 2021 and in October -2021 on ‘Against Human Trafficking’. It also conducted **Awareness on Gender Sensitization** on 9 March 2021 in collaboration with Sakhi centre and Police Department and a webinar on **Women in Indian Independence Struggle** on 19 August 2022.
- As part of DISHA UNDP project, gender sensitisation programmes were conducted.

3. Facilities for Girl Students

A. Safety and Security:

The institution ensures campus safety and security through the following measures:

1. The entire campus is under CCTV surveillance with cameras installed in vantage points.
2. Anti-Ragging Committee ensures zero ragging.
3. Internal Complaint Cell (ICC) ensures zero tolerance against sexual harassment at workplace.
4. SHE Teams of police department visit the college and conduct awareness programmes against eve teasing and other issues.
5. Night watchman and security guards look after security of women stakeholders.

B. Counselling:

- a. Legal cell provides legal issues counselling.
- b. Women teachers address girl students' issues related to balances nutrition, menstrual changes and hygiene etc. part of mentoring system.
- c. Through Bhagya Club – Periodical Health Camps are conducted to the girl students
- d. Women empowerment and other sensitisations including counselling are provided by the Women Empowerment Cell (WEC).

C. Common Facilities:

- a. Waiting Room is available for girl students.
- b. Wing-wise toilets are provided for girl students.
- c. Napkin vending machine is available.
- d. Canteen is available.
- e. Student lounges and green library are provided.

File Description	Document
Annual gender sensitization action plan	View Document
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1.Solar energy

- 2. Biogas plant
- 3. Wheeling to the Grid
- 4. Sensor-based energy conservation
- 5. Use of LED bulbs/ power efficient equipment

Response: D. 1 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

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

Response:

We have a Waste Management Policy. Our college has received state-level Green Champion Award for Sangareddy District in Telangana state by the Commissioner of Collegiate Education- Telangana and MGNCRE. As part of our initiatives, waste management and other environmental sustenance measures are evaluated.

1. Solid Waste Management

- Classrooms and laboratories have dust bins. Dry and wet waste are segregated separately.
- Local Municipality collects the garbage from the college periodically.
- Plastic, glass and scrap material are disposed by following 4 R policy (Reduce, Reuse, Recycle and Refuse)
- A vermi compost unit treats wet and foliage waste. The compost generated is used at the institution garden.
- Vending machine along with incinerator is used to disintegrate sanitary napkins.

2. Liquid Waste Management

- The waste water generated during purification of water by RO is used for saplings in garden.
- The water harvesting pits are so planned that every single rain drop of water goes into them.
- The college has a proper drainage system near drinking water facility.

3. Biomedical Waste Management

- Bio-medical waste generated in the life sciences laboratories is systematically disposed.
- Microbial and animal/plants cells that are generated in experiments in the life sciences labs are disposed of by adhering to bio-safety guidelines and by following the authenticated laboratory practices and standards.
- Department of Zoology had conducted a certificate course in “*Bio fertiliser and vermicomposting*’. This technology enables the students to take part in the biomedical waste management.
- Glass waste and other non-hazardous material are collected and disposed in separate containers.

4. E-Waste Management

- E-waste management is monitored by the Commissioner of Collegiate Education- Telangana
- Some electronic and electrical equipment are repaired by the technicians and reused.
- e-waste collection facility is available at the institution as per the norms and is disposed through an authorised agent prescribed by the Commissioner of Collegiate Education- Telangana as per the MoU reached by the college.
- Outmoded equipment are used as exhibits in teaching-learning process.

5. Waste Recycling System

The waste recycling measures are:

- College involves all including staff and NSS volunteers in the recycle and reuse of waste. Dust material segregation sensitisation programmes are arranged.
- Examination Paper waste (after the prescribed time) is recycled by the approved agency (ROMKY) authorised by the Commissioner of Collegiate Education- Telangana.
- Plastic waste is handed over to Municipal collection centres.
- Scrap metal is recycled through authorised vendors.
- Paperless office is practiced to the maximum extent.

6. Hazardous Chemicals and Radioactive Waste Management

Apt mechanisms are adapted to prevent ignitability, reactivity and toxicity of hazardous chemicals. Experiments with radioactive material are not conducted in the laboratories.

- ‘*Safety Rules in Chemistry Lab*’ an SEC course, is made part of the curriculum and offered for 2 credits as a Skill Enhancement Course (SEC-IV) for the students of IV Semester Physical Sciences.
- Instructions for safe handling and disposal of hazardous waste are displayed in laboratories.
- Multi-layered adsorbent infused low-cost Hazardous Chemical treatment column developed by students of chemistry under the programme Augmented Visionary for Integrated Student Centric Activities in Research (AVISCAR).

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any additional information	View Document

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

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

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.
- 2.Divyangjan friendly washrooms
- 3.Signage including tactile path, lights, display boards and signposts
- 4.Assistive technology and facilities for 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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

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 500 words).

Response:

Inclusiveness in letter and spirit towards diversities is the hallmark of our institution. As the students come from different linguistic, cultural, regional and religious backgrounds, the institution by understanding the diversity, tries to initiate measures to ensure inclusive environment in the institution.

1. Promotion of Diversity in Culture:

The following activities are organised to promote cultural diversity

- Yuvatarangam, an intra-college cultural festival is conducted to promote cultural diversity. Cultural and literary events/ competitions are conducted as part of the programme.
- A certificate course in “Dappu” an ethnic art form, was conducted to revive the fine art form.
- Ch. Neha, a student of final year B. Sc performed classical dance in the presence of the honourable Prime Minister of India, Sri Narendra Modi and other dignitaries during the celebrations of the Republic Day-2019.
- Shakespearean and other Elizabethan plays are performed by the students of English literature through an activity called ‘Performing Texts’ to portray global heritage.
- In a value-added course named Mahindra Pride Classroom, organised by Naandi Foundation, students wear costumes of different cultures of India to portray diversity and Indian heritage.
- Ek Bharat Shresht Bharat unit (EBSB) of the college organised programmes with the students of Haryana state.

2. Catering the needs of regional interests

- Celebration of *Bathukamma* and *Bonalu* - regional festivals every year
- Certificate Course in ‘MeHandi Designing’ a local bread winning skill is offered to the students by the department of Hindi.
- Telangana Regional Tourism Exhibition is organized by the department of History every year to promote regional historical awareness among the students.
- Regional Food Sale Day is organized by the students, as part of food festival and produce fest, which enable them to develop entrepreneurial skills.
- Department of History organized an extension talk by Prof. Anjaiah, Osmania University, Hyderabad on ‘Glimpses of Telangana History: Polity, Economy, Society and Culture’ on 27 April, 2019.
- Telangana Formation Day is celebrated on 2 June every year since 2014.

3. Promotion of Linguistic Diversity:

- World Mother Tongue Day is celebrated by the department of Telugu on 21 February.
- Hindi Diwas (Day) is celebrated on 14 September every year by organising extension talks, competitions to the students by the Department of Hindi.
- Literary club celebrates world Poetry Day on 23 March. Students write and recite poems in English/Hindi/Telugu/ Urdu/Arabic and Sanskrit languages.

4. Promotion of Communal harmony:

- Eighteen of our NSS volunteers were selected to the prestigious National Integration camps till date.
- Anti- Holocaust Day (April 24) is conducted.
- Peace Run/ National integration Run/Martyrs Day are observed by NCC Cadets and NSS volunteers
- National Service Schemes (NSS) units promote secularism and communal harmony during their summer/winter camps. Theatrical skills are put to good use by students in sensitising issues such as

cultural harmony.

5. Socioeconomic Inclusivity

- Women Empowerment Cell (WEC) organises programmes and activities to promote social inclusion
- Institution offers admissions to the students irrespective of any socioeconomic disparity by strictly adhering to constitutional reservations.
- Women Empowerment Cell organised an extension talk on 'Indian Constitution- Women's Rights' on 15 April, 2021

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

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Sensitising students to become self-disciplined, responsible citizens and complete human beings are major objectives of our college. We inculcate desirable values and aspirations among the students for nation building by various means. To reach such goals, the institution organises diverse activities and programmes to focus on students, faculty and staff on constitutional obligations: values, rights, duties and responsibilities of citizens.

1. Activities organised to promote Constitutional Obligations:

NCC, NSS and the departments organise activities and programmes to sensitise students on constitutional obligations.

- During the celebrations of Azad ka Amruth Mahotsav, students participated in the rallies and remembered Indian freedom struggle
- Selected students participated in Republic Day parade at New Delhi and learnt the functioning of the Government and rights and duties of citizens.
- Every year, Constitution Day is celebrated on 26 November to create awareness among the students on the significance of the constitution.
- Voters' Day is organised on 25 January to sensitise the students towards democratic process.
- Voter enrolment campaigns were organised with the students who had attained the age of 18 to cast their votes. This Campaign has spread the electoral responsibility of the citizens. Voter enrolment process was collaborated with the support of Mandal Revenue Department.

- During the NSS camps in the villages, students learn and understand functioning of local governing system.
- A webinar was conducted on Women Rights in the constitution on April 15, 2019
- Our college celebrates the birth days of great leaders Dr. B.R. Ambedkar, Gandhi, Babu Jagjeevan Ram and others. During the celebrations, emphasis is laid on the constitutional values, duties and responsibilities of citizens.
- Human Rights Day is celebrated on 10 December.
- Celebration of Republic Day and Independence Day make the students committed towards the national building.
- Our college has a dedicated legal awareness cell. We conducted legal literacy camps. Students were taught legal rights and responsibilities.
- Rastriya Ektha Diwas was celebrated in the college on 31 October 2018.

2. Courses and Curriculum that promote Constitutional Obligations:

- Curriculum related to the courses such as Political Science, Public Administration and History play a vital role in creating awareness among students towards constitutional obligations.
- Political Science is a programme in the B.A faculty and its syllabus focuses on constitutional obligations. The students study these values, rights, duties and responsibilities of the citizens in-depth.
- The great speech given by Dr. B. R. Ambedkar in the Constitutional Assembly on November 25, 1949 was included in the syllabus of UG IV Semester, General English with the title 'The Grammar of Anarchy'.

3. Student Research Projects

- The PG political Science students undertake their academic research projects related to constitutional values, rights, duties and responsibilities.
- The UG Political Science students won first prize in Jignasa Student Study Projects, a state level student study project competition. Their topic is on constitutional values.

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

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.

1. The Code of Conduct is displayed on the website

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

Response: A. All of the above

File Description	Document
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 Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Learning about great personalities makes one humble and inspires to achieve more and serve more for one's country. Remembering great protagonists of our country and the world on the day of their birthday is part of our calendar. Events on such days are so arranged that the events leave the participants more humble and crave to serve the society, nation and the world.

1. Planning

All students are involved in planning and execution of activities in the discipline of their choice.

- All days to be celebrated / observed is planned and delegation is done to relevant entities.
- Every department/cell includes these days in their departmental calendar by choosing the national and international events pertaining to their domain.
- Notices are sent well-in advance regarding conduct of celebration of the days.

2. Execution

- As per the plan and the schedule of the day/ event/ festival, the programme is conducted by inviting eminent personalities in the field or by conducting competitions among students related to the programme .

2. A few days that are commemorated are mentioned

Independence Day, Republic Day and Telangana formation Day are conducted by hoisting the National Flag.

- All the major national festivals are celebrated with fervour and patriotic zeal in the campus. The

parade and the guard of honour by the NCC cadets help imbibe nationalistic values among the students.

- Mahatma Gandhi Jayanthi is celebrated to commemorate great ideas such as truth, non-violence.
- Jyothi Ba Phule and Savithri Bai Phule's birthdays are celebrated every year. These days mark indefatigable efforts for the rights of the marginalised and underprivileged sections of the society and on the importance of women education.
- Staff and students take oath to rededicate themselves to the betterment of the world.
- Institution-level programmes are organised during the protection and conservation of the environment.
- Shahid Bagath Singh's martyr day is celebrated in the institution to inspire the value of supreme sacrifice and love for our mother land.
- Quiz, essay writing, painting, poster making and role play competitions are organised to create awareness, spread human values and concern for the society during these festivals
- By celebrating National Sports Day, students are sensitised towards the Physical Education.
- National science day is celebrated by all science departments.
- Ozone Day is observed to create social awareness and environmental consciousness
- Sir C V Raman's birthday is organised by Physics department
- Swamy Vivekananda's birthday is celebrated as national youth day. On the day different competitions are conducted for students
- Babu JagJeevan Ram Jayanthi was celebrated as "Samatha Divas" this year.
- Programmes such as Quiz, elocution etc. were conducted on the birth day of the architect of Indian Constitution, Dr B R Ambedkar.
- Teacher's Day is celebrated on the birth day of Dr. Sarvepally Radhakrishnan.
- International Yoga Day is celebrated every year on 21 June. Importance of Yoga for physical and mental well-being are taught.

The institution strongly believes that the celebrations of these days promote integrity, strive for human dignity, protect the environment and endeavour for peace and harmony.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

BEST PRACTICE - 1**Title of the Practice:**

Improving teaching-learning process at the college by imparting Higher Order Thinking Skills among students

The Context:

The college has gifted teachers who are ready to experiment. They started experimenting by adapting new methods of teaching. They learned new ICT based methods and taught students also. Students were getting good percentages in their respective subjects. Students were doing academically well. But they needed clarity in concepts. They also needed analytical, creative and other abilities that are required to exist and perform well. So, the teachers started imparting Higher Order Thinking Skills by various means.

Objective:

- To sensitise teachers to adopt Higher Order Thinking Skills through training
- Knowledge transfer from teachers to students through learner -centered activities inside and outside classroom
- To instill the essence of design thinking, critical thinking and creative learning

The Practice:

Analysing, evaluating and creating are considered as higher order thinking skills according to Blooms taxonomy.

In order to instill these skills, our teachers relied on experiential learning methodologies. So, we gave supplements to academic through field trips, study projects, internships, apprentice ships, surveys etc.

Whereas our vision and mission on methodologies have taken a tour on achieving sustainable development goals as part of curricular and co-curricular aspects, most of the departments of our college not only focused on analysing and evaluating, but also gave space to their creativity and added colors to it.

In pursuit of excellence, our students performed texts, tested soil and water, generated bio fertilizers, organized painting exhibitions, participated actively in poetry recitations, attended adventure camps, competed with national level examinations, ascended Mount Kilimanjaro, participated in Republic Day parades, NIC camps and completed social surveys.

The design and development of extra-curricular activities of our college has attained special status among the students.

Department of English gave a call to the students to answer open-ended questions based on their texts.

There was a huge response and they have turned their texts into dramatic monologue, hot seat, dramas, poetry, a cappella, soliloquy etc. These are part of a few ELF strategies. Three of our teachers are trained in these ELF strategies.

Some of them had written the entire literary piece from different characteristic perspective.

Department of chemistry took one piece of curriculum water as one of their components and conducted a certificate course on water analysis and tested water and transferred the knowledge to the society.

Evidence of Success:

Innovative teaching methods by all depts.

- CATALYST- Department of Chemistry- The word CATALYST stands for Centre for Advanced Teaching and Learning Yields by the students of Tara. In this, students actively take part in academic contribution in the form of Designing and developing teaching aids.
- AVISCAR- Department of Chemistry: The word AVISCAR stands for Augmented Visionary for Integrated Students Centric Activities in research. Low cost no-cost research proto types are developed by students.
- Dappu certificate courses- Department of Economics: As part of this, students who are interested in learning Dappu were identified. They were given training. Skill development was imparted through this.
- 55 MoUs reached by the college- For Academic, Administrative and Financial services of the institution, the college reached 55 MoUs.
- TARA talks- Department of English; This is modeled on TED Talks. Department of English encouraged students to use their creative spoken skills on any given topic.
- Performing texts - Department of English

Students designated by department of English enact roles from the text. This was widely reported and appreciated by the media and students. Students develop expressive skills and they encourage students to identify themselves as characters in the text. They develop dramatic skills, observation and get oratory skills.

- First rank in CPGET entrance, a state level PG common entrance test
- In 2019- Department of Chemistry- G. Sirisha
- In 2020- Department of Botany- Shameem.
- Students won state level Jignasa Student Study projects competitions – Departments of History, Economics, Chemistry, Political Science and Computer Science. As part of this, students are given encouragement to identify a problem and improve their critical thinking and problem-solving skills. They are supported by teacher guides.
- Essay writing and other literary prizes- The Commissionerate of Collegiate Education under the aegis of state government conducts cluster-level and state – level cultural and literary competitions. Our students won state level II prize in the categories of Essay writing and Perception and Expression.
- PMRF scholars of IIT Hyderabad visited the college and gave extension lectures on the topics designed by various departments of the college.
- Prof Srinivas of Telugu university brought the realia into the classroom of history UG students. He explained paleontological evidences of early existence of human beings in the Manjeera valley Civilisation with the help of evidences that he brought with him. He encouraged them to do a project on Manjeera River Valley Civilisation of Medak District.

- Students of History involved in coin exhibition.
- Department of Zoology organised a programme called Know your animal kingdom. The department also conducted a certificate course in vermi -compost. Students learned the skill of preparing the bio-compost. The students also learned the value of recycling.
- As part of their design thinking project, our students participated in Telangana State Innovation Cell (TSIC) in association with Youth for Social Impact Programme (YSIP). From our college 138 students in 48 groups joined the programmes and 8 teams completed the assessment course. Two teams submitted their designs, challenges and proposals. Finally, one team got selected for the I round. Our teams worked on sustainable transport and its implementation.
- Our students of Mathematics used problem solving method in peer learning. Eleven students were selected at national level Internship programmes.
- All language departments conduct poetry writing, recitation to elicit and encourage expressive skills among students. On the world poetry day, competitions are conducted.
- Congregation of poetry “Kavi Sammelanam” has been conducted by department of Telugu.
- Eco-club encourages students to take part in nature friendly activities such as Mitti Ganesh preparation and distribution of clay idols before Ganesh Chaturthi. They self – learn the skill and teach others.
- Department of Botany encourages students to prepare seed balls and distribute seed balls.
- Department of Botany encourages students to prepare Azolla cultivation.
- Students of history conduct History Exhibition and explain the importance of exhibits to other students.
- Students designated by the department of Botany learned the skill of paper quilling. They themselves taught other students as part of peer learning.
- Department of Commerce encouraged students to read news on commerce related developments. In this way, they developed expressive skills and latest know-hows of subject.
- Department of Political Science encourages students to enact the roles of Gandhi and make them face questions from their peers in Hot seat. they named it ‘Institutionalison of democratic constitution’.

Problems Encountered

- Teachers have to put in a lot of effort to unlearn the teachers-centered methodologies and students were reluctant to adopt the concepts of ideation, design and development at the fledgling stage
- Financial constraints were faced
- Designing suitable teaching aids was both challenging and time -consuming.
- College conducts Food Fest. Students prepare and sell food items. They display their prepared food items in stalls. In this way they develop entrepreneurship skills.
- Students of Zoology were encouraged to do a project on Flora and Fauna of the college.

Resources Required

- Pooling of the resources including resource personnel such as Prime Minister Research Fellows of IIT Hyderabad was a daunting task for some time.
- Chemicals, consumables, costumes and equipment
- Cost of logistics has been a challenge

BEST PRACTICE - 2

Title of the Practice:

Enrich society by outreach activities through empowered students.

2. Objective:

1. To impart inclusive education in line with our vision and mission
2. Channelising the students' energies into service-oriented activities so that they could learn the value of giving
3. To encourage and involve students in community service.
4. To instil critical thinking
5. To inculcate value system among students including empathy, sympathy and tolerance.
6. To contribute to the community through services involving all stakeholders and thereby, changing the students' perception towards society
7. To inculcate service motto among the students

3. The Context:

Main stakeholders of the college belong to Z generation. Hall mark attributes of this generation are: tech

savvy nature, instant gratification, restlessness, reacting to any situation rather than responding to it, high volatile attitude in negative emotional temperament. To channelise their raw energies into fruition, and to address their social stigmas and prejudices, experiential learning yields better results as they learn on their own through this.

Students understand and identify better if they comprehend problem and involve themselves to solve them. This is why experiential learning has gained immense prominence. Against this background, the following objectives are formulated for all-round development of students.

To make them imbibe the value of tolerance, empathy, sympathy and volunteerism the following community outreach activities were designed, developed and executed through our curriculum.

1. Psycho-social and socio-economic surveys and field trips
2. Counselling
3. Health and hygiene
4. Women empowerment in financial literacy
5. Environmentally friendly activities
6. Philanthropic services
7. Swachh Bharat and other allied activities
8. Activities related to all of the above

Tara government college has a chequered history of services to the society. Many luminaries served the college. It was felt that the college could prove its mettle by serving the society in various forms. Students were asked to identify areas of service. A committee was formed. The committee identified areas of service.

4. The Practice:

We execute the outreach activities under the umbrella terms: “Eight elements of wellness. They are:

1. **Physical wellness** – through Bhagya club, Sports and Games
2. **Social wellness** – through four units of NSS, NCC, ELC, Social responsibility cell etc.
3. **Financial wellness** – through scholarship cell, Entrepreneurship Development Cell and other

awareness programmes/ activities conducted by NSS and other allied entities.

4. **Intellectual wellness** – Through curricular, co-curricular and literary club
5. **Emotional wellness** – Psycho-social surveys, health and advisement, counselling etc.
6. **Spiritual wellness** – Yoga and other activities conducted by all other allied entities of the college
7. **Cultural wellness** – Cultural Club and other departments.
8. **Environmental wellness**- through Eco-club, nature club, garden committee, NSS, NCC etc.

Curriculum enrichment involves all round development of students. To materialise vision of the college into reality, the following clubs, committees and entities were involved in the outreach activities.

- NCC
- NSS
- Red Ribbon Club
- Eco-cub
- Leo club
- Red cross society
- Rotaract club

Functioning:

- The above-mentioned entities analyse the issues faced by society, in a way, they envision future society.
- They develop action plan based on the current issues
- Students are sensitised through various activities
- Students enrol themselves in the clubs and other entities by exercising their option in outreach activities.

The college held meetings with all stake holders. After thorough deliberations, a vast range of initiatives were mooted. It had been resolved to involve NCC cadets, NSS volunteers in a big scale. Red Ribbon club, eco-club and all entities were involved in one way or the other.

? The college has developed integrated curriculum for the holistic development of the students thereby instilling the social responsibility and experiential learning.

Community outreach activities are based on

1. e-curriculum
2. Green curriculum
3. And social curriculum / hidden curriculum

1. e-curriculum

1. E-content development
2. Trainings on e-??content development
3. Designing and development of e- content by teachers
4. Sharing the resources among the students.

1. Green curriculum

1. Plantation
2. Protection
3. production and organizing produce fest

1. Social curriculum

1. Awareness program on social taboos and prejudices like no tobacco, anti-AIDS etc
2. Sensitization
3. Psycho social counselling
4. Vaccination and immunization
5. Financial literacy and women empowerment
6. Voter literacy
7. Adopting villages
8. Yoga and spiritual health

All the above programs are organized through four NSS units, one NCC unit, Red Ribbon Club, Eco Club, Nature Club, Electoral Literacy Club, Leo Club and other allied entities.

In these five years, the college has adapted three villages and organized 406 outreach activities.

5. Evidence of Success:

- Five students led by Mr Rakesh painted a village water tanks and government buildings
- During COVID-19, The college served as a centre for the COVID-19 vaccination drive.
- Department of Chemistry as designed a short-term certificate course in analytical techniques in Chemistry through MOOCS.
- Department of Hindi had developed material for Hindi students in its blog. It has more than 14 thousand views.
- e-content was developed by all staff and shared among students during COVID-19.
- Staff pledged to donate blood whenever needed.
- Blood donation camps were conducted.
- The NSS volunteers adopted 3 villages
- Student Ch. Neha was recognised with an award by true teachers' coalition for her contribution in the form of outreach activities
- Dr. G. Jagadishwar was awarded Mahatma Gandhi Peace Prize by Telangana Citizen's council for the outreach activities
- He was also awarded Wisdom national award for services
- Sapling plantation was initiated in the town
- Students distributed food, masks and other material during COVID -19 vacation period

6. Problems Encountered and Resources Required

1. Initially, motivating students was a challenge.
2. Financial constraints were addressed by the college authorities and philanthropists.
3. Sensitising the villagers of the adapted villages was a challenge. It was more so for eliciting data during surveys.

4. Bringing in desired behavioural change among the villagers of adopted villages was a humongous task.
5. During COVID-19, logistics and serving the needy was a herculean task.

7. Responsible:

4 NSS units, one NCC unit, Red Ribbon Club, Eco Club, Nature Club, Electoral Literacy Club, Leo Club etc.

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

7.3 Institutional Distinctiveness

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

Response:

Historical distinctiveness

History of the town:

Sangareddy, formerly known as Sangareddypeta, dates back to 1750. As we flip through the pages of history, we learn that Queen Shankamma ruled the area and constructed the town. The town was named after her father Sangareddy.

Tara Government College came into existence in 1977 on the aspirations of Ms. Tara Swaroop, who donated a corpus fund to the tune of Rs. 2 lakhs . Since then, the college has been serving the stakeholders for the past 43 years.

Location Distinctiveness

The college is situated near to Hyderabad and a hub of industries are located in the district. Many pharmaceutical companies are located near the town. The district houses 359 major and minor industries.

Institutional distinctiveness

Our vision and mission exhort timely, speedy and quality services to all stakeholders. In line with our

vision and mission, we serve all stakeholders which include all other Degree Colleges in the district, both government and private. We are the seventh in terms of highest UG admissions and every fourth student of the district studies at our college.

Tara Government College is an ID college/ Nodal College. This means that it plays a liaison role between the Commissionerate of Collegiate Education, Telangana and other fourteen Government and same number of private colleges in the erstwhile Medak district.

The following services are offered to the colleges and the students/ teachers of other colleges

it has been evident that the role of this college is pivotal in terms of academic and administrative reforms and practices through the following actions:

Academic

The following activities are undertaken by the college

- Knowledge sharing
- Faculty sharing as per the MoUs
- Conduct of cluster level Games and sports, cultural and literary competitions.
- Creating various platforms for the students
- Faculty sharing and knowledge sharing happens within Sangareddy. Teachers of our college deliver lectures in other colleges with a request of respective principals of the college-around
- Forty lectures were given by our staff members.
- Conducts job drives at regular intervals.
- Sharing of latest know-how in DRC meetings.

Admissions

The college is a District Help line Centre, which means all UG admissions in 21 colleges of UG through DOST get services for their admissions.

- Error corrections in admissions
- Web options
- Aadhaar authentication
- Deletion of application as per the request
- Other board verification
- Online verification and validation as per norms of the TSCHE

Administrative

DRC and DCEDRC

- DRC — The principal of this college is a chair person of this committee and all the other degree college principals are members. Through this committee college ensures monitors and co-ordinates the following things
- Conducts recruitment drive for guest faculty positions of identified vacancies for all the govt colleges with in the district.

- Non-teaching staff helps other colleges in auditing and other administrative services.
- Conducting competitions , organizing seminars and work shops for the teachers and non teaching staff members of the districts.
- 200 teachers were trained in two different sessions on two different aspects through IQAC and department of English
- Regularly conducts meetings and creates platforms to up bring the innate talents of students by being the cluster level centre for Games sports and research presentations
- Our teachers worked as cluster level and state level Coordinators for Yuvatarangam, and Jignasa state level celebrations of excellence.
- During the pandemic this is the first college to conduct free and 100 percent vaccination program in the college. Principal of this college took initiative and organized free vaccination for other college students of this district in coordination with collectorate.

Our college acted as covid - 19 vaccination centre and vaccinated hundreds of students and thousands of people of Sangareddy.

D CEDRC

- District Collector is the chairperson of this committee and ID college principal acts as a coordinator, other college principals and other district officials as members.
- Through this committee our college organized the following programs
- This committee connects us to the stake holders and leaves an opportunity to improve the facilities.
- Recruitment and renewal process of contract faculty.
- Creating awareness on exercising franchise, health, immunity, sanitation, plantation, employment and other facilities for stake holders.
- Actively participated with 1485 students in freedom rally and with 300 students in freedom run I order to revive patriotism among the students and society.
- Our students organize various innovative programs like flash mobs to sensitise society.
- Students and teachers bagged many awards and prizes.
- Organized district level sports competitions and poetry writing competitions for teachers and students.

This college principal and other teachers of the college scrutinised the applications of 106 teachers who are eligible for promotions

Principal of this college worked as a committee member in state reorganisation committee (317-GO) and facilitated the transfers and reallocation of 48 non-teaching members of erstwhile Medak district (includes two other districts-Medak and Siddipet).

Financial –

- Lent Rs 1.65 lakhs as loan to GDC (W) Sangareddy for their NAAC expenditure.
- Rs 20,000 /- for each college to organize workshops on employability skills
- Webinars / certificate courses were conducted and resources were also shared.

Consultancy services

- Printing and publishing academic tools like teaching diaries attendance registers and sold out to the

colleges

- Which helped in bringing uniformity and reaching set goals.
- Representing and recommending the various issues of the other colleges of the district to the collector.
- Because of our initiative all the boundary related issues of colleges were solved by the district collector.

Additional role when compared to other Autonomous colleges

Our college achieved its distinctiveness by offering its services to other 14 Govt Degree Colleges of the district in addition to the other regular functions of the autonomous colleges.

Qualitative

- Training of the colleges for SSR submission and preparation of NAAC. Our staff have trained all colleges for their NAAC preparation.
- We also trained, under IQAC, the newly recruited Guest faculty on 31 Dec 2021.

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

5. CONCLUSION

Additional Information :

1. IQAC will undertake more training programmes to staff, both teaching and non-teaching to enable them to face ever-changing world.
2. To strengthen TSKC to conduct more training programmes and job drives.
3. To complete construction of the 100 room block.
4. To empower teachers by encouraging them to opt for as many research projects as possible.
5. To empower our staff to experiment and try new methods of teaching.
6. To encourage students to involve themselves in many more student study projects.
7. Help students get seats in internships in national / premier institutions.
8. To strengthen library as a learning resource.
9. To encourage the staff to attract considerable revenue through consultancy services.
10. To make feedback mechanism more user-friendly, relevant and authentic
11. To empower our newly research centre so that benefits could be reaped by the posterity.
12. The NCC unit of our college has already ordered for the construction of obstacle course. We will also start a credit course on NCC as per UGC guidelines.
13. Our four NSS units have been rendering yeomen service to the nation. Eighteen volunteers in the present accreditation years were selected to the National Integration camps. Two volunteers were selected to RD parade. Efforts will be taken to help more volunteers to achieve success in their career. NSS will be given opportunity to start a credit course.
14. The college has already won many laurels for its initiatives in eco-friendly measures. The college will undertake many more measures by adopting non-conventional energy resources like solar energy and leave a good carbon footprint.
15. As many value-added, certificate courses as possible will be started in skilling the students.
16. Outreach activities for the benefit of the stakeholders will be conducted.
17. All departments will be encouraged to innovate and thrive.
18. A few MoUs will be reached with industries, corporate houses and other allied groups, whenever required, to fill the gap of collaboration activities.

19. The college will gradually adopt paperless office in letter and spirit.

20. Startups will be encouraged.

21. Periodical training programmes for student entrepreneurs will be conducted.

Concluding Remarks :

- To design and introduce more new job-oriented courses.
- To reach a comprehensive MoUs with the consortium of industries of Sangareddy district since the district has 400 odd number of industries and thereby providing periodical, incessant and constant training programmes. This enables students to get job skill trainings and jobs through job drives.
- To introduce more Value-Oriented /Certificate Courses.
- To strengthen the recently recognised Research Centre.
- The college has been receiving funds from philanthropists. Measures will be taken to increase the volume and quantum of support from them.
- Staff trainings will be more focussed and more technical.
- Teachers will be trained to make use of latest know-how in ICT.
- Non-teaching staff will be trained to adopt to e-office and other latest know-how in the implementation of new measures in providing speedy and transparent services.
- To provide more freeships to students.
- To encourage and train students so that they get PG seats in central and state universities.
- To strengthen Alumni Association and infuse dedication among them.
- To encourage NCC, NSS, Bhagya club, Women Empowerment Cell and other entities to support society through extension and outreach activities.
- To provide more internships to students.
- To start MOOCs courses.
- To encourage and take measures for NCC cadets and NSS volunteers so that they are selected for RD parades, Thal Sainik Camps and NIC respectively.
- To reach focused MoUs for academic, administrative, financial and environmental benefits of the college.
- To strengthen IQAC and through it, initiate more quality measures for the qualitative improvement of the institution.
- To initiate quality circles
- To encourage and incentivise the stakeholders to publish many quality research publications.
- To strengthen DRC and DCEDRC
- To strengthen conduct/ethics committee.
- To infuse quality in all aspects of administration
- To create more infrastructure facilities and learning resources of the college
- To strengthen library as a learning resource centre. To purchase new ICT material incessantly.
- To increase revenue of the college to meet the expenditure on infrastructure and other services to all stakeholders.
- To improve quality services of examination branch by infusing IT and other services.
- To start investing time on incubation centres and startups

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.3.3	<p>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</p> <p>2.3.3.1. Number of mentors ?????????????? ??????? Answer before DVV Verification : 96 Answer after DVV Verification: 72</p> <p>Remark : DVV has made the changes as per shared mentor list.</p>																				
2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 600 Answer after DVV Verification: 581</p> <p>Remark : DVV has excluded Librarian & TSKC Mentor.</p>																				
3.3.2	<p>Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.</p> <p>3.3.2.1. Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>03</td> <td>02</td> <td>01</td> <td>01</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has given the input as per HEI clarification</p>	2021-22	2020-21	2019-20	2018-19	2017-18	03	03	02	01	01	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
03	03	02	01	01																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	0	0																	
3.4.3	<p>Number of research papers per teachers in the Journals notified on UGC website during the last five years</p> <p>3.4.3.1. Number of research papers in the Journals notified on UGC website during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

35	18	13	06	12
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
23	12	11	04	11

Remark : DVV has made the changes as Some of the publications are not in the journals notified in UCE CARE list.

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

3.6.3.1. Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
108	69	81	91	62

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
85	51	61	65	41

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3152	3147	2750	2617	2198

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2962	2560	2102	1996	1982

Remark : DVV has made the changes as per 3.6.3

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	3	25	49

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	224	153	168	101

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	224	153	168	101

Remark : DVV has made the changes as per HEI clarification.

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

5.3.1.1. Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	4	30	6	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	4	30	6	4

Remark : DVV has already excluded participation Certificates.

5.3.3	<p>Average number of sports and cultural events / competitions organised by the institution per year</p> <p>5.3.3.1. Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>71</td> <td>31</td> <td>50</td> <td>61</td> <td>82</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>65</td> <td>26</td> <td>36</td> <td>45</td> <td>41</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as events cannot be split into activities.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	71	31	50	61	82	2021-22	2020-21	2019-20	2018-19	2017-18	65	26	36	45	41
2021-22	2020-21	2019-20	2018-19	2017-18																	
71	31	50	61	82																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
65	26	36	45	41																	
6.3.2	<p>Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.</p> <p>6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1133 1046 1267"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>43</td> <td>30</td> <td>88</td> <td>47</td> <td>24</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1346 1046 1480"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>26</td> <td>56</td> <td>26</td> <td>16</td> </tr> </tbody> </table> <p>Remark : DVV has excluded Same teacher getting financial support more than once in the same academic year to be considered as one.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	43	30	88	47	24	2021-22	2020-21	2019-20	2018-19	2017-18	32	26	56	26	16
2021-22	2020-21	2019-20	2018-19	2017-18																	
43	30	88	47	24																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
32	26	56	26	16																	
6.3.3	<p>Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.</p> <p>6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1917 1046 2051"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>4</td> <td>1</td> <td>1</td> <td>0</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	14	4	1	1	0										
2021-22	2020-21	2019-20	2018-19	2017-18																	
14	4	1	1	0																	

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : DVV has given the value as per HEI clarification.

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**

6.3.4.1. **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
28	81	23	9	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
19	65	16	6	08

Remark : DVV has made the changes as Same teacher attending multiple FDPs in a year to be considered as one.

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>76</td> <td>75</td> <td>56</td> <td>58</td> <td>50</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>72</td> <td>72</td> <td>52</td> <td>52</td> <td>48</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	76	75	56	58	50	2021-22	2020-21	2019-20	2018-19	2017-18	72	72	52	52	48
2021-22	2020-21	2019-20	2018-19	2017-18																	
76	75	56	58	50																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
72	72	52	52	48																	
1.3	<p>Number of sanctioned posts year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

77	77	54	54	54
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Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
72	72	52	52	51