



GOVERNMENT DEGREE & P.G COLLEGE NARSAMPET

WARANGAL DISTRICT (RURAL) TELANGANA STATE

Email: wgl.jkc.nspt@gmail.com; Mob. 9849551559

Government Degree College, Narsampet was established on 3rd December, 1984 in Warangal District of united Andhra Pradesh. Narsampet is a major town located 45 Kilometers away from District headquarters. The college is affiliated to Kakatiya University, Warangal and it was admitted by UGC under 2(f) & 12(B) in 1991. The goal of the institution is to provide higher education to the socially, economically, and downtrodden sections of the society.

After formation of separate Telangana State on 2nd June 2014 and reorganization of new Districts in October 2016, Government Degree College, Narsampet is conferred as **Identified College of Warangal Rural District. The other two colleges come under this District are Govt. Degree College, Parkal and Govt. Degree College, Wardhannapet.**

Lt. Dr. B. Chandramouli, Principal of Govt. Degree College, Narsampet conducts quarterly District Resource Center (DRC) meetings as per the instructions of the Commissioner of Collegiate Education, Telangana to improve the quality education and over all progress of the students as well as the colleges.

The students are encouraged to participate in class room discussions and seminars, eminent lecturers in all subjects are invited to deliver extension lectures. In order to upgrade its teaching-learning process, the college encourages the staff members to attend faculty improvement programs, refresher courses and seminars. The teachers as well as the students are encouraged to browse internet to keep themselves in touch with the latest development in their subject. The college obtains the well needed feedback on curriculum and performance of teachers from students, peers and employers and it is used for the augment the quality of the learning process. A sound mind lies in a sound body.

In the present Covid-19 pandemic situation the Government Degree Colleges of Warangal Rural have been involved in Academic Activities by preparing Online YouTube classes and engaging Online classes to the students. Further, they have organized Online National and International Faculty Development Programmes in the Lockdown period.

I. Achievements of Government Degree College Narsampet

- i. Top 10 Govt. Degree Colleges in Admissions (No. of Admissions) Nil
- ii. Govt. Degree Colleges received National Level Awards Nil
- iii. Govt. Degree Colleges received State Level Awards

JIGNASA 2018; Zoology Study Project won State level Special Prize

- iv. Govt. Degree Colleges received District Level Awards
 - The Administrative Officer of the college Abdul Rasheed won best Non-teaching employee in Yuvatarangam 2018.
 - The Principal Lt. Dr. B. Chandramouli was awarded best Principal by District Collector in 2019.

II. Achievements of the Faculty

i. Teaching and Learning

The Faculty members of all Departments adopt student centered learning. Review meetings are held from time to time to discuss the academic issues. TSKC and TSAT (MANA TV) programmes are utilized alongside the academic activities. The teachers are permitted to attend orientation course and refresher course. The new techniques are used in the classrooms. Six faculty members have PhD degrees and four more are pursuing Ph.D. Feedback system is implemented and all the grievances of the students are redressed by the committees.

ICT methods are used in all subjects with the help of Computers, Projects, Ppts, Electronic gadgets-micro-phone, Audios, videos, Brain storming and role plays are used to improve the learning skills of the students. The college organized the following under IQAC .

- TASK awareness programme
- Students got registered in Spoken Tutorial IIT Bombay Online Certificate Courses
- Organized Certificate Courses in 1. Communication Skills in English 2. Computer Skills Programme 3. Provided GK material for Groups preparation through online 4. Employment and Job notifications shared to students on Whats app groups.
- Free coaching to the aspirants of Competitive examinations like VRO, VRA, Constables.

- Conducted Mock test on various Groups Test by the Department of Arts.
- Organized **National Conference** on “**E-Content Development and OERs**” at college on **31-01-2020**.
- **47 full papers were published** in IJRAR Journal with ISSN and Impact Factor 5.75.
- Organized **One-week Online National level Faculty Development Programme** from **06-11 July 2020** with 896 participants.
- Organized Awareness programme on Digitalization of Banking in association with SEBI.
- Dr. B. Vishnu Kumar, Asst. Professor of Commerce acted as Resource Person for local colleges and organized programmes of SEBI on Digitalization of Banking.
- Conducted awareness programme on Personality Development by Nehru Yuva Kendra.

The following faculty and the Principal completed Major/Minor Research Projects

S.No	Name of the Lecturer	Department	Major/Minor Research Project- Title	Year of Completion
1	Dr.B.Chandramouli	Principal	Synthesis Characterization, Physico-chemical Studies, Ion-change Properties and Antimicrobial Studies of some new Copolymers	2019
2	Dr.E.Satyanarayana	English	“Voice of Protest short fiction of Mahasweta Devi”	2016
3	Dr.M.Naveen	English	Asif Currimbhoy’s Dramatic work	2016
4	T. Aruna Kumari	Hindi	Hindi aur Telugu Lokoktiyon ka Manovigyanik Adhyayan	2017

- **Dr. T. Sumathi, Asst. Professor of Hindi**
- achieved रचनात्मक प्रतिभा शिक्षक सम्मान 2019 Award. She received the Award in New Delhi on 10 January 2020.
- **Dr. A. Srinath, Asst. Professor of English**

The following are the achievements in the last five years from 2015-2020.

- Participated in International Conferences – 10

- Participated in National Conferences/Seminars -16
- Presented papers in National/International Conferences/Seminars – 20
- Published Conference Proceedings International – 06; National 08
- Attended 12 various Skill enhancement Programmes sponsored by Commissioner of Collegiate Education, Hyderabad.
- Attended Refresher Courses-05, Orientation Course-01, Short-term Courses-05, Workshops-08.
- Participated in National/International Conferences and presented papers.

Consultancy and Knowledge Outcome

- Handling Online Teaching classes to UG students on various digital platforms like ZOOM, Google Meet, Youtube, Whats App, etc.
- Implementing various classroom methodologies for effective teaching and learning strategies.
- Prepared NAAC RAR in 2013 and presently involved in NAAC SSR work.
- **Organized National Conference** on “E-Content Development and OERs in Higher Education: Issues and Challenges” on 31st Jan 2020 at Government Degree College, Narsampet, Warangal Rural.
- **Edited 47 full papers** and got published in **IJRAR** International Online Journal with ISSN and Impact Factor 5.75.
- **Organized A One-week National Online Faculty Development Programme** on the topic entitled “Sustainability of Institutions of Higher Learning in the Context of Covid-19: Challenges and Perspectives” from 06 to 11 July 2020.
- Participated in 23 various Online QUIZ Programs in all disciplines.
- Participated in 6 Online one-week FDPs organized by various Colleges/Universities of India.
- Acquired 66 Online Webinar Certificates during Covid-19 Lockdown period since April 2020.
- Completed SWAYAM Online Certificate Course on OER for Empowering Teachers in 2019.
- Completed **ARPIT SWAYAM Annual Refresher Course** in English Language

Teaching in June 2020.

AWARDS

- Received Certificate of Excellence in ‘**Yuvatarangam 2015**’ and ‘**Yuvatarangam 2016**’ from Government of Telangana, Commissioner of Collegiate Education, Telangana State, Hyderabad for conducting District Level Cultural and Literary events.
- Nominated as **Member Board of Studies** in English of SR & BJNR Government Arts & Science College (Autonomous) Khammam for 2015-16 to 2017-18.

Dr.B.Vishnu Kumar, Asst. Professor of Commerce

1. Attended and acted as Keynote Speaker for One Day National Seminar on “Emerging Trends and Challenges in commerce and Management Education” organised by Pingle Government Degree College for Women, Hanamkonda on 21.11.2019
2. Organised and acted as Resource person for SEBI sponsored Financial Education Workshop on “Investment Planning for Executives” on 21.12.2019
3. One Day National Conference on “E.Content Development and OERs in Higher Education in India: Issues and Challenges” sponsored by RUSA and Organised by IQAC, Government Degree College, Narsampet on 31.01.2020.

Dr.I.Shivanagasrinu, Asst. Professor of Commerce

1. Attended two Days State Level Workshop on “NAAC Revised Framework” organised by CCE, TS, Hyderabad on 29th & 30th November, 2018.
2. One Day training Programme on EAT Module of Public Financial Management Systems (PFMS) for Higher Education Institutes organised by UGC, SERO, Hyderabad on 12.02.2019.
3. One Day Workshop on Collegiate Colloquim on “E.Learning” at Pingle Government Degree College for Woman, Hanamkonda on 16.04.2019.
4. One Day Dost Preparatory meeting organised by TSCHE, TS, Hyderabad on 06.02.2019.

G.Srinivas, Lecturer in Commerce

1. Two Days International Seminar on “Recent Trends in International Accounting and Financial Accounting” organised by Little Flower Degree college, Hyderabad on 9th & 10th , January, 2017.

2. Two Days International Conference on “25 Years of Economic Reforms in India” organised by Department of Economics, Kakatiya University, Warangal on 28th & 29th January, 2017.
3. Attended “JIGNASA” - State Level Students Study Projects Presentation as supervisor from 06th to 10th February, 2017.
4. One Day FDP on “Methods of Teaching Accounting” organised by IIMC and IIA, Hyderabad on 07.04.2017.
5. One Day National Seminar on “Innovations and Indian Banking and Finance: Problems and Prospects” organised by Department of Commerce, KGC, Hanamkonda on 09.11.2017.
6. One Day Workshop on “Skill Orientation in making of Household Products” organised by Department of Chemistry, GDC, Narsampet on 05.12.2017.
7. Two days International Seminar on “Women Entrepreneurship in Globalisation: Issues and Challenges” organised by Department of Sociology and Social Works, Acharya Nagarjuna University, Guntur from 2nd to 4th February, 2018.
8. Two Days National Seminar on “Status of Education, Health and Environment in India” organised by Department of Economics, Kakatiya University, Warangal on 16th and 17th February, 2018.
9. Two Days National Seminar on “Health Insurance in India: Issues and Challenges” organised by Department of Commerce, Kakatiya University, Warangal on 23rd and 24th March, 2018.
10. National conference on “Digital Commerce – Opportunities and Challenges”, organised by Telangana Commerce Association (TCA) at Bhadraka College of Commerce, Hyderabad on 07.04.2018.
11. One Day Workshop on “Blood, Eye, Organ and Body Donation” Organised by Siddhartha Degree College, Narsampet on 20.07.2018.
12. One Day FDP on “Enhance Research and Publication” organised by Vishwavishwani Institute of Management, Hyderabad on 28.11.2018.
13. Three Days workshop on “PSPP Software for Social Science Ph.D Scholars” organised by ICSSR, SRC, Hyderabad from 27.02.2019 to 01.03.2019.
14. Two Days National Seminar on “Emerging Trends in Banking, Insurance and Tourism” organised by Department of Commerce, Osmania University, Hyderabad on 28th & 29th June, 2019.

15. Attended One Day National Seminar on “Emerging Trends and Challenges in commerce and Managment Education” organised by Pingle Government Degree College for Women, Hanamkonda on 21.11.2019
16. Attended One Day SEBI sponsored Financial Education Workshop on “Investment Planning for Executives” organised by Department of Commerce, Government Degree College, Narsampet on 21.12.2019.
17. One Day National Conference on “E.Content Development and OERs in Higher Education in India: Issues and Challenges” sponsored by RUSA and Organised by IQAC, Government Degree College, Narsampet on 31.01.2020.

Jarpula Rajeeru, Asst. Professor of Commerce

1. One Day Workshop on “E.Commerce”, organised by Department of Commerce, Kakatiya University, Warangal.
2. Attended One Day National Seminar on “Emerging Trends and Challenges in commerce and Managment Education” organised by Pingle Government Degree College for Women, Hanamkonda on 21.11.2019
3. Attended One Day SEBI sponsored Financial Education Workshop on “Investment Planning for Executives” organised by Department of Commerce, Government Degree College, Narsampet on 21.12.2019.
4. One Day National Conference on “E.Content Development and OERs in Higher Education in India: Issues and Challenges” sponsored by RUSA and Organised by IQAC, Government Degree College, Narsampet on 31.01.2020.

NSS/NCC ACHIEVEMENTS

Activities such as Voter enrolment, Swach Bharath, Telanganaku Haritha Haram, etc was taken up. The NSS students of GDC Narsampet participated in making of clay idols of ganapathi and the NSS Volunteers actively rendered their services during Ganesh Immersion programme. The NCC cadets also extended their services during the conduct of Group Examinations like VRO’s, Constable and PRREDRT, etc.

The NSS Special Camp was conducted by the two units of the college from **20-26 March 2019** at Rajupet and Garlagadda villages of Narsampet Mandal. The volunteers actively participated in the one week NSS Camp under the supervision of the Programme Officers of the two units Sri G.

Srinivas, Asst. Professor of Commerce and Sri B. Ramesh, Lecturer in History. They were involved in clearing the streets and the ST Hostel surroundings. They enlightened the villagers about the significance of Swach Bharath. On 24th March the volunteers had taken out a rally on the occasion of **World TB Day**. They gave slogans to eradicate TB and brought awareness among villagers. Later they conducted **Blood Grouping tests** to the inmates of the villages.

Extension lectures by Sri Surya Rao, Asst. Professor of Economics of Kakatiya Govt. College, Hanamkonda was conducted. The District Forest Officer, Purushotham had visited the camp the addressed the volunteers. He urged them to plant as many saplings as possible to protect the environment. He also asked them to dig water pits for conservation of water resources. The Rajupet Sarpanch Dasru appreciated the social service extended by the volunteers at the village. The volunteers had cleared the weeds grown on either side of the road and swept the roads as part of 'shram daan' programme. He gave a clarion call that everyone should get involved in the development of social activities. The volunteers had roamed the two villages and interacted with the people to bring awareness on social issues such as superstitions, eradication of illiteracy, ill effects of liquor consumption, and other issues.

On the last day of the camp Mock Assembly was conducted. The volunteers enacted various roles of the ministers and members of legislative assembly and debated the social issues. Later they participated in clean and green programme by removing the weeds and dust in the ST Hostel premises which gave shelter to them during the camp period.

Best Practices of GDC Narsampet

- Free coaching to the aspirants of Competitive examinations like VRO, VRA, Constables.
- Conducted Mock test on various Groups Test by the Department of Arts.
- Organized National Conference at college on 31-01-2020
- Organized One-week National level Faculty Development Programme in July 2020 with 896 participants.
- Organized Awareness programme on Digitalization of Banking in association with SEBI.
- Dr. B. Vishnu Kumar, Asst. Professor of Commerce acted as Resource Person for local colleges and organized programmes on Digitalization of Banking.
- Conducted awareness programme on Personality Development by Nehru Yuva Kendra.
- Practising display of "Quote of the Day" daily on Notice Board by Dept. of English.

GOVERNMENT DEGREE COLLEGE NARSAMPET

WARANGAL DISTRICT (RURAL) 506132

TELANGANA STATE

Affiliated to Kakatiya University, Warangal

College Code: 2024



PERSPECTIVE PLAN (2015-2020)

The Commissioner of Collegiate Education, Telangana State issued proceedings of administrative sanction of Rs.21.60 Lakh only towards repairs and maintenance of college vide File No.CCE-AC/AF/3/2020-ACADEMIC CELL, dated 19.03.2020.

**PROCEEDINGS OF THE COMMISSIONER OF COLLEGIATE
EDUCATION: TELANGANA, HYDERABAD.**

Present: Navin Mittal, IAS

Sub: Collegiate Education - Government Degree College, Narsampet
-Permission to utilize Accumulated funds of the college towards
repairs and maintenance of College in view of the NAAC 3rd
cycle Reaccreditation in 2020 -Orders-Issued.

Read: Lr.No.NSPT/GEN/6/2020-O/o the PRINCIPAL-GDC-NSPT-CE,
dated: 12.03.2020 received from the Principal, Government
Degree College, Narsampet, Warangal District (Rural).

In the circumstances reported by the Principal, Government Degree
College, Narsampet in the reference read above, the Commissioner of
Collegiate Education has accorded permission to the Principal,
Government Degree College, Narsampet to utilize an amount of
**Rs.21,60,000/- (Rupees Twenty one Lakhs and Sixty Thousand
only)** from the available accumulated funds of the College to meet the
expenditure of repairs and maintenance of the college as the college is
going for NAAC III cycle of Re-accreditation in the year 2020.

The Principal, Government Degree College, Narsampet is informed
to follow the rules and guidelines while incurring the expenditure from the
accumulated funds of the college and maintain the books of accounts
properly. Further, informed to produce the records to the Audit whenever
it takes place and report compliance.

(Orders of the CCE have been obtained in the note file)

Validity unknown

Digitally signed by N VIJAYA BHASKAR RAO
Date: 2020.03.19 17:58:14 IS
Reason: Approved



For Commissioner of Collegiate Education

To
The Principal, Government Degree College, Narsampet,
Warangal District (Rural).

Estimates by Executive Engineer, Warangal Rural were submitted to the Commissioner of Collegiate Education, Telangana for civil works and also completion of two additional classrooms. The sanction and work of two additional classrooms is pending for sanction from the Government.

OFFICE OF THE EXECUTIVE ENGINEER

T.S. EDUCATION & WELFARE INFRASTRUCTURE DEVELOPMENT CORPORATION, WARANGAL
1st FLOOR, ABOVE ANDHRA BANK, COLLECTORATE COMPLEX, WARANGAL URBAN - 506001

From

Sri. Md. Shafy Miyan, B.E.,
Executive Engineer,
TSEWIDC, Warangal.

To

The Principal,
Govt. Degree College,
Narsampet.

Lr. Rc. No.TSEWIDC/WGL/GDC – Narsampet/2019-20, Dt. 02-02-2020

Sir,

Sub:- TSEWIDC – Warangal – 2019-20 – Balance work of incomplete (2) Additional Class Rooms and Repairs & Maintenance to Govt. Degree College at Narsampet (V & M) in Warangal Rural District – Estimate submitted - Administrative Sanction – Requested - Reg.

Ref:- As per the instructions of the Commissioner of Collegiate Education, Telangana, Hyderabad Review Meeting held on 12.02.2020.

-:oOo:-

I here with submit the Detailed cum Abstract Estimate for "Balance work of incomplete (2) Additional Class Rooms and Repairs & Maintenance to Govt. Degree College at Narsampet (V & M) in Warangal Rural District" for an amount of Rs. 66.00 Lakhs.

Further as per the instructions of the Commissioner and concerned Principal the detailed estimate is prepared with the following provisions:

- 1) Removal and relaying of flooring with polished shahabad stone.
- 2) Vitrified tiles flooring in Computer Lab and Zoology Lab.
- 3) Impervious coat plastering.
- 4) Supply & fixing of doors with shutters.
- 5) Providing wall putty to Computer and Zoology Lab.
- 6) White washing to entire building.
- 7) Emulsion paint to exterior walls of the building.
- 8) Paintings to doors and windows.
- 9) Electrification where ever necessary.
- 10)Preparation of Zoology Lab i.e., tiles, platforms and wall putty.
- 11)Filling with gravel inside the premises and planitation.
- 12)Fencing to balance compound wall length.

Hence, I request you to obtain necessary Administrative Sanction for the above work at an early.

Encl: Estimate.

Yours faithfully,

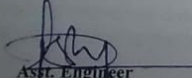
[Signature]
Executive Engineer,
TSEWIDC, Warangal


Copy submitted to the Commissioner, Collegiate Education, Telangana, Hyderabad for necessary action.

GENERAL ABSTRACT

NAME OF THE WORK: Balance work of incomplete (2) Additional Class Rooms and Repairs & Maintenance to Govt. Degree College at Narsampet (V & M) in Warangal Rural District.

Sl. No.	Short Description of items	Estt.Cost	Bill pending with PAO	Amount (Rs. in Lakhs)
1	Repairs and Maintenance due to NAC programme to Govt. Degree College at Narsampet (V & M) in Warangal Rural District including all provisions as per sub-estimate.	-		33.00
2	Completion of balance work of (2) Additional Class Rooms at First Floor sanctioned under Govt. plan budget (estimate cost Rs. 40.50 Lakhs including all provisions) <i>Sanction Proc.No. 86 / PN 7 / 2017. DT. 5.2.2018</i> <i>of the Commission of Collegiate Schools</i> <i>at Hyderabad</i>	40.50	7.50	33.00
	Grand Total:			66.00


Asst. Engineer
TSEWIDC, Warangal


Executive Engineer,
TSEWIDC, Warangal

The District Collector and Magistrate, Warangal Rural Smt. Haritha, IAS sanctioned Rs.5.90 Lakh towards repair work of flooring and filling of ground with gravel in college campus.



PROCEEDING OF THE DISTRICT COLLECTOR : WARANGAL RURAL

Present: Smt M. Haritha, I.A.S.,

Proces. No. 411/CBF/2019-20

Dated: 10-08-2020.

Sub:- Crucial Balance Fund (CBF) -2019-20-Warangal Rural District - Repair work of flouring filling up the ground with gravel stones to Govt. Degree College at Narsampet (V&M) Warangal Rural District -Administraive Sanction - Orders - Issued.

- Read:-
1. G.O. Rt. No. 191, Planning (IX) Department, Dated: 28-05-2019.
 2. G.O. Rt. No. 51, Planning (IX) Department, Dated: 11-02-2020.
 3. The Principal, Government Degree & PG. College Narsampet, Warangal Rural, Telangana State Lr. Rc. No. Spl/ GDCC-Nspt/WR/2020, Dated: 17-07-2020. (Received on 06-08-2020).
 4. Endourment of the District Collector, Warangal Rural, Date: 05-08-2020.

ORDER :

Through references 1st & 2nd read above, the Government of Telangana have been sanctioned and released an amount of Rs. 1,30,46,780/- (Rupees One crore thirty lakhs and forty six thousand seven hundred and eighty only) for each District for the 1st quarter and additional amount to CBF for the year 2019-20 towards meeting the expenditure by the District Collectors under the scheme "Crucial Balance Fund" (CBF) as per the guidelines of the scheme.

Vide reference 3rd read above, the Principal Government Degree & PG. College Narsampet, Warangal Rural has proposed the following (1) work along with line estimates for Repair work of flouring filling up the ground with gravel stones to Govt. Degree & PG College at Narsampet (V&M) Warangal Rural District with an estimated cost of Rs. 5.90 lakhs (Rupees Five lakhs and ninety thousand only) and requested to accord administrative sanction. The details are as shown below.

Sl. No.	Mandal	Name of the work	Estimated cost (in Lakhs)	Executing Agency
1	Narsampet	Repair work of flouring filling up the ground with gravel stones to Govt. Degree & PG College at Narsampet (V&M) Warangal Rural District	5.90	Executive Engineer, EWIDC, Warangal
		Total	5.90	

Accordingly, the administrative sanction is hereby accorded for Repair work of flouring filling up the ground with gravel stones to Govt. Degree College at Narsampet (V&M) Warangal Rural District with an estimated cost of Rs. 5.90 lakhs (Rupees Five lakhs and ninety thousand only) under CBF-2019-20 funds and the work is entrusted to the Executive Engineer, EWIDC, Warangal for execution.

The Executive Engineer, EWIDC, Warangal is instructed to follow the Departmental norms & conditions strictly and to submit the copies of MB records, Photographs and work completion report in (21) column format to the Chief Planning Officer, Warangal Rural for taking further action.

Terms & Conditions

1. The work shall be commenced within 2 months from the date of administrative sanction.
2. The work should be executed strictly as per technical sanction and completed within maximum period of (04) months without creating any spill over.
3. There shall not be any deviation to the nomenclature of works of the administrative sanction accorded.
4. As per the CBF Guidelines the work should be completed within (6) months from the date of sanction, otherwise the implementing agency shall forfeit 3% of the amount due to them for every month's delay.
5. The Executing Agency should confirm that the works sanctioned now have not been sanctioned earlier under any Govt. scheme/programme, before grounding the works.
6. CBF guidelines and Departmental norms should be followed scrupulously.
7. The works should be completed within the sanctioned amount only and no further funds will be allotted for spillover works.
8. The Executing Agency should ensure that the detailed estimates submitted to the District Collector are prepared only after due site verification and technical feasibility study of the works.
9. The Executing Agency should get in advance a firm commitment about the operation, upkeep and maintenance of the proposed asset from the user agency concerned before the execution of the works sanctioned.
10. The Executing Agency should furnish the photographs of the site before starting, in progress and after completion of each work along with the completion report to Chief Planning Officer, Warangal Rural.

11. Monthly progress report should be furnished to the Chief Planning Officer, Warangal Rural by 5th of every month.
12. Works within the places of religious worship and on land belonging or owned by religious faith/group are prohibited.
13. Executing Agencies should not levy any charges such as administrative/ Cantage / Supervision charges etc.
14. In case of matching grant, the Matching share should be utilized first instance.
15. Repairs and maintenance of the works, completion of incomplete works are prohibited.
16. After Completion of the work the asset may be handover to the concerned user Agency.
17. The Xerox copy of the MB along with (i) Q.C. report (ii) Photographs (iii) 21 column format information to be submitted to CPO office for release of payment.
18. In case of any dispute, the decision of the District Collector, Warangal (Rural) is final.

Sd/-
District Collector,
Warangal Rural.

To
The Executive Engineer, EWIDC, Warangal for necessary action.
Copy to the CC to District Collector, Warangal Rural for kind information.
Copy submitted to the Hon'ble MLA, Narsampet LAC, Narsampet for kind information.
Copy to stock file.

//Attested//


Chief Planning Officer,
Warangal Rural.



The status of Civil works undertaken at college submitted to the Commissioner of Collegiate Education for development of the Institution.



GOVERNMENT DEGREE & P.G COLLEGE NARSAMPET
WARANGAL DISTRICT (RURAL) TELANGANA STATE
Email:wgl.jkc.nspt@gmail.com: Mob.9849551559

From
Dr.B.Chandramouli, M.Sc., Ph.D
The Principal
Government Degree College
Narsampet
Warangal District

To
The Commissioner of
Collegiate Education
Nampally
Telangana State
Hyderabad.

Re. No. /A1/Estt./GDCNSPT/2019,Dated 14-12-2019.

Sir,

Sub:- GDC Narsampet - Civil Works – Minor Works through various Agencies – certain information – submitted – request Regarding

Ref:-1. Communication from CCE, TS, Hyderabad through email.gov.in, dated 13-12-2019
2. Procs. Re.No.86/PNP/2017 of CCE, TS, Hyd., dated 05-02-2018

With reference to the subject cited above, I am herewith submitting information Civil Works, Minor Works through various Agencies of this college in the prescribed proforma. The following Administrative Sanction for the mentioned works sanctioned vide the reference (2) above. However, no amount has been released till date.

HEAD OF ACCOUNT 2202-03-001-00-01-270-271 (HOD)

Sl. No.	Name of the work	Name of the Agency	Admn sanction	Already Released	Balance if any	Remarks
1	Construction of Partial Compound wall vide Procs.	TSEWIDC, Warangal	41,00,000 Procs Rc.No.86/PNP/2017, Dt.05.2.2018of the CCE T.S. Hyd.	Nil	41,00,000	Work completed for 41,00,000/-. Requires additional amount of Rs.40,00,000 for completion of left over work.
2	Construction of two (02) Additional Class Rooms	TSEWIDC, Warangal	40,50,000 Procs. Rc.No.86/PNP/2017, Dt.05.2.2018of the CCE T.S. Hyd	Nil	40,50,000	Work is incomplete. Completed up to slab work only.
3	Renovation of existing TSKC Lab Minor Civil works	TSEWIDC, Warangal	1,25,000 Proc.Rc.No.128/PNP/2016-V,Dt.16.3.2017 of the CCE T.S. Hyd.	Nil	1,25,000	Work is Completed But amount Not Sanctioned
4	Maintenance & Repairs to college	TSEWIDC, Warangal	3,40,000 Proc.Rc.No.91/PNP/2017/V, Dt.13-9-2017.	Nil	3,40,000	Work is Completed But amount Not Sanctioned
5	Construction of Mana T.V. Room	TSEWIDC, Warangal	1,25,000 Proc.Rc.NO.129/PNP/2016-V, Dt.16.3.2017of the CCE T.S. Hyd.	Nil	1,25,000	Work is Completed But amount Not Sanctioned

This is for your kind information and necessary action in the matter.

Yours faithfully,

PRINCIPAL

PRINCIPAL

Govt. Degree College

Warangal (Rural)-506 13

Encls

The District Collector sent proposal for construction of SC Hostel in college campus vide Letter No.A2/231/2021, dated 27.08.2021. The matter has been represented to the CCE TS for further course of action.

GOVERNMENT OF TELANGANA
S.C DEVELOPMENT DEPARTMENT

From
Smt.M.Haritha, I.A.S.
District Collector (SCDD)
Warangal.

To
The Principal,
Government Degree College,
NARSAMPET.

Lr.Rc.No.A2/231/2021, dated:27-08-2021.

Sir,

Sub:- SCDD-Warangal (Rural) District -SCP Construction of New SC Post Matric Hostel (College Girls Hostel, Narsampet) in the available 1:00 acre Govt land at Narsampet handing over and consent letter from Tahsildar Narsampet -Regarding.

- Ref:-1. Representation of Sri.Peddi Sudarshan Reddy, Hon'ble MLA., Narsampet, dated 05-6-2021
2. Endorsement of Sri.Koppula Eshwar Hon ble Minister (SCDD) T.S Hyderabad Dated 11-6-2021.
3. Government of Telangana Memo.No.895 SCP.A2/2021-1, dt.30-06-2021.
4. Commissioner (SCDD) T.S Hyd.Memo.No.C1/1149429/2021, dt.15-7-2021.
5. Note approval of the District Collector, Warangal at N.F Page No.1 and N.F Para No.(08) in File Rc.No.A2/231/2021, dated:27-08-2021.

---o0o---

Sri Peddi Sudarshan Reddy, Hon'ble MLA Narsampet has requested to construct a New building for Govt SC College Girls Hostel, Narsampet which was running in private building presently and he has suggested that 1:00 acre Govt Land available at Govt Degree College Narsampet premises at Narsampet vide ref 1st cited.

Sri Koppula Eshwar Hon'ble Minister (SCDD) endorsed for above representation vide ref 2nd cited for construction of Government Buildings for Govt.S.C College Girls Hostel, Narsampet.

The Secretary to Government has been requested to examine the matter and detailed report called vide ref 3rd cited.

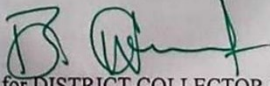
The Commissioner (SCDD) T.S Hyderabad has requested to examine the representation and furnish a detailed report with justification for taking further action in the matter within the (15) days vide ref 4th cited.

In view of the above the Tahsildar Narsampet requested to find out the above 1:00 acre Land with consultation of Sri.Peddi Sudarshan Reddy, M.L.A., Narsampet and submit a detailed report for Construction of Govt SC College Girls Hostel Narsampet along with land handed over certificate and consent letter.

As per instructions of the District Collector, Warangal has called detailed land report from Principal, Government Degree College, Narsampet for constructions of S.C College Girls Hostel, Narsampet immediately.

Hence, the Principal, Govt.Degree College, Narsampet is directed to submit the detailed land report within (03) days in this office.

Yours faithfully,


for DISTRICT COLLECTOR (SCDD)
WARANGAL.

File No.NSPT-ESTT/21/2021-O/o PRINCIPAL-GDC-NSPT-CE



GOVERNMENT DEGREE COLLEGE NARSAMPET

WARANGAL DISTRICT (RURAL) 506132 TELANGANA STATE

wgl.jkc.nspt@gmail.com; **Mob.9849551559**

website:<https://www.gdcts.cgg.gov.in/narsampet.edu>



From
Lt. Dr. B. Chandramouli M.Sc., Ph.D
Principal,
Government Degree College
Narsampet, Warangal District (Rural)

To
The Commissioner of
Collegiate Education
Telangana State
Hyderabad

Respected Sir,

Sub: - GDC Narsampet – Letter from the District Collector regarding SCP - construction of new SC Post Matric Hostel (College Girls Hostel Narsampet) in the available college land – request - regarding

Ref: - Lr. Rc.No. A2/231/2021 of the District Collector, Warangal, dated 27-08-2021

With reference to the subject cited above, I humbly bring to your kind notice that Government Degree College Narsampet was established on 03-12-1984. The college was conferred as Identified Govt. College of Warangal District. It consists of 18 acres of land with partially incomplete compound wall. The college land is being used for College/District level Sports and Games purpose besides other Academic and Extensive activities like NCC/NSS, Telanganaku Haritha Haram Plantation Programme, etc.

The District Collector and Magistrate of Warangal vide reference cited above, directed the principal to submit detailed land report in three days.

Under the circumstances stated above, I earnestly request you to issue necessary instructions/guidelines for further course of action.

Thanking you sir,

Yours faithfully,

Encls.

Lr. Rc.No. A2/231/2021 of the District Collector, Warangal, dated 27-08-2021

Signed by Chandramouli
Bathini
Date: 06-09-2021 15:51:46
Reason: Approved



ARIIA

ATAL RANKING OF INSTITUTIONS ON INNOVATION ACHIEVEMENTS



MoE
Ministry of Education
Government of India

Submitted Institute Data for Atal Ranking of Institutions on Innovation Achievements (ARIIA) - 2020-21

Institute Name: Government Degree College, Narsampet 506 132 [ARI-C-27247]

List all the departments / centers / units are part of innovation and startup ecosystem of the institute

Department / Center / Unit Name	Type of Department / Center / Unit	Mention the Stream / Discipline / Sector of focus	Department / Center / Unit Level	Program Type	Student / Beneficiary Strength (2019-20)	Academic Staff Strength (2019-20)	Non-academic Staff Strength (2019-20)
Government Degree College Narsampet	Incubation Unit	All UG Courses (BA/B Com/B Sc)	UG / PG / PhD	Both	264	16	5
MANN KI BAAT	Incubation Unit	Skill-oriented education	UG / PG / PhD	Both	115	16	5
SEBI ONE DAY WORKSHOP	Incubation Unit	Management Orientation	UG / PG / PhD	Non-Technical	20	16	5
IQAC NATIONAL CONFERENCE	Research Unit / Park	E-CONTENT AND OERs	At all level	Both	60	55	3
SCIENCE CLUB	Incubation Unit	SCIENCE DEPARTMENTS	UG / PG / PhD	Non-Technical	45	7	2
LIFE SAVING CAPSULES - FIRST AID	Incubation Unit	GENERAL	UG / PG / PhD	Non-Technical	264	16	5
NSS ONE WEEK SUMMER CAMP	Incubation Unit	NSS	UG / PG / PhD	Non-Technical	100	6	3
NCC GIRLS	Incubation Unit	NCC	UG / PG / PhD	Non-Technical	35	2	1
TASK	Incubation Unit	GENERAL	UG / PG / PhD	Both	65	6	2
TKHH Telanganaku Haritha Haram (Plantation Programme)	Incubation Unit	GENERAL	UG / PG / PhD	Non-Technical	115	16	5

Participation of HEI in Innovation & Entrepreneurship Initiatives of Ministry of Education (Till Today)

Programs/Initiatives	Status	Registration ID
Adopted National Innovation and Start-up Policy at the HEI	No	Not Required
Establishment of Institution's Innovation Council (IIC) at HEI	Yes	IIC Registration ID : ARI-C-27247
Trained Innovation Ambassadors at HEI	No	Not Required
Participation in Smart India Hackathon (SIH)	No	Not Required
Facilitated listing start-ups/ technologies in Young India combating COVID with Knowledge, Technology and Innovation (YUKTI 2.0) portal of MIC	No	Not Required
Participation in National Education Alliance of Technology (NEAT)	No	Not Required

Details of Co-curricular events/programs related to Innovation, IPR and Entrepreneurship/Start-up Conducted by the HEI

Srno	Name of Program (Full Name)	Program Theme	Program Type	Program Category	Organizing Department / Centre / Student Body Name	Program Start Date	Program End Date	Program Duration(in Days)	Program Location	Internal Participants (Student)	Internal Participants (Faculty)	External Participants (Student)	External Participants (Faculty)	Total Number of Participants	Had institute spent expenses either from own resource/received fund to organise the program/activity/event?	Did any of the participants received any awards/recognition for startup / innovation ideas / research?
1	Life Skills	Innovation	Awareness	Institute Lead Activity	Government Degree College Narsampet	21-08-2019 00:00:00	21-08-2019 00:00:00	1	Outside Campus	25	3	200	4	232	No	No

Details of Students, Faculties/Staff Participation/Representation in Co-curricular events/programs related to Innovation, IPR and Entrepreneurship/Start-up at the State, National and (or) International Level (Organized by External Organizations) sent by the HEI

Srno	Name of Program (Full Name)	Program Theme	Program Type	Organizing Agency / Institute Name	Organizing Agency Type	Program Start Date	Program End Date	Program Duration(in Days)	Participants (Students)	Participants (Faculty)	Total Number of Participants	Awards/Recognitions/Achievements	Award / Position / Recognition Secured	Title of Innovation / Start-up Secured the Award / Recognition	Had institute spent expenses either from own resource/received fund towards sending delegation to participate / represent the activity / event?	Did any of the participants received any awards/recognition for startup / innovation ideas / research
1	TASK Telangana Academy for Skill and Knowledge	Innovation	Skill development	TASK	Non-Govt. Agencies	09-09-2019 00:00:00	09-09-2019 00:00:00	1	86	5	91	No	---	---	No	No

List the Academic Programs on Innovation, IPR and Entrepreneurship Development Offered During the Academic Period (2019-20)

No Data Filled!

List the Employment Generation Skill Development Programs Organized by the HEI on Innovation, IPR and Entrepreneurship Development During the Academic Period (2019-20)

No Data Filled!

List the Full Time Faculties had with a Degree (UG/PG/PhD) in Innovation/IPR/Entrepreneurship and (or) Received Specialized Training program of I&E, IPR (MDP, EDP, FDP, Short-term Certificate Course, of minimum 30 hours Duration) conducted by various State, Central Govt. agencies, and Knowledge Agencies in the Academic Period (2019-20)

No Data Filled!

List Idea/Innovation Centric Student Clubs Are Functional at the HEI with Access to Co-working Space/Work-stations for Students with Facilities & Equipment Available to promote and Support Innovation, Entrepreneurship and IPR Activities in Campus

No Data Filled!

Srno	Name of Student Club	Type of Club	Year of Establishment	Type of Facilities Available at the Club	Student Club with Access to Other I&E Facilities at the HEI	No of Programs/Activities Organized by the Student Club During the AY 2019-20	Student Club Team Lead Name	Student Club Team Lead Email	Student Club Team Lead Phone
1	Innovation Club	Innovation Club	2018	Co-working Space	No Such Facilities Exist in the Campus	3	P. KRANTHI	kranthikusa5@gmail.com	8466911098

List the Pre-Incubation Facility (Tinkering Lab/Makers' Space/Design Centre/New Gen IEDC/IEDC/EDC/Innovation Centre/Startup Cell) (>= 600 Sq. Ft. Floor Area)

No Data Filled!

List the Centre of Excellence (CoE) Facilities with Advance Tools and Equipment at the HEI (>= 1000 Sq. Ft. Floor Area)

No Data Filled!

List the Incubation Facilities at the HEI (>= 1500 Sq. Ft. Floor Area)

No Data Filled!

List the Innovation Park/Research Park Facilities at the HEI (>= 5000 Sq. Ft. Floor Area)

No Data Filled!

List the IPR Cell/Technology Transfer Centre Facilities at the HEI

No Data Filled!

Provide detail list of Faculties as Mentor to help Ideas/Innovations/Startups

No Data Filled!

Provide detail list of External Experts/Agencies engaged as Mentor to help Ideas/Innovations/Startups

No Data Filled!

List all the Innovations Generated Developed, Completed and Implemented in Ground with Support of Pre-incubation & Incubation facilities at the HEI and Recognitions Received

Srno	Name of the Innovation Generated with the Support of HEI	Type of Innovation	Nature of Innovation	Name of the HEI Supported Innovation Development	Innovation Developed by	Stage of Innovation /Stage of TRL it started receiving the Support during the FY 2019-20	Stage of Innovation /Stage of TRL reached as on 31st March 2020	Status Pre-Incubation/Incubation Support to Innovation as on 31st March 2020	Had the Innovation Received any Recognition at State, National, International Level Programs during the financial period 2019-20	Had the Innovation Converted into Venture/Startup/SME Unit during the financial period 2019-20	Had Centre/institute provided any Financial support (either own resource or fund received from agencies) in terms of Seed Grant/Fund Support to Idea / Prototype / Innovations Development during the financial period 2019-20	Had the Innovations raised any Seed fund/Angel Investment/VC during the period of receiving pre-incubation/incubation support at your Pre-incubation/incubation or HEI during the financial period 2019-20	Had the Pre-incubation/Incubation Centre/HEI received any income/revenue from Idea/Prototype/Innovations for the pre-incubation/incubation support and the services offered by Pre-incubation/incubation or institute during the financial period 2019						
1	JIGNASA	Product Innovation	Non-Technological / Social / Community Innovation	Commissioner of Collegiate Education Telangana	Student-Faculty			Innovation Development Ongoing	<table border="1"> <tr> <td>Agency Name</td> <td>RUSA</td> </tr> <tr> <td>Agency Type</td> <td>Govt. Agency (Central)</td> </tr> <tr> <td>Award / Position / Recognition Secured</td> <td>Financial support for National Conference</td> </tr> </table>	Agency Name	RUSA	Agency Type	Govt. Agency (Central)	Award / Position / Recognition Secured	Financial support for National Conference	No	No	No	No
Agency Name	RUSA																		
Agency Type	Govt. Agency (Central)																		
Award / Position / Recognition Secured	Financial support for National Conference																		
		Name		Type		Gender		Email			Contact								
		Dr A. Srinath		Faculty		Male		drsrinatha@gmail.com			9440235529								

List all the Ventures/Startups/SME Units Established with Support of Pre-incubation & Incubation facilities at the HEI

No Data Filled!

List all the Collaborations with External Agencies and Co-Creation of I&E Activities by the HEI

No Data Filled!

List the IPs Filed/Published/Granted (Copyright & Designs Only) by the HEI as an Applicant / Co-applicant / Co-owner

No Data Filled!

List the IP (Patents only) Filed by the HEI as Applicant / Co-applicant / Co-owner

No Data Filled!

List the IPs hold by the Innovation teams/Startups Incubated at the Pre-incubation/incubation Unit of the HEI

No Data Filled!

List the IP Commercialized/Transferred Published & Granted to HEI as Co-applicant/Co-owner

No Data Filled!

Declaration

To,
The ARIIA Committee
MHRD's Innovation Cell
New Delhi

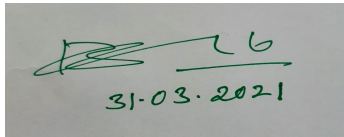
Joint Declaration by the Head of the Institute and Nodal Officer

Dear Sir,

Herewith, myself Dr. B. CHANDRAMOULI (Head of Institute) and Dr. SRINATH ADDAGATLA (Nodal Officer) jointly declaring on behalf of our institute is that all the information submitted are true and correct to best of our knowledge.

Thank you

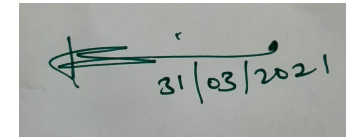
The Head of Institute



31-03-2021

Dr. B. CHANDRAMOULI
Head of the Institution,
Warangal (Rural), Telangana

Nodal officer



31/03/2021

Dr. SRINATH ADDAGATLA
Nodal Officer,
Warangal (Rural), Telangana

National Institutional Ranking Framework

Ministry of Education

Government of India

Welcome to Data Capturing System: COLLEGE

Submitted Institute Data for NIRF'2021'

Institute Name: Government Degree College, Narsampet 506 132 [IR-C-C-27247]

Sanctioned (Approved) Intake

Academic Year	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15
UG [3 Years Program(s)]	360	380	600	-	-	-

Total Actual Student Strength (Program(s) Offered by Your Institution)

(All programs of all years)	No. of Male Students	No. of Female Students	Total Students	Within State (Including male & female)	Outside State (Including male & female)	Outside Country (Including male & female)	Economically Backward (Including male & female)	Socially Challenged (SC+ST+OBC Including male & female)	No. of students receiving full tuition fee reimbursement from the State and Central Government	No. of students receiving full tuition fee reimbursement from Institution Funds	No. of students receiving full tuition fee reimbursement from the Private Bodies	No. of students who are not receiving full tuition fee reimbursement
UG [3 Years Program(s)]	163	105	268	267	1	0	3	265	265	0	0	3

Placement & Higher Studies

UG [3 Years Program(s)]: Placement & higher studies for previous 3 years

Academic Year	No. of first year students intake in the year	No. of first year students admitted in the year	Academic Year	No. of students graduating in minimum stipulated time	No. of students placed	Median salary of placed graduates(Amount in Rs.)	No. of students selected for Higher Studies
2015-16	520	241	2017-18	200	0	0(Zero)	10
2016-17	520	180	2018-19	160	0	0(Zero)	8
2017-18	600	97	2019-20	77	0	0(Zero)	5

Financial Resources: Utilised Amount for the Capital expenditure for previous 3 years

Academic Year	2019-20	2018-19	2017-18
	Utilised Amount	Utilised Amount	Utilised Amount
Annual Capital Expenditure on Academic Activities and Resources (excluding expenditure on buildings)			
Library	0 (zero)	0 (zero)	0 (zero)
New Equipment for Laboratories	0 (zero)	0 (zero)	0 (zero)
Other expenditure on creation of Capital Assets (excluding expenditure on Land and Building)	0 (zero)	0 (zero)	0 (zero)

Financial Resources: Utilised Amount for the Operational expenditure for previous 3 years

Academic Year	2019-20	2018-19	2017-18
---------------	---------	---------	---------

	Utilised Amount	Utilised Amount	Utilised Amount
Annual Operational Expenditure			
Salaries (Teaching and Non Teaching staff)	19489740 (One Crore Ninety four lakh Eighty nine thousand seven hundred forty only)	15795400 (One Crore fifty seven lakh Ninety five thousand four hundred only)	24994550 (Two Crore forty nine lakh Ninety four thousand five hundred fifty only)
Maintenance of Academic Infrastructure or consumables and other running expenditures(excluding maintenance of hostels and allied services,rent of the building, depreciation cost, etc)	313000 (Three Lakh Thirteen thousand only)	171000 (One lakh Seventy one thousand)	315000 (Three Lakh fifteen thousand)
Seminars/Conferences/Workshops	50000 (Fifty Thousand only)	0 (zero)	0 (zero)

PCS Facilities: Facilities of physically challenged students

1. Do your institution buildings have Lifts/Ramps?	Yes, less than 40% of the buildings
2. Do your institution have provision for walking aids, includingwheelchairs and transportation from one building to another for handicapped students?	No
3. Do your institution buildings have specially designed toilets for handicapped students?	Not available

Faculty Details

Srno	Name	Age	Designation	Gender	Qualification	Experience (In Months)	Is Associated Last Year	Currently working with institution?	Joining Date	Leaving Date	Association type
1	Dr A SRINATH	48	Assistant Professor	Male	Ph.D	240	Yes	Yes	30-06-2018	--	Regular
2	T RAMESH	57	Lecturer	Male	M.Sc.	360	Yes	Yes	30-06-2018	--	Regular
3	L SATYANARAYAN A	49	Assistant Professor	Male	SLET	240	Yes	Yes	30-06-2018	--	Regular
4	Dr I SHIVANAGASRE ENU	41	Assistant Professor	Male	Ph.D	206	Yes	Yes	30-06-2018	--	Regular
5	MEDISETTI NARENDAR	45	Assistant Professor	Male	M. Phil	172	Yes	Yes	30-06-2018	--	Regular
6	P TYAGAI AH	42	Assistant Professor	Male	SET	96	Yes	Yes	30-06-2018	--	Regular
7	GANGISHETTI SRINIVAS	47	Lecturer	Male	NET	96	Yes	Yes	30-06-2018	--	Regular
8	B RAMESH	39	Assistant Professor	Male	SET	96	Yes	Yes	06-08-2016	--	Regular
9	Dr R KUMARASWAMY	53	Assistant Professor	Male	Ph.D	188	Yes	Yes	30-06-2018	--	Regular
10	Dr VISHNU KUMAR BALDUVA	43	Assistant Professor	Male	Ph.D	206	Yes	Yes	30-06-2018	--	Regular
11	V POORNACHAND ER	40	Other	Male	M.Sc.	240	Yes	Yes	09-07-2013	--	Adhoc / Contractual
12	PRASOONA GUMPULA	33	Assistant Professor	Female	NET	144	Yes	Yes	23-01-2019	--	Regular

13	Dr LAKAN SINGH JARUPALA	46	Assistant Professor	Male	Ph.D	180	Yes	Yes	30-06-2018	--	Regular
14	MALOTH SAMMAIAH	48	Assistant Professor	Male	SLET	202	Yes	Yes	30-06-2018	--	Regular
15	Dr T SUMATHI	46	Assistant Professor	Male	Ph.D	168	Yes	Yes	30-06-2018	--	Regular
16	Dr B CHANDRAMOULI	54	Professor	Male	Ph.D	400	Yes	Yes	14-11-2013	--	Regular



GOVERNMENT DEGREE COLLEGE NARSAMPET

WARANGAL DISTRICT (RURAL)

wgl.jkc.nspt@gmail.com; Mob.9849551559

Website: <https://gdcts.egg.gov.in/narsampet.edu>



**A ONE-WEEK NATIONAL ONLINE FACULTY DEVELOPMENT PROGRAMME
on**

**“Sustainability of Institutions of Higher Learning
in the context of Covid-19: Challenges and Perspectives”**

06th to 11th July 2020

Organized by

Internal Quality Assurance Cell (IQAC)

ZOOM Platform; User Id.83097471375, Password:654321

Chief Advisor

Dr. P. Bala Bhaskar,
AGO, CCE TS

Chief Patron

Sri Hon'ble Navin Mittal, IAS,
Commissioner of Collegiate Education, TS

CO-CONVENOR1

Dr. A. Srinath
Asst. Prof of English-IQAC Coordinator

CO-CONVENOR2

Sri T. Ramesh
Vice-Principal

CONVENOR

Lt. Dr. B. Chandramouli
PRINCIPAL

06-07-2020 Day 01

<https://drive.google.com/file/d/1-7ZeSYC1EaT7lqzO2E0HO7WcJYvGdU5w/view?usp=sharing>

07-07-2020 Day 02

https://drive.google.com/file/d/1NjZjUEQ3E_A54LKHIHPWI35pNX88x9X7/view?usp=sharing

08-07-2020 Day 03

<https://drive.google.com/file/d/1lcrynsTogAdPXGgQbf1JM06ftSzb-TI/view?usp=sharing>

09-07-2020 Day 04

https://drive.google.com/file/d/1_OsUcSAfEvxvNXC5cCabp15Lnft5_YQ7/view?usp=sharing

10-07-2020 Day 05

<https://drive.google.com/file/d/1dBXxxn-DZf4MN8HCAQt8gQUR4yeC4P2m/view?usp=sharing>

11-07-2020 Day 06

https://drive.google.com/file/d/1fINZg_2wq1w9dV8nwBfKixlmgldCs8p1/view?usp=sharing



GOVERNMENT DEGREE COLLEGE
NARSAMPET – 506 132
WARANGAL DISTRICT (RURAL)



In collaboration with
TELANGANA ACADEMY OF SCIENCES

NATIONAL SCIENCE DAY

Report on

28th February 2020

Venue
Seminar Hall

PRINCIPAL

Lt. Dr. B. Chandramouli, M.Sc, Ph.D

Staff & Students

Government Degree College

Narsampet 506132, Warangal Rural



GOVERNMENT DEGREE COLLEGE NARSAMPET

WARANGAL DISTRICT (RURAL), TELANGANA STATE



**In collaboration with
TELANGANA ACADEMY OF SCIENCES**

NATIONAL SCIENCE DAY 2020

Theme of the year: "Women in Science"

Organized by

**Departments of
Botany, Zoology,
Chemistry, Physics,
Mathematics & Computer Science**

A REPORT
On
National Science Day Celebration-2020
28th Feb, 2020

National Science Day Celebrations-2020 were organized by Departments of Botany, Zoology, Physics, Chemistry, Mathematics and Computer Science to commemorate the life of Sir C.V Raman who is credited with the discovery of “**Raman Effect**” here at **Government Degree College, Narsampet**. The basic aim of celebrations was to give exposure to students about the latest discoveries in the field of science and to give them a platform to appreciate the great discovery by Indian physicist **Sir Chandrashekhara Venkata Raman** on 28 February 1928. The celebrations are supported by **Telangana Academy of Sciences (TAS)**

The event was inaugurated by Lt.B.Chandramouli, Principal of this college. This was followed by welcome address delivered by M. Narendar, Co-ordinator of the program highlighting the significance of celebrating the Science Day in remembrance of **Sir Chandrashekhara Venkata Raman** for receiving the noble prize for discovery of Raman Effect. The theme of this year’s science day “**Women in the Science**”.

Our Vice Principal, Academics has elaborated the role of students in the development and progression of research in the field of science and technology to take up challenges at a higher level.

V. Poorna Chander, Faculty in Computer Science laid emphasis on science and technology for the youth of present generation and motivated students for better research while applying innovative ideas.

Smt G. Prasoon in her talk discussed about the facts of **Raman Effect** has wide usage in the field of **chemical Science** as it is used to modeling the chemical structure.

Then it was followed by Quiz, Group discussion, Student Seminar and Essay writing by our students. Quiz was conducted in five rounds comprising of questions in physics, chemistry, Biological and Computer sciences, visual round on scientists and noble laureates to test the level of knowledge of our students. Our students proved their efficiency by answering spontaneously to the

questions. Students have participated with enthusiasm in Group discussion, Student Seminar Almost all the students have taken part in some competition or the other and made this event a grand success. The entire events provided a platform to the students to prove their talents, bring out their creativity and face the challenges and overcome their weaknesses. The students were excited to receive the prizes and certificates over the hands of our Principal during the valedictory.

The program concluded with vote of thanks delivered by Dr. J. Lakansingh, Department of Zoology, who has thanked the organizers, all the team members, students for their active participation, his gratitude to the Principal for his patience throughout the program and for sparing his most valuable time for us, lastly but not the least our management and administration for their support in organizing this event successfully.







QUIZ TEAMS





GROUP DISCUSSIONS





Student Seminar





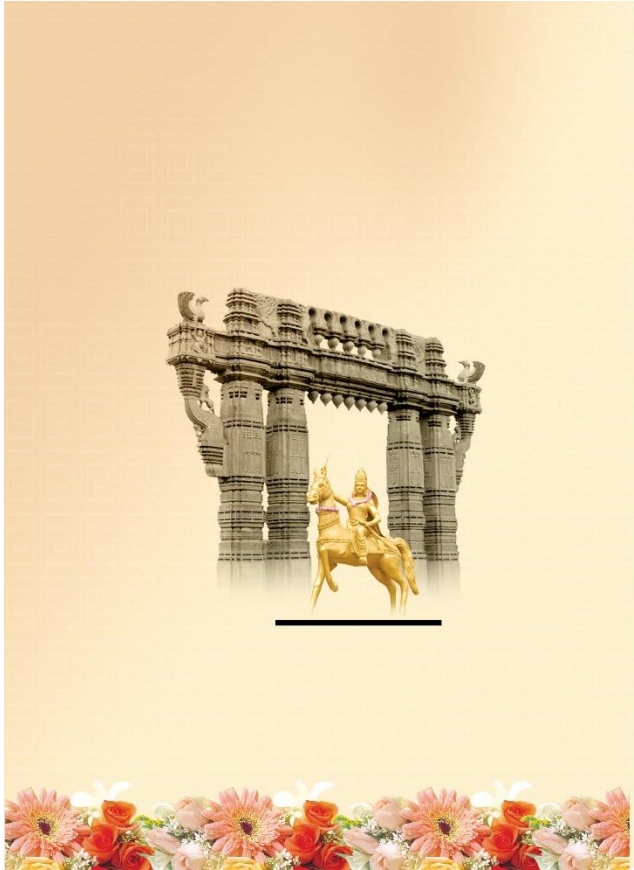
Valedictory





Prize Distribution





RUSA SPONSORED
ONDE DAY NATIONAL CONFERENCE ON
E-CONTENT DEVELOPMENT AND OERs IN HIGHER EDUCATION
ISSUES & CHALLENGES

31st January, 2020

SOUVENIR



Organized by
INTERNAL QUALITY ASSURANCE CELL (IQAC)
GOVERNMENT DEGREE COLLEGE
Narsampet - 506 132, Warangal District (Rural)
Affiliated to Kakatiya University, Warangal

PREFACE

Hearty Welcome to the RUSA Sponsored One Day National Conference on “**E-Content Development & OERs in Higher Education: Issues and Challenges**” at Government Degree College, Narsampet, Warangal (Rural), Telangana, India on 31st January, 2020. The theme of the conference is “E-content Development & OER’s” and the sub themes focus on contemporary research of ICT and e-content development to realize "A New Digital era in Higher Education". The main objective of the conference is to provide a platform to researchers, experts, academicians and industry fellows to share and discuss their research findings.

Government Degree College, Narsampet was established on 3rd December, 1984 in Warangal District of united Andhra Pradesh State. Narsampet is a major town located 40 kilometers away from District Head Quarters of Warangal in Telangana State. The college is affiliated to Kakatiya University and it was admitted by UGC under 2 (f) & 12 (B) in 1990. The college was accredited with NAAC Grade ‘C’ in 2015 and it is going for reaccreditation for NAAC cycle3 in 2020. The goal of the institution is to provide quality education to the socially, economically and down trodden sections of the society. Warangal, once the capital of the Kakatiya Kingdom, is the second largest city in Telangana State. It is an abode of beautiful lakes, wonderful temples, rich fauna and flora and an important tourist center. Famous ‘Pakhal’ lake is 10 kms from Narsampet.

The deliberations of the conference will take the research to the next level to help the students for better education with the help of technology. Academics and research scholars are involved to share their findings in development of e-content and Open Education Resources (OER) in this conference. The Chief Patron of the Conference is Sri Navin Mittal, I.A.S. garu, the Patron of the Conference is Smt. Soundarya Joseph garu and Co-Patron Lt. Dr.B. Chandramouli, Principal, Govt. Degree College, Narsampet. This conference attracted academicians and the researchers and it received more than 50 research articles from various parts of the India for presentation in the Technical sessions of the conference.

Sri Peddi Sudarshan Reddy, Hon’ble MLA, Narsampet is invited as Chief Guest of the Conference. Sri Navin Mittal, Commissioner of Collegiate Education, Telangana is invited as Special Guest. Smt. M. Haritha, District Collector and Magistrate, Warangal Rural is invited as Distinguished Guest. Professor M. Vidyasagar Reddy, Dept. of Public Administration & HRM, Kakatiya University, is invited to deliver keynote address in the conference. The Plenary session is delivered by Prof. I. Ajith Kumar Reddy of NIT- Warangal, an expert in e-content & OERs.

This souvenir comprises the contribution of Abstracts by the teachers across India. The selected full papers of the conference proceedings will be published in a special issue of online Journal.

ACKNOWLEDGEMENTS

We would like to express our heartfelt gratitude to Sri Peddi Sudarshan Reddy garu, Hon'ble M.L.A., Narsampet, Smt Haritha garu, District Collector & Magistrate, Warangal (Rural) District for providing necessary support and encouragement for organizing this huge event.

We owe our sincere thanks to Sri Navin Mittal garu, I.A.S., Commissioner of Collegiate Education, Telangana, and Smt. Soundarya Joseph, RUSA Project Officer, CCE, TS, Hyderabad for their financial support and valuable suggestions for organizing this conference.

We would like to acknowledge the wonderful guidance and cooperation which we received from Dr L. Vidyasagar Reddy garu, C.P.D.C. member & President (IMA), Narsampet for organizing the conference.

We are thankful to our steering committee, advisory committee, technical program committee and organizing committee for their hard work and endless support.

We would also like to express our gratitude towards the organizing committee for their devotion and commitment to achieve the objectives of the conference.

We would like to appreciate the devotion and efforts of the publishing committee members.

We are extremely thankful to the Keynote speaker Prof. M. Vidyasagar Reddy, Dept. of Public Administration & HRM, Kakatiya University, Plenary speaker Prof. I. Ajith Kumar Reddy, NIT, Warangal and Chairs of all technical session for accepting to give their valuable time and share their experiences.

We also express our deep sense of gratitude to the erstwhile Principals Dr. A. Vijay Kumar, Principal (Rt), GDC Bhoopalpalli, Dr. A. Narasimha Reddy, Prinipal (Rt), GDC Thorrur, Dr. B. Samba Murthy, Principal (Rt), GDC Ransaipet, Warangal and Sri P. Prasada Rao, Principal, GDC, Mulugu for their invaluable support and accepting to chair the technical sessions.

Finally, special thanks are due to all the authors, co-authors and participants for contributing to the proceedings of the conference.



INVITATION

GOVERNMENT DEGREE COLLEGE

NARSAMPET – 506 132; WARANGAL DISTRICT (RURAL)
(Affiliated to Kakatiya University, Warangal)

RUSA SPONSORED

ONE DAY NATIONAL CONFERENCE ON E-CONTENT DEVELOPMENT AND OERs IN HIGHER EDUCATION: ISSUES & CHALLENGES

31st January 2020 (Friday) 9.30 A.M. to 5.00 P.M.

Inaugural Session

Chief Guest

Sri Peddi Sudarshan Reddy garu, Hon'ble MLA, Narsampet

Special Guest

Sri Navin Mittal garu, Commissioner of Collegiate Education, TS, Hyderabad

Distinguished Guest

Smt. M. Haritha garu, District Collector & Magistrate, Warangal Rural

Guests of Honour

1. **Dr. Soundarya Joseph**, RUSA Project Officer, CCE, TS
2. **Dr. L. Vidyasagar Reddy**, President IMA & CPDC Member
3. **Dr. G. Madan Kumar**, EC Member, Kakatiya University

Key Note Speaker

Prof. M. Vidyasagar Reddy

Dept. of Public Administration & HRM, Kakatiya University

Special Invitees

1. **Prof. G. Damodar**, Adjunct Professor of English, Chairman, BOS, Satavahana University
2. **Dr. A. Vijay Kumar**, Principal (Rt) GDC Bhupalpally, Jayashankar Dist.

Plenary Session

Prof. I. Ajith Kumar Reddy, NIT, Warangal

Organizing Secretary

Dr. A. Srinath

Asst. Prof. of English & IQAC Coordinator

Government Degree College

Narsampet 506132; Warangal Rural

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GOVERNMENT DEGREE COLLEGE
NARSAMPET – 506 132; WARANGAL (RURAL)
(Affiliated to Kakatiya University, Warangal)



RUSA SPONSORED
ONE DAY NATIONAL CONFERENCE ON
E-CONTENT DEVELOPMENT AND OERs IN HIGHER EDUCATION:
ISSUES & CHALLENGES
31st January 2020 (Friday) 9.30 A.M. to 5.00 P.M.

PROGRAMME SCHEDULE

Registrations	:	8.30 a.m. to 9.30 a.m.
Inaugural session	:	9.30 a.m. to 10.30 a.m.
Key Note Address	:	10.30 a.m. to 11.30 a.m.
TeaBreak	:	11.30 a.m. to 11.45 a.m.
PlenaryTalk	:	11.45 a.m. to 12.30 p.m.
Technical Session	:	12.30 pm to 1.30 p.m.
LunchBreak	:	1.30 pm to 2.00 p.m.
Technical session 2& 3	:	2.00 pm to 3.30 p.m.
Valedictory	:	3.30 pm to 5.00p.m.



Sri Peddi Sudarshan Reddy Garu
Hon'ble M.L.A., Narsampet, Warangal (Rural)



Sri Navin Mittal Garu
Commissioner of Collegiate Education
Telangana State, Hyderabad



Smt. M. Haritha, I.A.S. Garu
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Government Degree College, Narsampet



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GDC-Narsampet .

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1	A Preliminary Study on Developing E-Content in Chemical Sciences	Dr B. Chandramouli	Government Degree College, Narsampet
2	E-Content Development in English Language Teaching for Under Graduate Students of Telangana State	Dr A. Srinath	Government Degree College, Narsampet
3	The Role of Teacher in Present Education System	Dr. T.S. Praveen Kumar	GDC Eturnagaram, Jayashankar Bhupalpally Dist.
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5	"Teaching English Language Using ICT and Internet in Rural Colleges at UG Level"	S. Kavitha	Pingle GDC (W) Warangal
6	Learning through e-Content: A Boon for the Teachers and the Students	Dr. E. Satyanarayana	Kakatiaya Government College, Hanamkonda, Wgl
7	Open Education Resources - The Role Of A Teacher In Present Education System : Issues and Challenges	N. Ramesh Chandra Srikanth	GDC, MULUGU
8	E – CONTENT IN MATHEMATICS ON MATHEMATICAL THINKING AMONG HIGHER EDUCATION in Telangana: Initiatives and Challenges	J. Shankar	GDC, MULUGU
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37	ISSUES AND CHALLENGES OF E-LEARNING IN DIGITAL ERA	M.SAMMAIAH	Government Degree College, Narsampet

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51	The Role of ICT in the Present Education System: A Boon	Dr G. Suhasini, Dr G. Raja Reddy	Pingle GDC (W) Warangal
52	OERs an Introduction, Recent Trends and Development	Dr. P. Malathilatha	GDC Wardhannapet, Warangal Rural

A Preliminary Study on Developing E-Content in Chemical Sciences

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Abstract

In the present era of knowledge explosion, adopting modern tools for teaching is one of the predominant needs of the hour. Instructional technology in the third world is changing rapidly. Knowledge packaging in electronic form is a powerful technique for teaching all subjects. Therefore the technology based teaching and learning has become essential. E-content is now the most preferred solution for learning effectively. This paper brings out a clear-cut idea about the effectiveness of teaching Chemistry and its impact among the graduate students achievement in Chemistry. The impact of e-content developing tools in Chemistry subject is high influence of E-content based teaching in Chemistry subject. It indicates that the E-content have much influence on the achievement of the higher education students in Chemistry subject.

Keywords: Effectiveness, Higher Education School, Students, Chemistry, E-content, achievement.

E-Content Development in English Language Teaching for Under Graduate Students of Telangana State

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Abstract

This paper proposes to examine one of the 21st Century teaching methodologies of E-Content Development in English for under graduate students in general. The broad field of the study is Government Degree Colleges, the narrow field is English Language Teaching and the focus is on the developing E-content for undergraduate students of Telangana State. English has been a dominant global language for many centuries. The teaching and learning of English in rural colleges of Telangana is a big challenge for the teachers. The rapid development of technological application in teaching and learning of English through ICT has changed the prevalent teaching and learning methods of English across the globe. Massive Open Online Courses (MOOCs), E-content development and Open Educational Resources (OERs) are fast spreading techniques of blended and flipped learning methodologies.

The aim of the study is to examine the relevance of e-content development and the suggestive solutions to overcome the problems faced by the students in rural colleges. Internet, YouTube, Skype, Twitter, Smart-boards, Blogs and Podcasting are some of the successful tools that have changed the way language is taught.

Key Words: e-content development, OERs, ICT, MOOCS, Blended and Flipped learning

The Role of Teacher in Present Education System

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Abstract

Westernization and modernization has dramatically changed the role of a teacher. Adaptability has become the hall mark of teaching. Teacher's role has increased manifold. He has to perform the traditional activities besides addressing the needs of the learner. One can witness a gradual escalation from teacher centric activities to student centric activities. A democratic ambience in classroom situation is the need of the hour. Sharing of knowledge to acquire new knowledge is the element of focus in the present situation. Classroom management attains prominence. Teacher has to take the lead with a note of positivism and constructivism. He has to transform himself as per the requirements for the all-round development of the students. There is a sea change in the mode of education from ancient times to post-modern times. Conventional methods of education are being challenged with Digital classrooms, Virtual classrooms, Online Teaching and Learning through MOOCS. In order to accommodate oneself with the drastic changes in teaching one has to accept the changes and act accordingly. Thus the role of a teacher in the present education system is very challenging. This paper is an attempt to explore the role of a teacher against the back drop of the enormous changes taking place in the present education system.

Key Words: adaptability, student centric, democratic ambience, positivism.

The Role of ICT in Higher Education in the 21st Century

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Abstract

Higher education systems have grown exponentially in the last five decades to meet the demands of quality education for all. This aspect has further gained momentum due to swift advancements in Information and Communication Technology (ICT). The focus of this paper is to examine the role of Information and Communication Technology (ICT) in higher education in India in the 21st century. The increasing use of information and communication technologies (ICTs) has brought changes to teaching and learning at all levels of higher education systems (HES) leading to quality enhancements in the 21st century. Traditional forms of teaching and learning are increasingly being converted to online and virtual environments. There are endless possibilities with the integration of ICT in the education system. The use of ICT in education not only improves classroom teaching learning process, but also provides the facility of e-learning. ICT has enhanced distance learning in the 21st century. Successful implementation of ICT to lead change is more about influencing and empowering teachers and supporting them in their engagement with students in learning rather than acquiring computer skills and obtaining software and equipment. ICT enabled education will ultimately lead to the democratization of education in the 21st century. The adoption and use of ICTs in education have a positive impact on teaching, learning, and research. ICT can affect the delivery of education and enable wider access to the same. In addition, it will increase flexibility so that learners can access the education regardless of time and geographical barriers in the 21st century. Similarly, wider availability of best practices and best course material in education, which can be shared by means of ICT, can foster better teaching and improved academic achievement of students. The overall literature suggests that successful ICT integration in education in the 21st century.

Key Words: Higher Education, Distance Learning, Formal Education, Innovative Usage, Digital Resources & Contemporary ICTs.

Role of a Teacher in Modern Educational System in the 21st Century

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Abstract

It is clear that the 21st-century classroom needs are very different from the 20th-century ones. In the 21st century classroom, teachers are facilitators of student learning and creators of productive classroom environments, in which students can develop the skills they might need at present or in future. The role of teacher in modern educational system especially is not only imparting merely knowledge to students but also, as a real architect of new generation, responsible to build personality of modern citizens. It requires passion, patience, expertise on certain subject and enough ability to understand the role of teacher, the styles of teaching, teaching methodologies and strategies, correct usage of evaluation techniques and the psychology of the students as well as the ability to motivate the students. When a teacher knows all these things properly, he or she can become not only an excellent teacher but also a great leader thereby transferring the knowledge, experience, skills and abilities from one generation to another generation through students. In this paper we discuss about some of the most popular teacher roles that it makes more sense to describe different teacher roles and say what they are useful for, rather than make value judgments about their effectiveness.

Key Words: Teacher, Teaching, ICT, Higher Education

Learning through e-Content: A Boon for the Teachers and the Students

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Abstract

The world in which we are placed is moving fast with technologies and scientific innovations. There is no field which is not affected by the technological advances that take place on a daily basis these days. This is more evident in the field of education which entails the changes in teaching methods and approaches. Traditional chalk and talk method of teaching has become a passé. The taught more than the teacher are being digital-savvy, it is incumbent on the teacher to be aware of the changing values in the teaching and learning process. He has to adapt himself to the needs of the students and prepare the material to fit the bill. My paper seeks to examine the role of teacher in the teaching and learning process in a modern classroom and the benefits of e-content in effective teaching. It will focus on how e-learning allows teachers to improve and develop their teaching styles and how online platforms can positively impact the professional self-development of teachers.

Keywords: innovations, digital-savvy, e-learning, e-content.

Quality enhancement in Higher Education through ICT

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T. Aruna, Lecturer in Computers, Pingle Govt. College for Women, Waddepally

Abstract

In this era of globalization and hyper-competition, the concept of teaching has undergone sea change, learning and dissemination of information are becoming more important. Information technology has progressed very fast in the last three decades, it has produced equipments at affordable cost and it has now made their wider application feasible. This technology has made a search, gathering, dissemination, storing, retrieval, transmission and reception of knowledge easier, cheaper and faster. It can improve the quality of learning and thus contribute to the economy. Especially in developing countries like India, effective use of ICT for the purpose of education has the potential to bridge the 'digital divide'. This paper highlights in detail how ICT can be applied to enhance the quality of higher education at affordable cost. It also discusses the major obstacles to optimal utilization of this technology and measures to remove them.

Key Words: ICT, digital divide, obstacles, technology

The Use of Tools of ICT in Rural Colleges

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Abstract

Right from the wake up time till we go to our bed our life starts with a click of the technology: whether it is a alarm clock, mobile phone, i-pad, laptop , television what not. Earlier, there were days of black and white television, then came the colour tv, computers, laptops. In the same way in the telecommunication technology, a quick drastic change occurred from land line to smart phones. Now everyone has his/her own smart phone. Living without a phone or going out without a phone seems to be impossible. Due to these innovations and discoveries in technology, shopping has become online. But there is only one field where there is dire necessity of technology and that is the education sector. Though our government has taken initiatives to introduce e-learning in the education sector at the school level but at most of the places only few urban institutions are getting benefitted by the technology provided. Still the rural areas are deprived of getting the assistance regarding the e-learning in higher education and also in the schools. So, if planned proper e-learning can become the best tool for development of educational sector of rural India.

Keywords: telecommunication, technology, innovations, initiatives, rural India.

Role of Open Educational Resources in 21st Century for Academic Excellence

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Abstract

Information Revolution (IR) and Information Communication Technology (ICT) led to invention of new learning gadgets which are called 'new media'. They are facilitating the new age learner to move away from classroom content to e-content. There are many learning resources available in almost all subjects under a single umbrella called Open Educational Resources (OER). OER is nothing but availability of learning material for teaching resources which can be accessed with internet connectivity. Origin of OER can be traced back to William and Flora Hewlett Foundation, Unesco, 2002.

For the sake of undergraduate (UG) learners, there are plenty of OERs which were produced by EMMRC (Educational Multi-Media Research Centre), English and Foreign Languages University (Eflu), Hyderabad that can be accessed via Country-wide Educational Channel (CEC) i.e.Vyas Channel. This paper discusses various OERs that were launched in abroad and also by the Ministry of Human Resource Development (MHRD), Govt. of India (GOI) through different educational institutions and also through all India educational missions like NME, NKM, RUSA, RVM and SSM for academic excellence.

Key words: ICT, OER, NME, NKM, RUSA, RVM and SSM

Open Education Resources - The Role of a Teacher in Present Education System: Issues and Challenges

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Abstract

Since the beginning of the Technological advancement in the field of education and introduction of innovative open access resources, the teaching and learning archetype has changed from the face to face and chalk and talk atmosphere to online open access learning resources with the expansion of E content Platforms like Coursera, MOOCS, SWAYAM, Tedx, Byjus and many other online open Education Resources across the globe.

The inclusion of online learning in recent years in higher education has witnessed the phenomenal change. In recent academic survey of the Ministry of the Human Resource Development of 2016-17, there is growing demand for higher education and the emergence of online education resources like OER (Open Access Resources), Coursera, SWAYAM (Study Webs of Active Learning for Young Aspiring Minds under MOOCS (Massive Open Online Course) has paved a solution for the growing demand in the realm of higher Education in India.

In spite of these facilities, yet more than six percent of young population is not able to access higher education in India. The government initiatives of National Knowledge Mission, Digital India, MOOCS, SWYAM, and ARPIT and so on, would certainly encourage the people to accept the change and move towards e learning, digital way of communication and all other education services available online. Though there are many issues and challenges to be addressed, there is already a significant change in accessing the technology in online education with the emergence of the concept Open Education Resource that will eventually going to change the face of our present education system in years ahead.

Key words: Open Education Resources, Coursera, MOOCS, E Learning, Digital Literacy, ARPIT SWAYAM.

Role of ICT In Enhancement of Commerce Education

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Abstract

ICT has transformed the ways how human beings communicate as well as do things. It has widely impacted all the sectors of the economy like tourism, transportation, telecommunication, governance, etc. ICT also playing an important role from education admission process to evaluation process. It has significantly revolutionized teaching process. It has made teaching more interesting, interactive, collaborative and useful by enriching the teaching methodology of almost every subject including commerce. Unfortunately, teachers of commerce seldom realize the importance of ICT in teaching of commerce and so hardly utilize ICT during teaching and thus generally teach commerce by using lecture method with a little or no help of ICT. So, the present paper is a humble attempt to understand the novel approach of teaching of commerce with ICT, highlighting on the relevance of ICT in teaching of commerce and on the suggestions for promotion of ICT in teaching of commerce for the betterment of teachers as well as students.

Keywords: Commerce, Internet, teachers, ICT etc.

E – Content in Mathematics on Mathematical thinking among Higher Education in Telangana: Initiatives and Challenges

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Abstract

This paper proposes to present the effectiveness of e-Content in Mathematics on Mathematical Thinking among Higher education Students. The research works showed that it was possible to promote Mathematical Thinking in Student by means of suitable techniques in teaching Mathematics by providing suitable teaching experiences. Hence, through the study, an attempt is made to find the effectiveness of e-Content in Mathematics on Mathematical Thinking among Higher education Students. Experimental Method is adopted in the present study on a sample of 10+2+3 Higher education. The study reveals that the e-Content in Mathematics is effective over Activity Oriented Method on developing Mathematical Thinking of Students at Higher level. This paper examines the increasing role of ICTs in Telangana higher education, ongoing initiatives, progresses made, and the dilemmas and challenges.

Key Words: E-Content in Mathematics, Mathematical Thinking, E-content Learning Package, Conventional Method.

E-Learning – Issues / Challenges and their Possible Solutions

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2. Professor Siddiqui Mohd Mahmood, , Department of Education and Training, Maulana Azad National Urdu University, Hyderabad. (TS) India.

Abstract

All of us have access to the internet and we use it for many different things like researching for some information for school and college projects, downloading music, pictures, wallpapers, and screen-savers, to get updates on the latest happenings all over the world, emails, instant messaging, chats, and many other things. We have access to information 24/7 through the Internet. It's no wonder that the technology that allows us to do all these things is also increasingly being applied to learning. Here the idea of Electronic learning evolves which provides time and place flexibility, which attracts more and more students to online education due to which E-learning industry is rapidly growing. However, many of the learners encounter serious challenges that prevent them from completing their courses successfully. In this paper I am going to discuss the challenges/issues an e-learner encounters and their possible solutions in order to improve the effectiveness of e-learning. The common challenges/issues an E-learner encounters are Adaptability Struggle, Technical Issues, Computer Literacy, Time Management, Self-Motivation, etc. The possible solutions to aforementioned issues will be discussed here in detail.

Key Words: e-Learning, Computer Literacy, Internet, Technology

The Role of E- Learning Resources in Teaching Learning Process

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Abstract

A learning system based on formalized teaching but with the help of electronic resources is known as E-learning. Technology has left its mark on every conceivable field you can think of and education is no different. Today, all you need is an unquenchable thirst for learning and a working internet connection, and you can literally learn anything online. In E – Learning the instructional material and content may be delivered by any one of all electronic media including the internet, intranet, extranet, LAN, Satellite broad costs, audio video tapes. All lessons can be learned in just one click. The flexibility, availability and adaptability of the Internet environment must serve the needs of both e-teachers and e-learners. This paper presents the importance of E-learning Resources in making the teaching learning process more effective. And this paper also suggests a number of E-Learning resources that can be adopted by teachers.

Key Words: e-Learning, Technology, LAN, Electronic Media

Qualities of Best Teacher and Successful Teaching in Digital Age

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Abstract

As a teacher, we agree that one of the primary goals of our teacher preparation program is to prepare our students become good teachers. Yet, characteristics of a good teacher are still open to debate. The purpose of this study was to explore characteristics of a good teacher from students' point of view analysing their essay. 10 students of Botany Department Govt Degree College at Mahabubabad were asked to write about characteristics of a good teacher. Data taken from the essays showed that there are ten characteristics that should be possessed by a teacher in order to make a good teacher, namely smart and skilled, discipline, have a sense of humor, creative, friendly, emotionally controlled, good communicator, fair, patient, and respectful. These characteristics centre around the assumption that what teacher has done in the classroom should be able to assist students in learning. Fair and respectful, among others, are two characteristics that are in line with scientific skills and related researches as theoretical framework of this article, hence the discussion is focused on implications of fair and respectful to students as good teachers" characteristics for successful teaching in Digital age and for future research.

Key Words: Teacher, Characteristics of Teacher, Digital Age

What Are Open Educational Resources?

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Abstract

Teaching, learning and research materials that make use of appropriate tools such as open licensing, their free use, continuous improvement and repurposing by others for educational purposes are referred as open educational resources (OER). As referred by William & Flora Hewlett Foundation and UNESCO. OERs are digital learning resources offered online freely and openly to teachers, educators, students and independent learners in order to be used, shared, combined, adapted and expanded in teaching, learning and research. They include learning content, software tools to develop, use and distribute and implementation resources such as open licenses. OER also include full courses, course materials, modules, textbooks, streaming videos, tests, software and any other tools, materials (or) techniques used to support access to knowledge.

Key Words: OER, Text Books, modules, knowledge

A Survey on Impact of ICT on Higher Education at Rural Degree Colleges

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Abstract

The paper aims at examining impact of Information and Communication Technologies (ICT) on higher education and to identifying major impediments that have resulted in slow penetration of ICTs in higher education institutions in rural colleges in Telangana in India. The study is based on primary survey of students studying at graduate and post graduate levels. A sample survey taken from four higher education institutions located in Warangal (Rural) district. Findings of the study suggest that while affiliating university is taking all possible measures to facilitate students to improving the quality of education and access to digitized critical literature needed for higher education, the technological and physical infrastructure in rural areas is still a major hindrance in capitalising benefits of ICT revolution. The paper finds evidence to suggest that faculty also needs to be motivated to use more modern and effective ICT led teaching tools. Based on the findings of the study we recommend that cyber-café may be set up in the premises of the institutions on Public-Private-Partnership (PPP) model so that ICT could impact higher education in rural colleges established in rural areas in a more effective manner.

Key Words: ICT, higher education, Public-Private-Partnership (PPP), cyber-café

Implementation of ICTs in Rural Colleges in Higher Education

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Abstract

The role of Information and Communication technology (ICT) in education is becoming more and more important for the growth and development of the country. ICT is the integration of many communication technologies namely computers, network, software's, internet, mobile, storage, audio-visual systems, etc. ICT is very useful tool for imparting easily accessible, affordable and quality education to all. The new teaching methodologies involve the use of audio-visual utilities, computers, presentations and internet to deliver lectures. The students using ICT can access resources anytime and anywhere. The Government has also taken many initiatives to implement ICT in higher education. The paper discusses the present scenario of ICT in degree colleges of Telangana state and strongly recommends the full implementation of ICT in higher educational institutions to enhance quality in teaching, learning and accessibility.

Key Words: ICT, Education, computers, internet, communication

A Study: The Role of a Teacher in e-learning

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Abstract

Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things. A teacher is a person who helps people to learn. A teacher often works in a classroom. There are many different kinds of teachers. Some teachers teach young children in kindergarten or primary schools. Others teach older children in middle, junior high and high schools. Some teachers teach adults in more advanced schools like colleges and universities. There are different ways of teaching. Most teachers use a variety of methods to teach. Teachers often explain new knowledge, write on a blackboard or whiteboard, sit behind their desks on chairs, help students with their work, or mark students' work. They may use a computer to write tests, assignments or report cards for the class. Teaching face-to-face and teaching online are both teaching, but they are qualitatively different. In this paper I would like to explore some roles of an effective online (e-learning) teacher.

Key words: teacher, knowledge, e-learning, computer

Information and Communication Technology and 21st Century

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Abstract

The use of Information and communication Technology (ICT) in 21st century has intensely reformed learning and teaching processes. This paper attempts to highlight the role of ICT in higher education for the 21st century. It has expanded new opportunities for learning and accessing to educational resources beyond those traditionally available. In this condition, the use of ICT in education creates a method of training called E-learning. It is evident from the study that use of ICT in education is increasing very rapidly in various states of India.

In particular the paper has argued that ICTs have impacted on educational practice in education to date in quite small ways but that the impact will grow considerably in years to come and that ICT will become a strong agent for change among many educational practices. One of the most common problems of using Information and Communication Technologies (ICTs) in education is to base choices on technological possibilities rather than educational needs. In developing countries where higher education is fraught with serious challenges at multiple levels, there is increasing pressure to ensure that technological possibilities are viewed in the context of educational needs. Thus, the paper suggests that ICT in higher education is not a technique for educational development but also a way of socio-economic development of the nation. This paper attempts to investigate advantages, conveniences and limitations of applying ICT in conjunction with E-learning to students.

Keywords: ICT, e-learning, Technology, 21st century

Technology-driven English Language Learning

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Abstract

Technology has diffused into every nook and corner of the world in all spheres of life. The whole world is in the process of being computerized. Education system is no exception everywhere. The education system has undergone unimaginable changes. Reliance on teachers is shrinking day by day with the advancement of technology. Teacher is only a facilitator nowadays. That a teacher is the only source of gaining knowledge from is a thing of the past. Now a press of the button is enough to get abundant material. It is an era of technology. Notwithstanding the fact that there is no substitute to a teacher, his role is getting narrowed in the learning process. It implies that the teachers are also expected to keep abreast of the recent developments in the subject. Integration of ICT for learning English language is beyond comprehension. E- learning is a very potential means of acquiring the skills of English language. It is the current mode of acquiring the four skills of English language. They include listening, speaking, reading, and writing. It is prevalent across the globe. It is a potential source of information where everyone, irrespective of caste, creed and religion are empowered to obtain and share knowledge for their various purposes. Technology is nobody's monopoly. Learning English language is not a tight rope walking now as internet furnishes all the required modes of learning.

Keywords: e-content, education system, potential source – update – technology

The role and responsibilities of the different personnel involved in the design and development of e-content

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Abstract

The text, images and videos designed digitally on web pages suitable for set of learners and reliable to the course are called as e-content. Thus, any content available in digital form in electronic media is e-content. E-content is the latest method of instruction which have attracted more learners than the traditional learning method. In e-content design and development everyone who uses social media is involved. But, the subject oriented e-contents should bear all the standards and qualities which a professional team can develop. E-content can be developed by an individual, team work or by the people involved in teaching. The different personnel involved in the design and development of e content have different role and responsibilities for effective e- content preparation.

Key words: E-content, teacher, learner, design, development, media.

Role of Information and Communication Technologies in Higher Education

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Abstract

The role of ICT attempts to highlight in higher education and is not only a technique for educational development but also a way of socio-economic development of the nation. The world is transforming into digital media and information. The role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century. From the past twenty years the use of ICT has fundamentally changed the practices and procedures of nearly all forms of make an effort within business and governance. Our higher education system needs to recover the quality of education through information technology. Technology has revolutionized the way we think, work, and play. Technology when integrated into the curriculum revolutionized the learning process.

Keywords: Higher Education, ICT, curriculum

Efficiency of E-Content on Chemistry-Achievement of Under Graduate Students

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Abstract

In the current era of cognitive dysfunction, adopting modern tools for teaching is one of the main needs of the hour. Teaching technology is rapidly changing in the third world. Knowledge packaging in electronic form is a powerful technique for teaching all subjects. Technology-based teaching and learning is therefore essential. E-content is now the most preferred solution for learning effectively. The present experiment brings a clear idea of the impact of teaching chemistry and its impact on standard student achievement in chemistry. According to the present study, the achievement of undergraduate students in the subject of chemistry prior to treatment may be due to students' ability or capability. Undergraduate students' achievement in chemistry subject after treatment is high, possibly due to the impact of e-content-based teaching on the chemistry subject. Analysis of the data shows that there is a significant difference between the mean score of pre and post achievement. This indicates that e-content has a great impact on the achievement of undergraduate students in the subject of chemistry.

Keywords: E-content, Undergraduate, Chemistry.

Challenges of the Teacher in the Digital Era

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Abstract

“A teacher is a compass that activates the magnets of curiosity, knowledge and wisdom in the pupils”
- **Ever Garrison.**

The classrooms are the builders of the nation. The class room business done in the form of teaching and learning. When the teaching is most appropriate, innovative, creative then the learning takes place to inculcate the values, knowledge and wisdom in the minds of the students. The teacher should acquaint with the content and teaching pedagogy. Teacher should be able to act as a manager, guide, philosopher, researcher and organiser. In the digital era traditional classrooms structure is shifted from blackboard to smart board. Chalk and talk method to power point presentation. Delivering the content in the lecture method shifted to demonstration and participative learning by using the digital equipment. This is a great challenge facing by the today teachers. This paper explains the role and challenges of a teacher in the digital era.

Key Words: Digital Era, Teaching Pedagogy, teaching and learning

MOOC in Higher Education in India: Benefits and Challenges

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Abstract

Massive Open Online Course (MOOC) is a web-based platform which provides unlimited number of students worldwide with a chance of distance education with the best institutes in the world. It was established back in 2008 and gained momentum in 2012 as a popular learning tool. Many MOOCs have communities that have interactive sessions and forums between the student, professors and Teaching Assistants along with the course material and video lectures. Now a day, the enrolment in Massive Open Online Course (MOOC) has increased vastly. India after US is dominating the global growth in enrolments. Seeing the growth of enrolment from the country and satisfy their need of education, India has started various projects for offering MOOC courses in Higher Education. Currently, NPTEL, mooKIT, IITBX, and SWAYAM are the platforms used in India for offering online courses. In this paper, a theoretical and technical background of these platforms is provided with a discussion of their features. Further, a comparative analysis of the platforms is provided, using web analysis. There are some challenges that are faced in implementing MOOC in India. With the launch of SWAYAM, some of these issues are already addressed.

Keywords— MOOC, MOOC in India, NPTEL, MooKIT, SWAYAM, Higher Education

Mobile: A Potential Tool for Enriching English Language

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Abstract

Use of technology is the order of the day. No day passes without relying on technology today. Technology has seeped into the veins of human life nowadays. Mobile has become an organ of the human body. No one wishes to spend his time sans mobile. There are both positive and negative sides of the use of mobile. If negative side is set aside, the uses of mobile are multifarious. It is not a mere means of communication but, a mini computer now. As the applications of mobile are growing by leaps and bounds, it is tailor-made for various ends. The field of education in general and learning of English in particular are no exception. Mobile offers interesting and innumerable opportunities for learning English beyond the traditional teacher-led classrooms. The present paper tries to portray the impact of mobile in educational settings, thus generating a new approach for technology-enhanced learning of English as the mobile can be easily handled inside and outside the classroom.

Key words: technology – veins of human life – positive – mobile – application – tailor-made various ends

E-learning: Challenges, Issues and Benefits

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Abstract

E-content is the most important concept in the present theoretical education. It easily attracts the teachers and learners. Since most of the readers use smart phones and computers, it makes others follow them and of course they are very much adverted to the e-content. With the advancement in the current trends technologies, e-learning becomes an important and influencing tool to provide catchy education and enhance of an individual. E-learning can be seen in education, agriculture, and other sectors. As people use technological devices even in the rural areas, they know electronic learning. The paper tries to focus on the e-content development in the present education concepts.

Keywords: e-learning, e-content, books, education, benefits of e-learning

E-Learning – A Tool for Continuous Learning

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Abstract

Continuous development of information technology means that along with new technological solutions in all the critical areas of human life and implementation of those into common use. The awareness of changes associated with the development of information technology has become the need of every human being. Continuous growth of knowledge forces the society to use time for education of younger generation efficiently. Conventional Teaching is replaced with modern ways of teaching and this is possible through the advancements of Information Technology. Therefore, quite often, experienced teachers decide to undertake additional studies in information technologies, especially with modern methods, in order to improve their educational capabilities. E-Learning is an imperative tool for such continuous learning.

Key Words: Information Technology, Conventional Teaching, E-Learning

Issues and Challenges Of E-Learning in Digital Era

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Abstract

Digital libraries have emerged as a leading-edge technological solution to the persistent problem of enhancing access, process of archiving and expanding the dissemination of information. Digital library can be defined as the process of storing, processing digital content and providing their accesses to the users. Materials must be computer readable files and digital library environment simply means an environment having contents accessible via digital media to users.

E-learning is basically the process of learning through electronic medium. E-learning is the convergence of learning and Internet. It is the use of network technology to design, deliver, monitor, administer and extend the learning environment. It is the process of lifelong teaching and learning methods.

Key Words: Digital Library, E-Learning, Network Technology

Higher Education among the Tribal Children: A Study of Telangana State

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Abstract

Education is one of the essential requirements for man-making and nation building. It is indispensable for development of human resources. Education imparts knowledge, skills, and character. The large majority of population in tribal areas is backward due to the co-relation and least adoption of educational technology. The tribal societies are closed and isolated society living in compact groups. According to 2011 Census report the highest literacy rate of tribes is 91.5 percent in Mizoram and followed by 80 percent in Nagaland, 79.7 percent in Sikkim and Andhra Pradesh and Telangana states are much lower tribal literacy rates with 48.8 percent and 49.5 percent respectively. The national tribal literacy rate is 59 percent (overall rate is 73percent) and Telangana is 49.5 percent (overall rate is 66.5percent). The present paper is focuses to analyze the growth and trends in higher education towards the enrolment and literacy ratio among the tribal population in Telangana. The study period is confined to 8 years during 2012-13 to 2018-19. It is concluded that the India has the third largest higher education system in the world, behind China and the United States comprising of 993 universities, 385 Universities are privately managed and 394 Universities are located in rural area, 39,931 affiliated colleges and 10,725 Stand Alone Institutions. The affiliating system is not lead for research publications, innovation and patents. In India 86.48 percent of higher education was offered by affiliated institutions. The present trend of the students thinks of passing the examinations but they do not gain knowledge. It is suggested that the need to improve the quality of teaching and learning process and provide result oriented financial assistance Higher Education Institutions.

Key words: Higher Education, Tribals, Enrolment, Literacy Rate

A Preliminary Study on Changing the Role of a Teacher in Present Educational System

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Abstract

The role of teacher in modern educational system is not only imparting merely knowledge to students but also, as a real architect of new generation, responsible to build personality of modern citizens. It requires passion, patience, expertise on certain subject and enough ability to understand the role of teacher, the styles of teaching, teaching methodologies and strategies, correct usage of evaluation techniques and the psychology of the students as well as the ability to motivate the students. This paper discussed about the changing roles of a teacher in modern educational system for the past decade. The important sources used are Available literature on modern education system, research articles, newspaper clippings and internet Sources. When a teacher knows all these things properly he or she can become not only an excellent teacher but also a great leader thereby transferring the knowledge, experience, skills and abilities from one generation to another generation through students.

Key Words: Teacher, Modern Education system, Primary role of a teacher.

The Use of ICT: Issues and Challenges in Public Funded Institutions

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Abstract

The complete and ever functioning ICT Infrastructure and internet connectivity in higher educational institutions provide the learners and teachers the opportunity of adopting 21st century teaching-learning approaches to realize 21st century skills. Though ICT is neither an alternative nor a substitute for real living-human-teacher; it is, as of today, undisputedly acknowledged and positioned at the top amongst the hitherto known teaching-learning aids. Undeniably the use of ICT in higher educational institutions makes the planned objectives realize perfectly and completely, and expedite the programme. This paper, based on review of several research papers and the data analysis of a few populous degree colleges, tries to focus on the challenges in putting ICTs to judicious and objective use along with a few feasible, trivial and hard-to-believe solutions. The prominent amongst the challenges are: (1) foolproof establishment of ICT infrastructure (2) arrangement for regular power supply (3) alternative arrangement for regular power supply (4) ever ready personnel to attend the ICT related technical snags (5) zigzag, unplanned and complete chaotic use of ICT (6) scarcity of financial resources to attend the problems. The trivial solutions for aforementioned challenges can be listed as: (1) commitment of academic leadership towards ICT use for all-round excellence of the institution (2) a college level ICT management committee to plan, organize and solve any type of problem immediately within no time by coordinating all the concerned (3) pre-planned schedule of educational programmes announced well in advance (4) well in advance appraisal of ICT use for the teaching, non-teaching faculty and students (5) training for the teachers for integrating the ICT in their daily activities effectively for not treating the ICT as a teacher substitute (6) availability of permanent and handy financial fund to attend any problem immediately (7) a hassle free method from procedural complexities that generally exist in public funded institutions in utilizing funds.

Keywords: ICT, higher educational institution, teaching-learning process, 21st century skills

ICT in Higher Education – Issues And Challenges

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Abstract

ICT has given rise to a host of legal and ethical issues and challenges in the use of ICT for education. The ICT is the driving force for the successful delivery of quality education in higher learning. The last two decades have witnessed the inclusion of developments in ICTs in higher education systems around the world. Demand for skilled and competent manpower is increasing day by day in this modern globalised society.

Presently higher education in India is experiencing a major transformation in terms of access, equity and quality. This transition is highly influenced by the swift developments in information and communication technologies (ICTs) all over the world. The introduction of ICTs in the higher education has profound implications for the whole education process especially in dealing with key issues of access, equity, management, efficiency, pedagogy and quality. ICT is very useful tool for imparting easily accessible, affordable and quality education to all. The new teaching methodologies involve the use of audio-visual utilities, computers, presentations and internet to deliver lectures. At the same time the optimal utilization of opportunities arising due to diffusion of ICTs in higher education system presents a profound challenge for higher educational institutions. In this backdrop, this paper addresses the opportunities and challenges posed by integration of ICTs in various aspects of higher education in the present scenario. Further this paper critically analyzes some of the challenges related ICT in the Indian Education System.

Keywords: Information and Communication Technology (ICT), Challenges, Higher Education

Future Prospect of Higher Education: Global Opportunities and Sustainability

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M.A., M.A., M.Ed., M.Phil., M.Phil., Ph.D.

Abstract

The changing nature of higher education increasingly dependent upon knowledge and it is more inter-dependent. This paper is to focus challenges and future prospects of higher education in India in view of global OPPORTUNITIES. Clearly, we live in a time of very rapid and profound social transformation, a transition from a century in which the dominant human activity was transportation to one in which communications has become paramount, from economies based upon cars, planes, and trains to one dependent upon computers and networks. We are shifting from an emphasis on creating and transporting physical objects such as materials and energy to knowledge itself, from atoms to bits; from societies based upon the geopolitics of the nation-state to those based on diverse cultures and local traditions; and from a dependence on government policy to an increasing confidence in the marketplace to establish public priorities.

Keywords: Western Economics, International Business, Military Science.

Challenges of Higher Education: A Role of Teachers in The Context Of Democracy And Globalization

Ramesh Hatker

M.Com., B.Ed. SET (Ph.D)

Abstract

Globalization implies integration of economies and societies through cross-country flow of information, ideas, technology. Goods, services, capital, finance and people" With globalisation we see an emerging 'global society' driven by technology and communication developments. This global society is shaping the students as 'global citizens' and intelligent persons with multi skills and knowledge to apply to the competitive and information based society. In our national development process, education system has a very important role to play, especially the higher education. Higher education faces various challenges in all areas of development. After independence, we wanted to build a modern, strong dynamic and self - reliant India which could stand abreast with the developed nations. In Democracy and Education, Dewey argues that the primary ineluctable facts of the birth and death of each one of the constituent members in a social group determine the necessity of education. On one hand, there is the contrast between the immaturity of the new-born members of the group (its future sole representatives) and the maturity of the adult members who possess the knowledge and customs of the group. On the other hand, there is the necessity that these immature members be not merely physically preserved in adequate numbers, but that they be initiated into the interests, purposes, information, skill, and practices of the mature members: otherwise the group will cease its characteristic life.

Key Words: Raw Materials, Poor masses, added Responsibility, Global Citizens, Internationalization, Human Resources

Is it possible to implement ICT in Rural Areas?

Dr. M. Samatha

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Abstract

Swami Vivekananda said in a letter about Education that "If it is possible to establish a school in every village but the poor people will go to farms to earn money for their day to day life. They won't come to school and we do not have money. So, we can't make them ready to come to school. So it is needed to take the education to their homes". He says, "Education is the manifestation of the divine perfection already within man". He was of the opinion that book learning is not education. He considered education as the training by which the current and expression of will are brought under control and become beautiful. Education is spontaneous and positive. Swamiji was of the opinion that education must suit the needs of the child. He considered education as the birth right of every human being. It is a biological, social, economic and spiritual necessity. The people in the rural areas are almost in the same situation which is explained by Swami Vivekananda around 120 years back. In his words using modern technology for education is important. National Education System, 2019 is explaining the importance of using technology for teaching classes and increasing the enrolment of the students from rural areas.

Key Words: Education, teaching, spiritual

Open Educational Resources: Issues and Challenges in India

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Abstract

In the modern era of information technology, digital resources have become readily accessible source of learning for teachers as well as learners. One such movement that encourages and enables sharing such learning resources is OER (Open Educational Resources). In India OER movement is especially important as higher education is still facing the paucity of high-quality teachers, inadequate infrastructure of the universities and more specifically their libraries, and the derisory quality of Educational Resources utilized at the various universities and colleges. The paper intends to elucidate the OER movement in Indian higher education and to introduce the open educational resources initiatives in Indian higher education. It also outlines the issues hindering the progress of OER in India along with the recommendations that may address these issues.

Key Words: Information Technology, Digital Resources, Open Education Resources, Higher Education.

Role of a Teacher in Modern Educational System in the 21st Century

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2. M.Mamatha, M.A (English), Nagarjuna University, A.P.

Abstract

Educational Technology in broader terms mean to organize the knowledge for the achievement of purposes, or making tool/technique. In this fast-changing world, the education plays a major role in empowering students to engage with challenges. The 21st century is rapidly changing one in every dimension of human (economically, socially, technologically). Due to the rapid changes complex problems are faced by educationists, policy makers, managers and teachers as well. Teachers of 21st century have to create students of 21st century with soft skills. The 21st century teachers need teaching skills content mastery as well as integrating teaching with technology. The teacher development programs are much important. The impact of good teaching is increasingly cited as a major determinant of economic well-being of society. The quality of teachers determines the quality of education and linked with nation's development. With the emerging technologies, the teaching-learning is transforming from teacher-centered, lecture based to student-centered learning environment. In this I have discussed global characteristics of 21st century teacher as well as with reference to India.

Keywords: Teacher development, teacher preparation, 21st century teacher, Indian teacher, characteristics of teacher.

Teaching English Language Using ICT and Internet in Rural Colleges at UG Level

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Abstract

Teaching and Learning of English language has become indispensable for the people of all countries as the whole world is heading towards global village. Acquiring communication skills in English enables the students to become employable, as many countries have made it an official language. It is very difficult to climb the ladder of success without learning English in the present day scenario. Teaching English has become a challenging task particularly for teachers working in rural areas. In the modern education system, the role of a teacher is not merely to transfer the knowledge to the students but to equip them with the required skills to face the corporate and competitive world. The teacher is a true architect, who moulds the present generation with passion, patience and expertise. Hence, though there is tremendous development the field of information technology during 21st century, it could not replace the vital role of a teacher. The teacher can build a warm, congenial learning environment in the classroom to nurture the students, which cannot be done by the computer and technology. But use of information technology by the teacher in teaching English can become the perfect complement in attaining proficiency and fluency. The paper focuses on the teaching of English language accompanied by information technological support in rural colleges at UG level. It can bring revolutionary changes in the field of language learning in a most effective and attractive manner. Use of ICT in higher education system helps the teacher in facing the challenges of teaching English for rural students at under graduate level.

Key words: Language acquisition, Use of ICT, Internet

A Study on Need Of E-Content Developments in Higher Education

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Abstract

Education is one major sector that has undergone the influence of innovations in ICT. Starting to provide an electric content service, platform for organizing learning experiences in managing learning and assessment has been changed greatly by ICT developments. Students, teachers, educational administrators and every stakeholder in education have been benefitted by the integration of ICT in education. Rests of this are going to deal with these issues at a greater strength. Application of ICT in Education has precedence of developments through educational technology. ICT includes both traditional as well as modern educational technology with advanced learning platforms. Today the entire world is moving fast towards digitization and the eager to learn new things using new technologies. The evolution of computers especially the internet has affected all spheres of our life. Ten to fifteen years ago we used to spend our time in the library for information in books, magazines and journals. Now a days one can go for the information in the web sites. Well trained teachers with required knowledge, skills and commitment can develop scientific and critical thinking, promote tolerance and develop cultural and social values in them. Innovative technologies will make it possible to achieve these by providing new ways to teachers. Hence, as teachers it is important to meet these new challenges by continuously acquiring new knowledge and skills to discharge our duties effectively.

Key Words: ICT, Innovative, digitization, information

Teaching English Language Using Technology

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Abstract

With the development of Information and Communication Technology the area of language teaching is broadened, the emerging and development of multimedia technology and its application to teaching featuring audio, visual, animation effects come into full play in English class teaching and sets a platform to reform and to explore on English teaching model in the new era. Language teachers should play the role of facilitators in the class room. The teacher should be able, to tackle challenges effectively. One should implement innovative ideas that make the classroom experience much more lovable for the students. It is proved that multimedia language labs play appositve role in promoting activities and initiatives of student and teaching effectively in the classroom. So, the aim of the researcher is to discuss at length the new and emerging teaching approaches in language learning and teaching.

Keywords: language. ICT, language, innovative ideas, facilitators

A Study on Benefits and Challenges of E-Learning in Higher Education

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Abstract

In essence, e-learning is a computer based educational tool or system that enables you to learn anywhere and at any time. Today e-learning is mostly delivered through the internet-learning and offers the ability to share material in all kinds of formats such as videos, slideshows, word documents and PDFs. Conducting webinars (live online classes) and communicating with professors via chat and message forums is also an option available to users. E-learning provides the learners with the ability to fit learning around their lifestyles, effectively allowing even the busiest person to further a career and gain new qualifications. Even though the concept of e-learning is set to create major waves in the education sector in the recent years, the challenges are streaming in. Many organizations have embraced e-learning with open arms, but the problems amount to a staggering sky-high heap when it comes to implementing e-learning. This paper presents the benefits and challenges of e-learning at higher education level. The purpose of this paper is to present an intuition about e-learning and its use in higher education institutions.

Key words: e-learning, higher education institutes, internet

E-Content Development and OERs In Higher Education: Issues & Challenges

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3. Smt.P.Savitha, Asst.Prof of Botany, GDC Luxettipet.

Abstract

As goes the Sanskrit saying “Vidhwan Sarvatra Pujyate”, a scholar is respected globally irrespective of his status, society, culture and nation. Education is one that vital tool which makes mankind wise, peaceful and happy. The world is witnessing a high pace technological revolution in almost all aspects of human life and access to world class knowledge through open learning resources like MOOCS, UDACITY, COURSERA, EDX, SHAKSHAT, NMEICT, NPTEL, SWAYAM, has become a cake walk today. This development has more significance in Indian context which is blessed with demographic dividend. But these courses require self regulated discipline and candidness. The major challenge being poor connectivity, availability of infra structure, potential teachers, quality students, genuine critiques and the linguistic constraint, the fruition of many piloted projects is not as expected. The efficacy of the micro credentials granted by these virtual class rooms also needs to be peer-reviewed. The present paper shall try to enlighten on issues and challenges involved in e learning.

Key Words: MOOCS, SWAYAM, virtual class rooms, teachers

Role of the Teacher in E- learning

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Abstract

The area of language teaching is broadened, the emerging and developing of multimedia technology and its application to teaching, featuring audio-visual animation effects comes into full play in teaching English in the classroom. Unlike conventional chalk and board style of schooling, e-learning makes giving and receiving simpler, prolific and productive. Teaching methods have changed significantly over the years, due to the development in Information and Communication Technology. Though technological devices emerged as prominent tools in the teaching of foreign languages like English, yet the role played by the teacher in the classroom continue to have a great impact on the learners and to the traditional approach of teaching cannot be replaced with technology. The teacher occupies the central position and plays a key role in imparting knowledge to the students. Classroom teaching is a complex activity that demands teachers to possess substantial knowledge, skills and a base knowledge of subject matter. The teachers' understanding of the subject facts, concepts, principles, methodologies and important generalisation determines his/her pedagogical hiking and decision making. Teachers have a powerful and long-lasting influence on their students. It is only with the help of teacher or a person; e-learning can take place in a full-fledged manner. So here in comes the question of the role of a teacher in e-learning. In this globalised world still a teacher and a text book cannot be replaced by any number of computers or any electronic device. So, the aim of the presenters is to discuss at the role of the teacher in e-learning.

Keywords: language teaching, multimedia, traditional approach, chalk and board style, technological devices, e-learning.

Role of ICT in Higher Education in Rural Areas

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Abstract

Higher education systems have grown exponentially in the last five decades to meet the demands of quality education for all. This aspect has further gained momentum due to swift advancements in Information and Communication Technology (ICT). Effective use of technology can motivate students, make our classes more dynamic and interesting and renew teacher enthusiasm as they learn new skills and techniques. The role of ICT in higher education is becoming more and more important and this importance will continue to grow and develop in 21st century. The use of ICT in education not only improves classroom teaching learning process, but also provides the facility of e-learning. The adoption and use of ICTs in education have a positive impact teaching, learning and research. The use of ICT will not only enhance learning environment but also prepare next generation for future lives and careers. This paper highlights the various impacts of ICT on higher education and explores various potential future developments.

Keywords: Information and Communication Technology, Higher Education. Digital Resources & Contemporary ICTs, Innovative Usage

Promoting Open Education Resources: Blended Learning

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Abstract

The OER movement has empowered researchers and educators to become more innovative in their teaching and learning, through the openness and flexibility. The use and adaptation of OER have been recommended as a very cost-effective investment in quality teaching-learning. In conventional teaching practices, teachers mostly spend time developing learning materials, reviewing lecture notes, anticipating questions and formulating answers, preparing for examinations. This method is no longer appropriate with the learner's current association with the technology. This research aims on promoting OER-based blended learning for the undergraduate learners. This research has evaluated the learner perceptions on OER-based blended learning. The learner performance records were also evaluated as a measure of quality of learning. The study has focused on how the OER materials to be incorporated in the online course development in undergraduate learning. At the same time, research provides feedback on the use of OER- based blended learning methods. The study further elaborates on effective assessment activities which need to be used in OER-based blended learning. Learners were quite positive on these effective assessment activities. Moreover, the study specifies the importance of incorporating OER in undergraduate online learning.

Keywords: OER, Blended learning, Action research, Learning environment

Applicability of MOOCs for Management Education – An Introspective Analysis

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Abstract

Management Education in India – which started some 50 years ago- has taken rapid leaps over the past decade. Today, an MBA or an equivalent degree is looked at by many as a Gateway to a rewarding career – a career which is highly challenging and extremely lucrative. Management education must be made more accessible to the present generation youth to provide a greater number of employment opportunities. Henceforth, management institutes endeavour must be to develop global manager of proper knowledge, attitude, skill, insight and foresight to meet the challenges of 21st century.

Massively Open Online Courses (MOOCs) are often described as the future of education. Some have argued that completion is not a good metric of the benefits of these classes, since MOOCs don't have to replace physical courses. Because they are so much cheaper than physical courses — they're often free — they do not and should not provide the same services as classroom courses. Unlike physical courses, or even university specific online courses, there's not much additional payoff for completion of the course. The increasing availability of MOOCs also commands and allows research in specific disciplines. This paper locates at the crossroad of these two trends. It presents a focused investigation on assessment procedures as practiced in MOOCs in the specific content-domain of business administration. This approach on assessment practice draws itself on two reasons. On the one-hand, this aspect of instructional design has not retained much attention so far, even in business management course also. In real life situations, the online education is not perfectly suitable to the Management education as it requires industry relevant practical exposure and case study methodology of approach. This may not be possible to offer through MOOCs.

The paper describes the extent of applicability of MOOCs for management education in India, relevance and significance, different issues and challenges faced by B-schools in India and strategies to improve with emphasis on academic excellence through online courses. The study also demonstrates the online curriculum models offered by popular business schools across the world like HBS and Wharton Business schools.

Keywords: Management Education, Massively Open Online Courses (MOOCs), Investigation and assessment procedures.

A Study on the Problems and Prospects of Digital Learning

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Abstract

Conventional system of learning is effective but it has its own limitation in respect to accommodation of number of learners, time and place. The education receiving population in India is growing exponentially. Therefore, there is a need for new system of learning which is not only effective but has more potential and can cater the entire population of the world. The e-Learning is the solution for the problem and the system is already operational. There are many institutions in world, which offer the e-Learning services and Digital Learning is one such widely used alternative. Digital learning happens across all learning areas and domains. Digital education provides win-win opportunities for all, at one aspect faculty, faculties and alternative establishment finds the fast rise in enrolments and accessorial revenue attributable to digital education, and on alternative aspect students read this as a versatile and alternate possibility permitting them to check as per their convenient time and pace. Teaching and learning become an electric sander expertise because it includes animations, gamification and audio-visual effects.

Key Words: Conventional Learning, e-Learning, Web based learning, Digital Learning

ICT-Higher Education in Rural Areas: Opportunities and Challenges

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Abstract

The paper aims that examining opportunities and challenges of information and communication technologies. In rural areas presently higher education is experiencing a major transformation in terms of access equity and quality influenced by swift developments in information and communication technologies in India. The study suggests that while affiiating university is taking all possible measures to facilitate students to improving the quality of education and access to digitized critical literature needed for higher education. The technological and physical infrastructure in rural areas is still major hindrance in capitalizing benefits of ICT revolution. The paper finds evidence to suggest that faculty should upgrade of teaching skills and has to develop a new learning culture. ICT related infrastructure should be maintained in a proper way and having a compulsory paper about digital technologies at the graduation level to help students to acquire more knowledge.

Key Words: higher education, ICT, digital technologies

The Role of ICT in the Present Education System: A Boon

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Abstract

As higher education systems grow and diversify, society is increasingly concerned about the quality of programs, public assessments and international rankings of higher education institutions. Traditional teaching methods have been used in teaching and learning since the advent of formal education. Faculty also needs to be motivated to use more modern and effective ICT led teaching tools. Technology is a means for improving education and not an end in itself. The teachers acknowledge ICT as tools for building knowledge mediated by collaborative activities that are relevant for participation in the future society and guide towards an authentic problem. Learning ICT skills is not enough but using the ICT skills to improve the teaching and learning is the key. Teacher education institutions should include technology training as part of their curriculum from the first year to the final year. Technology integration should be subject-based and not as an isolated ICT or educational technology course. The ICT revolution has ensured that learning is no longer restricted to classrooms and libraries. It has become a lifelong process. Implications of integrating ICT into teacher education which is a boon to Higher education.

Key Words: Communication skills, ICT, Higher Education, knowledge

OERs an Introduction, Recent Trends and Development

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Abstract

In recent years, there has been a resurgence of interest in open learning, mainly related to open educational resources and MOOCs. Although in themselves OER and MOOCs are important developments, they tend to cloud other developments in open education that are likely to have even more impact on education as a whole. It is, therefore, necessary to step back a little to get a broader understanding of not just OER and MOOCs, but open learning in general. This will help us better understand the significance of these and other developments in open education, and their likely impact on teaching and learning now and in the future. This paper presents what is OERs and how it is useful in the field of education. It is also explained the history and features of OERs.

Key Words: OER, MOOCs, education, learning



Course Details

Course Name	Medium
B.A. CBCS any 3 Subjects from (History- Economics- Political Science- Public Administration/ Computer Applications/ Geography(MOOCs/ Virtual Classrooms)/ Public Administration(MOOCs)/ Sociology(MOOCs/ Virtual Classrooms)/ Psychology(MOOCs/ Virtual Classrooms)/ Mass Communication and Journalism(MOOCs/ Virtual Classrooms))-3310	English
B.Com.(Computer Applications)-30172	English
B.Sc. Life Science any 3 Subjects from (Botany- Zoology- Chemistry- Computer Science)-3312	English
B.Sc. Physical Science any 3 Subjects from (Mathematics- Physics- Chemistry- Computer Science)-3311	English
B.A. CBCS any 3 Subjects from (History- Economics- Political Science- Computer Applications)-1310	Telugu
B.Sc. Life Science any 3 Subjects from (Botany- Zoology- Chemistry- Computer Applications)-1312	Telugu



Government of India

Ministry of Human Resource Development

Department of Higher Education

Statistics Division

New Delhi

Certificate



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This is to certify that Dr B Chandramouli of Government Degree College, Narsampet 506 132 has successfully uploaded the data of All India Survey on Higher Education(AISHE) 2019-2020.

(Madan Mohan)
Additional Director General

Dated: 17/11/2020

Name of the signatory



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INNOVATION AND INCUBATION CENTER

ESTABLISHED ON 15-08-2018

Government Degree College, Narsampet was established on 3rd December, 1984 in Warangal District of united Andhra Pradesh State. Narsampet is a major town located 40 kilometers away from District Head Quarters of Warangal in Telangana State. The college is affiliated to Kakatiya University and it was admitted by UGC under 2 (f) & 12 (B) in 1990. The college was accredited with NAAC Grade 'C' in 2015 and it is going for reaccreditation for NAAC cycle3 in 2020. The goal of the institution is to provide quality education to the socially, economically and down trodden sections of the society.

Warangal, once the capital of the Kakatiya Kingdom, is the second largest city in Telangana State. It is an abode of beautiful lakes, wonderful temples, rich fauna and flora and an important tourist center. Famous Pakhal Lake, one of the tourist attractions of Warangal is 10 kms away from Narsampet.

Vision

- To impart quality education to the socially and economically disadvantaged students who hail from rural areas.

Mission

- To cater to the academic needs of the students of various sections of society with career orientation and multi-skill development programmes
- To encourage the innate talents of each student and help experience the 'pleasure of learning'
- To help students build self-confidence and face the challenges of life in present and future
- To guide the students in the right direction to make them good citizens with social awareness
- To conduct social awareness programmes like NSS, extra-curricular and co-curricular activities
- To develop employability skills and life skills of students for settlement in life
- To strive for all round development of the students

- To bridge the gap between the rural and urban students
- Infrastructure development
- Provide Virtual Class rooms / Digital class rooms / e-class rooms
- Implementation of MOOC's
- Mobilization of Funds through CSR, Philanthropies, and Alumni
- Conduct of Workshops/ Seminars / Students Study Projects

The incubation Centre will function as follows;

1. Mega Plantation drive is taken up every year to keep the campus eco-friendly and green.
2. Telangana Skills & Knowledge Center (TSKC) trains the students in technical, communicative, soft and life skills.
3. The Department of Commerce imparts entrepreneur ideas to inculcate innovative ideas.
4. Preparing business plan of those ideas by the budding entrepreneurs.
5. Connecting the innovative ideas in various fields of education, technology, army, navy, NCC, NSS, etc by Hon'ble Prime Minister of India Sri Narendra Modi ji through Mann ki Baath Live programmes and other programmes.
6. The Incubation Centre is planning to link collaborations with prominent state, national and international industry bodies such as MHRD, UGC, NAAC, Networking with National Digital Library, etc.
7. Providing required training to the undergraduates ready for placement in MNCs.
8. Training, Mentoring and Hand holding of the Startups by a pool of human resource in the form of Incubation Council comprising of successful entrepreneurs, management consultants, chartered accountant etc.
9. Organizing Workshops, Science Day, National Conference to bring awareness about innovative ideas and research-oriented skills through Student Study Projects and Online/Offline Faculty Development Programmes.
10. Orientation of students for taking up skill-oriented education

Activities

- Mega Plantation drive was taken up on 27-07-2019 to 05-08-2019 in connection with Telanganaku Haritha Haram (TKHH) Programme. The students, staff and the Principal Lt. Dr. B. Chandramouli, and other participated in the porgramme.



Awareness programme on “Life Skills” to the students of Government Junior College, Narsampet by Dr. A. Srinath, Asst. Prof. of English.



TASK (Telangana Academy for Skill and Knowledge) conducted awareness programme for students on 06-09-2019



One Day Workshop/Training on “Life Saving Capsules-First Aid” 20-09-2019



**One-day Workshop on Investment Planning for Executives organized by Dept. of
Commerce in association with SEBI, India on 21-12-2019**
Resource Person:Dr. B. Vishnu Kumar, Asst. Prof. of Commerce



RUSA Sponsored
One Day National Conference On
E-Content Development And OERs In Higher Education:Issues & Challenges
31-01-2020



- District level selection of **Jignasa** (Students Study Projects) was conducted in the Academic year 2019-20 at college. Two Student Study Projects –English and History were selected for State level competitions at Govt. City College, Hyderabad on 2&3 Feb 2020.



National Science Day Celebration-2020

28th Feb, 2020



The Innovation & Incubation Centre stands for limitless thoughts and ideas of a young mind, and that is only possible by fostering the entrepreneurial spirit, thus the innovative spirit. The centre envisions to build a generation of solid minds with a rounded personality to justify the men and women of tomorrow.

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