# SELF STUDY REPORT

## FOR

## 2nd CYCLE OF ACCREDITATION

## SRI UMAMHESHWARI GOVERNMENT DEGREE COLLEGE

KONDANAGULA (VILL) BALMOOR (MDL) NAGARKURNOOL (DIST)
TELANGANA
509401
http://gdcts.cgg.gov.in/kondanagula.edu

**SSR SUBMITTED DATE: 01-08-2022**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2022**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

**SRI UMA MAHESHWARI GOVERNMENT DEGREE COLLEGE** was established in 07-08-1989 in remote village **Kondanagula** in Nagarkurnool District of Telangana state in Nallamala forest area. **The Nallamalas** (also called the **Nallamala Range**) are a section of the Eastern Ghats which forms the eastern boundary of Rayalaseema region of the state of Andhra Pradesh and Nagarkurnool district of the state of Telangana, in India. Kondanagula village is predominantly a tribal area. Before establishment of this degree College lot of studetns are dropped their education upto Intermediate level, This college caters to the higher education needs of students of this area, specially the students from SC,ST, OBC and Minority communities. College administrative authority is the Commissioner of Collegiate Education. The CCE release academic calendar every year, Based on the University almanac and CCETS calendar, the institution prepares a year plan which is followed by every department and prepares a curriculum delivery plan by providing enough scope for conducting student-oriented useful programs to find and drive out the creative, innovative and problem solving skills in students,

As a part of emerging trends in Higher Education, the Choice Based Credit System (CBCS) has been introduced in the curriculum, this institution has also been offering all the courses in accordance with the CBSC from 2016-17 onwards. The college offers the following coursess.

1.B.A (CBCS) with Telugu and English Medium

2.B.Com (Computer Applications) English Medium

3. B.Sc,(Life Science) English Medium.

4. B.Sc.,(Physical Science ) English Medium.

For effective operationalisation of curriculum, institution implement various measures such as conducting , student seminar, student study projects, Assignments, field trips etc., Apart from lecture method faculty adopt various teaching methods such as Group discussion method, project based learning, experimental learning etc., Faculty uses various teaching aids, charts, visual aids for effective delivery of curriculum. Faculty also provides the live telecast of lessons to students through T-SAT ( MANA T.V) from the office of the Commissioner of Collegiate Education. The college also offers skill development courses in computer related skills. The Telanganana Skills and knowledge centre (TSKC) of this college offers Communicatiaon skills,analytical and reasoning skills, artemetic and employebility skills.

A full time mentor is appointed by CCE to impart the above skills to students. College has implemented various innovative programs to supplement the curriculum. Each department undertakes several curriculum enrichment programs to the students. All the courses have compulsory papers on computer skill I & II, Environmental science, Science & civilization, Nano Techonolgy, Information Technology which are imparted to the college students. In additon to above, the CCE has collaborated with MoUs i.e.,SpokenTutorial, HireMee, Digital Employement Exchange of Telangana (DEET) and Naandi foundation, Mahendra Pride class room for awailment of employebility to the students.

This college was admitted by UGC recognition under 2(f) and 12(B) of the UGC act with effect from 20-12-1991.

**Vision**

**To become a centre for potential excellence in higher education in this Tribal agency students.**

**Mission**

**MISSION:**

- To cater to the academic needs of all sections of society.
- To mould the students into responsible citizens with social awareness.
- To develop life skills and employability skills of students to strive for all round development
- To help students build self-confidence and face challenges of life.

**OBJECTIVES:**

- Imparting quality of higher education.
- to bridge the knowledge gap between rural agency students and urban students,
- To equip the students with employability skills like communication skills and computer skills through TSKC.
- To impart of the value orientated education.
- To develop leadership qualities.
- To provide orientation to students towards research i.e.,Jignasa student study project.
- To implement the curriculum.
- To review month wise curriculum plan of each lecturer of the college by the Head of the Institution.

# 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

- This college is located in Tribal area many students of SC,ST,BC and Minority of this region are providing higher educational needs.
- The college is having good atmosphare and Good infrastructure facilities.
- The college consists of 10 acres of land covered with compound wall and more scope for construction of buildings to meet the infrastructural requirements for students.
- Highly equipped laboratories.
- The college offers quality education to students with qualified and experienced faculty.
- Learner-centered and ICT-based teaching through Digital classrooms and Virtual classroom.
- Remedial classes for Academically poor students.
- The Institution provides computer related skills like communication, analytical and technical through the TSKC of this college to the students.
- E-governance i.e., e-office, CAIMS, DOST, etc., adopted in the college at various levels also finds a significant place in the institutional strength.

- Conducting student seminars, students study projects, Quiz programmes, Extension classes etc.
- Gymansium is utilized by the students and Staff for physical fitness.

## Institutional Weakness

- Non availability of faculty with Ph.D.,
- Faculty requires more orientation courses and refresher courses.
- Poor participation of the Alumni in college development.

## Institutional Opportunity

- The college consists of 10 acres of land with compound wall more scope for construction of buildings to meet the residential requirement of students.
- Improve admissions by canvassing extensively.
- The faculty involvement in research activities by making use of available ICT tools at college - Computer Lab, Digital Lab and TSKC Lab, Virtual Classroom and well equipped Science Laboratories, guiding student study projects, publication of research articles, attending conferences, seminars, workshops, webinars, FDPs and like IIT Spoken Tutorial Bombay and TASK to enable the students to acquire job skills and placements.
- Value Added Courses and Short Term Certificate Courses for Curriculum enrichment.
- Students have many opportunities to get jobs in industries, Laboratories and others.
- Encouraging the students to participate in competitions, academic and Sports at College level, Cluster Level and State level through YUVATHARANGAM hosted by the CCETS Hyderabad.
- The students are given opportunity in NSS Regular Activities and in Special camps that enhances the learning, thinking and observing skills which are useful to the community and for the personality development of the students.
- The students have opportunities to participate in all the activities such as workshops, seminars conducted in the college.

## Institutional Challenge

- To increase students' strength.
- To train the rural back ground students to shed down all the inhibitions and make them participate in all the activities by continuous mentoring.
- Providing hostel fecility to students near College.
- Improving pass% In spite of the low attendance of students to classes.
- It is planned to provide Mid-day meal to avoid the low attendance.
- Convince the students to voluntarily take part in explaining their knowledge as they are shy and not able to deliver their concepts in the class rooms Due to inadequate knowledge and fear of the students many students hesitate to share his/her known issues with other students.
- Motivating the students for progression to higher education.
- Motivating Chenchus for conservation forest in Nallamala Forest region.

# 1.3 CRITERIA WISE SUMMARY

## Curricular Aspects

- The curriculum of the College aim is to knowledge gap between Rural and Urban area students, As such this college is located in Tribal Area in Nallamala Forest.
- The Program Outcomes are designed to attain the graduate attributes cited in the Vision and Mission.
- Curriculum development ensures a perfect match between the POs, PSOs and COs to equip students with the knowledge and skills required to meet the emerging local, national, and global trends.
- ICT tools are used for effective teaching and learning to develop knowledge.
- Based on the University almanac and CCETS calendar, the institution prepares a year plan which is followed by every department and prepares a curriculum delivery plan by providing enough scope for conducting student-oriented useful programs.
- Choice Based Credit System (CBCS) has been introduced in the curriculum, this institution has also been offering all the courses in accordance with the CBSC from 2016-17 onwards. The college offers the following coursess.


- 1.B.A (CBCS) with Telugu and English Medium

   2.B.Com (Computer Applications) English Medium

   3. B.Sc,(Life Scinece)  English Medium.

   4. B.Sc.,(Physical Scinece ) English Medium.

- Student Study Projects, Field trips are arranged for experiential learning.

- Provides the live telecast of lessons to students through T-SAT (MANA TV) (broad cast) from the office of the Commissioner of Collegiate Education.

- College regularly celebrates the birth anniversaries of many national icons and also days of national and international importance.  Awareness rallies,and various other social activities are conducted through NSS Units of the college and at the adopted villages.

- Cultural activities in the "Yuvatarangam" program conduct every year as per the schedule.

- As a part of green initiatives, various saplings & plants are planted on the campus. Clean and green programs are conducted regularly to maintain the green and healthy environment of the college campus.


## Teaching-learning and Evaluation

- Institution  is fill the knowledge gap of the students coming from different stream.
- The Mentor-Mentee system was introduced to sort out academic issues of the students.
- The enrolment of the students into various programs is made online through Degree Online Services Telangana (DOST) website.
- Faculty is nominated for orientation and refresher courses.
- The institution has arranged some programs for  slow learners and advanced learners such as TSKC,

e-learning, project works, to improve their skills.

- The College is having well equipped Laborateries to provide experiential learning for students.
- Various problem-solving skills are inculcated to the students from the platform of TSKC.
- Field trips are organized by different departments to give experimental learning to the students.
- In every academic year the Jignasa Student Study Project works are being encouraged, motivated, guided and organized by the institution by following esteemed instructions of the Honorable Commissioner of Collegiate Education TS,Hyderabad.
- Information and Communication Technology (ICT) in education to support, to cater to the needs of students through distance learning. T-SAT NIPUNA live sessions (MANA TV Programs), the recorded Video lectures on T- SAT Nipuna channel are utilized as e- resources. and to enhance, and optimize the delivery of education. Six projectors are available in different classrooms/labs. .Online Classes are being conducted through Zoom, Google Meet, Whats app, etc. The Seminar Hall is digitally equipped with a mike, projector, cameras and computer system. During the Covid 19 pandemic situation all the faculty members were taken classes through online mode.
- The Faculty is using smartphones to transfer subject knowledge by using WhatsApp groups and other social media platforms. The faculty shares important videos and subject material through these social media platforms where the teacher and student are in connection all time.

## Research, Innovations and Extension

- ICT facility of the college would be extended to researches, to collect resources, and in publishing research article.
- The College has Research Committee, its encourages the staff members to take up the research projects.
- The College has good Library with 17000 books including text books, reference books etc.,
- College has good laboratory facilities to carry out research work. Staff members who wish to carry out Reserach work for Ph.D are permitted to use college laboretery facilities.
- Planning to equip and upgrade the laboratories with sophisticated equipments Utilizing the UGC and Government budget.
- Planning to procure more number of reference books for research purpose in the library.
- Planning to subscribe N-list for library.

## Infrastructure and Learning Resources

The college is having sufficient infrastructure facilities, College campus occupies an area of 10 acres land covered with compound wall, At present college has

- 12 class rooms,
- One Mana T.V hall (T-SAT)
- 03 tutorial spaces
- 08 laboratories,
- One computer lab ,
- One TSKC lab,
- IQAC Room,
- College Canteen,
- Health Centre.

- Girls waiting room and
- Seminar hall for conducting various programmes, seminars, expert lectures and other activities.

The college has separate rooms for office administrative staff, Exam branch. Separate rooms are available for women empowerment cell, Career guidance and Placement cells, along with Games and Sports and a big room for gymnasium.

The college has separate toilet facilities for Boys,Girs and Staff..

The college has separate power transformer and a generator back up in case of power failure.

For all academic activities the college has two LCD projectors, OHP, audio visual equipment.

For encouraging the students to take part in Games & Sports, the college has volley ball court, shuttle court, cho-cho court Kabadi, Ball badmiton, Food ball court and other play grounds are available.

The college has a post of physical director. At present Sri.R.Venkataiah, Lecturer in Physics is a incharge of Physical Education Department.

The institution adheres to all safety and security regulations required by the educational institution and makes proper use of all safety policies.

The safety of the girls is specially maintained and appropriate measures are taken to keep the campus safe for the students careed by Women Empowerment Cell.

## Student Support and Progression

The college has its own website consisting of information of Examination Time table ,Practical Time table, Old question papers, Courses offered, Scholarships offers,details of staff, syllabus evaluation pattern, admission procedure etc. for welfare of the students the following committees are constituted.

**NSS Committee** -There are 2 NSS units in the college Students volunteers of this committee organize programs like NSS Camps, Swatch SUM GDC, Blood donation, Redcross etc.contribution to the society is significant and SUM GDC students always show their concern in this regard.

**Anti ragging Committee** - Student representatives will play a major role in informing ragging cases, help to create harmony and to curb ragging.

**Anti sexual harassment Committee** - Girl students and Lady Faculty Members will be the members of this Committee. The student members of the committee will report about any harassment issues to the concerned Committee coordinator for further action.

**Grievance Committee** - Any type of Grievances regarding common facilities or academic related issues will be brought to the notice of the concerned by the student members of this Committee. Regular interactions are scheduled through meetings. If any grievances are reported, then faculty member who is the Coordinator of this committee will bring it to the notice of higher authorities. Further, the matter will be resolved soon through follow ups.

**Women Empowerment Cell/Committee** – The College has established a Women Empowerment Cell

"Akaansha" in the college campus to empower and safeguard the rights of female members faculty, staff and students of the College. The WEC works to promote gender sensitivity in the college and conduct diverse programmes to educate, sensitize both male and female.

**Eco club** : The college has Eco club, it maintained by Department of Botany to keep the college campus clean, hygiene and plastic free campus.

## Governance, Leadership and Management

Although being college located in a rural and remote area, the college is almost successful in imparting quality education to the Socially and Economically and the disadvantaged sections of the society i.e.,SC,ST,BC and Minority students, and To bridge the knowledge gap between rural and urban students, To equip the students with employability skills like communication skills.

The college promotes participative management through various committees constituted for academic and non-academic activities. The college has created a decentralized structure for decision making where departmental committees interface their decisions with college staff council. The Principal, Head of the departments, convener  and coordinators of various committees provide effective leadership enabling the college to fulfill its excellence in education and Empowerment of the weaker sections of the society.

The organizational structure of the College is planned according to the guidelines of the Telangana State Council of Higher Education, Hyderabad, Government of Telangana. . The Commissioner of Collegiate Education, Telangana State is the main Governing body of all the Government Degree Colleges of the state. The academic and administrative instructions and guidelines are communicated to all the colleges from time to time for the development and progression of the colleges.

Head of the institute monitors and reviews the progress of teaching work by checking up the teaching diaries, teaching notes etc. After the review of the work, head of the institution discuss the deficiencies/lapses in work progress and evolve a solutions after through discussion with staff.

## Institutional Values and Best Practices

As this college is located in Traibal area and   far away from the town.   More than 70% of Students use public transport.   Many students are coming from poor famlies.

Human Values & Professional Ethics is made a Foundation Course. Transparency, Accountability  and Code of Conduct are strictly adhere too.

ICT is promoted through Virtual and Digital Classrooms to make learn creative and dynamic.

Gender equity and self-confidence are ensured by the Women Empowerment Cell.  Girls  are councelled, trained in self-defense and encouraged in all spheres.

The College have two NSS Units,  carries out various activities in the nearby villages during special camps.  In

these camps the NSS. Conducts various environmental activities such as tree planting, village sanitation, sewer cleaning, soak peat digging,  plastic free drive, poster competition and debate competition. Various activities such as quizes and  invitational discussions are organized to create awareness about nature, biodiversity, environment and sustainability. Various activities have been initiated by the college to protect the environment such as hygiene campaigns.

  The  installation   40% of  lighting power by LED bulbs shows sustainability and power  conservation. Inclusiveness and bio-diversity are introduced in the curriculum.

The Mentor-Mentee system was introduced to sort out academic issues of the students.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | SRI UMAMHESHWARI GOVERNMENT DEGREE COLLEGE |
| Address | Kondanagula (Vill) Balmoor (Mdl) Nagarkurnool (Dist) Telangana |
| City | Kondanagula |
| State | Telangana |
| Pin | 509401 |
| Website | http://gdcts.cgg.gov.in/kondanagula.edu |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | Ch.ramachandram | 08541-278625 | 9703835525 | 08541-278624 | prl-gdc-kdnl-ce@telangana.gov.in |
| IQAC / CIQA coordinator | A.sreenivasulu | 08541-278623 | 9440140506 | 08541-278622 | sumnaac@gmail.com |

| Status of the Institution | |
|---|---|
| Institution Status | Government |

| Type of Institution | |
|---|---|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|---|---|
| If it is a recognized minroity institution | No |

| Establishment Details | |
|---|---|
| Date of establishment of the college | 07-08-1989 |

| University to which the college is affiliated/ or which governs the college (if it is a constituent college) | | |
|---|---|---|
| **State** | **University name** | **Document** |
| Telangana | Palamuru University | View Document |

| Details of UGC recognition | | |
|---|---|---|
| **Under Section** | **Date** | **View Document** |
| 2f of UGC | 20-12-1991 | View Document |
| 12B of UGC | 20-12-1991 | View Document |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|---|---|---|
| **Statutory Regulatory Authority** | **Recognition/Approval details Institution/Department programme** | **Day,Month and year(dd-mm-yyyy)** | **Validity in months** | **Remarks** |
| No contents | | | | |

| Details of autonomy | |
|---|---|
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |

| Recognitions | |
|---|---|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
| Is the College recognized for its performance by any other governmental agency? | No |

| Location and Area of Campus | | | | |
|---|---|---|---|---|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Kondanagula (Vill) Balmoor (Mdl) Nagarkurnool (Dist) Telangana | Tribal | 10 | 2488.315 |

# 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,Arts | 36 | Intermediate or Equivalent | English | 60 | 55 |
| UG | BA,Arts | 36 | Intermediate or Equivalent | Telugu | 120 | 89 |
| UG | BSc,Science | 36 | Intermediate or Equivalent | English | 60 | 27 |
| UG | BSc,Science | 36 | Intermediate or Equivalent | English | 60 | 39 |
| UG | BCom,Commerce | 36 | Intermediate or Equivalent | English | 60 | 31 |
| PG | MA,Arts | 24 | Degree | English | 40 | 11 |
| PG | MA,Arts | 24 | Degree | English | 40 | 11 |

**Position Details of Faculty & Staff in the College**

| Teaching Faculty | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 | | | | 1 | | | | 15 |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 | | | | 1 | | | | 15 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 | | | | 0 | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 0 |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 7 |
| Recruited | 5 | 0 | 1 | 6 |
| Yet to Recruit | | | | 1 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

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

## Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 2 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 5 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| Details of Visting/Guest Faculties | | | | |
|---|---|---|---|---|
| **Number of Visiting/Guest Faculty engaged with the college?** | **Male** | **Female** | **Others** | **Total** |
| | 5 | 2 | 0 | 7 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 183 | 0 | 0 | 0 | 183 |
| | Female | 58 | 0 | 0 | 0 | 58 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 12 | 0 | 0 | 0 | 12 |
| | Female | 10 | 0 | 0 | 0 | 10 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|---|---|---|---|---|---|
| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 17 | 12 | 26 | 41 |
| | Female | 6 | 10 | 7 | 14 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 11 | 14 | 24 | 40 |
| | Female | 11 | 9 | 16 | 5 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 48 | 44 | 39 | 78 |
| | Female | 15 | 21 | 19 | 17 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 1 | 0 | 3 | 6 |
| | Female | 1 | 0 | 2 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 110 | 110 | 136 | 202 |

**Institutional preparedness for NEP**

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | The institution is planned to implement the new Education policy Multidisciplinary/interdisciplinary, it is important as a modern society increasing research experiences provide opportunities for students to implement the scientific process demands applications/oriented knowledge developing soft skills, including the problem solving,critical thinking and communication, The institution planned to conduct workshop on NEP system. |
| 2. Academic bank of credits (ABC): | The University Grants Commission (UGC) has set-up Academic Bank of Credit (ABC) - a virtual entity which will keep records of all the students in the Indian higher education space. It is set-up with an aim to provide students with mobility of not only moving between institutes while pursuing one degree but also offers the flexibility of leaving a course and rejoining it after taking some time off from where a student had left it. It also supports the multiple entries and exists systems as offered under the National Education Policy (NEP) which enable a student to get appropriate certification who decide to leave a programme after a certain time period. The institutes planned to conduct National seminar, |
| 3. Skill development: | The institution is implement skill development programmes through TSKC lab, Computer lab etc. The students can make use of this training to understand the essentials of language skills. Understanding Different Speech Sounds, Speaking Without Errors, Building Conversations, Understanding Non-verbal Communication, Formal and Informal Communication, Personality Development and Building Self-Esteem, Team Building and Group Discussion, Facing |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | This college is located in Tribal area, Chenchus and Lambadas population is living in this area. More HEIs, and more programmes in higher education, to promote the strength, usage |
| 5. Focus on Outcome based education (OBE): | Program Outcomes ( POs) and Program Specific Outcomes (PSOs) are communicated to the students in the orientation classes conducted and the faculty clearly explains the Course Outcomes (COs) to the students at the beginning of each course. Program Outcomes are prepared for the Faculty of Sciences, Faculty of Arts, and Faculty of Commerce and are made available on the college website.Program |

| | |
|---|---|
| | Outcomes describe what students are expected to know and abilities to be achieved by them at the completion of graduation. These relate to the skills,knowledge, and personality that students attain as they progress through the program. Program-Specific Outcomes are prepared for the specific Choice Based Credit System UG Programs offered in the college. (B.A CBCS, B.Com CA, B.Sc Physical Sciences CBCS, and B.Sc Life Sciences CBCS). Program Specific Outcomes are the statements that describe what the graduates of a specific program are expected to do. Course Outcomes (COs) are identified for each course in the departments keeping in view the Vision & Mission and Program Outcomes ( POs) and Program Specific Outcomes (PSOs) of the college. Course Outcomes indicate what a student can do after the successful completion of a course. Course Outcom also make the students realize related skills and abilities of the Course. |
| 6. Distance education/online education: | The institution is providing Distance education through Dr.BRAOU (Dr.Bheem Rao Ambedkar Open University) in 2019-20 academic year. as on today 900 students are used this study center. |

# Extended Profile

## 1 Program

### 1.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 323 | 345 | 493 | 176 | 103 |

| File Description | Document |
|------------------|----------|
| Institutional data prescribed format | View Document |

### 1.2

**Number of programs offered year-wise for last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5 | 7 | 16 | 6 | 4 |

## 2 Students

### 2.1

**Number of students year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 202 | 136 | 110 | 110 | 121 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | View Document |

### 2.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 196 | 136 | 110 | 108 | 121 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

**2.3**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 43 | 47 | 45 | 55 | 63 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

# 3 Teachers

**3.1**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 15 | 13 | 12 | 14 | 14 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

**3.2**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 16 | 16 | 17 | 22 | 22 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

# 4 Institution

**4.1**

**Total number of classrooms and seminar halls**

**Response: 13**

**4.2**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1.09161 | 0.89440 | 2.08599 | 2.02677 | 6.37176 |

**4.3**

**Number of Computers**

**Response: 80**

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curricular Planning and Implementation

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

**Response:**

**SRI UMA MAHESHWARI GOVERNMENT DEGREE COLLEGE** was established in 1989 consequent to in a remote village **Kondanagula** in Nagarkurnool District of Telangana state. Kondanagula village is predominantly a tribal area. Before establishment of this degree College most of the studetns were dropped their Education at the stage of Intermediate level.

- The college follows the Academic calendar issued by the Palamuru University and Commisionerate of Collegiate Education (CCE), Hyderabad, Telangana.
- All the Heads of Departments conducts the meetings to distribute workload, allots subjects, plans the activities of the department and to review to the completed syllabus.
- The Principal monitors the effective implementation of the Academic Calendar through meetings with Heads of Departments and if necessary informal discussions with faculty.
- **Time- Table Committee**:
- The college constitutes the Time Table committee.
- The Time Table is prepared by respective departmental Heads.
- The Time Tables are displayed on the Notice Board and also uploaded on the college website.
- The syllabus link of University is also provided to the students.
- **Teaching Plan and Teaching Diary:** •
- Teaching plan is prepared by every faculty member at the beginning of academic year.
- Faculty records the Teaching and practical particulars in teaching diary.
- **Teaching Aids:** • The faculty uses charts/Bio-visual charts, maps, models and specimens along with piece of chalk and board.
- Teaching Methods like Lecture, Lecture cum demonstration,Practical, group discussion, Extention lectures,quiz, case study for effective delivery of curriculum.
- Study materials, running notes and question banks are provided in the class and through mails and whats app group.
- Educational field trip visits, industrial tours are organized.
- Jignasa student study projects are undertaken to develop the research skills among the students.
- YOUTUBE and MANA TV channals are used for effective learning..
- ICT based materials are uploaded on the college website.
- LCD projectors and other Audio- visuals are utilized on regular basis.
- Encourages staff to attend workshops organised by the University for effectively implementing the Choice Based Credit System (CBCS) method of imparting curriculum.
- The slow learners are provided with Remedial Coaching after the completion of each semester.
- The advanced learners are encouraged for further progression in career by participating Jignasa study projects, Yuvatarangam programmes organised by the Commissioner of Collegiate Education,Telangana ( CCE TS) •
- The CBCS has been introduced in the curriculum. from 2016-17 onwards.

- The college also offers skill development courses in computer related skills, Communication skills, Analytical and reasoning skills, Arithmetic skills through the Telanganana state knowledge centre (TSKC) of this college.
- All the courses have compulsory papers on computer skill I & II, Environmental studies, Basics of Nano Techonolgy, Information Technology which are imparted to the college students.
- In additon to above the CCE has collaborated with MoUs i.e.,SpokenTutorial IIT Bombay, HireMee, Digital Employement Exchange of Telangana (DEET),and Naandi foundation for awailment of employebility to the students by Mahendra pride class rooms..

| File Description | Document |
|---|---|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

## 1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

**Response:**

- The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation.
- This Institution follows the academic almanac which is designed by Palamuru University and also follows the academic calendar, which includes, activities to be done in that particular academic year. The tentative year plan is circulated to all Govt. Degree Colleges in the state of Telangana by the Commissioner of Collegiate Education.

University level: The teachers prepare semester-wise teaching plans according to the academic calendar. Under Choice Based Credit System (CBCS), two internal examinations and end semester examinations are conducted in all the subjects in each semester. . Practical examinations are being conducted for all science subjects in each semester. In addition to this continuous evaluation of the students is being done through student seminars, assignments, quizzes, puzzles and group discussions etc.

Internal Assessment tests (IA), assignments tests are part of the Continuous Internal Evaluation (CIE) of students, Before starting of each internal assessment test, assignments are given to the students for each subject which includes homework, problem solving, Group discussion , quiz and elocutions. Students complete and submit the Jignasa Study projects as per the schedule prescribed by the Commissionerate of Collegiate Education. Online tests are conducted by teachers with the use of ICT tools due to covid-19. After the assessment of internal examinations, answer scripts are given to the students so that they can identify their mistakes bring their queries and doubts to the faculty members. Apart from Continuous Internal Evaluation, the college adheres to the following as provided in the Academic Calendar.

Project work, Seminars, Laboratory experiments and Viva's behavior, submission of Records are major

components in laboratory course evaluation. The principal through academic committee meetings, reviews frequently and provides semester progress with appropriate guidance.

**a) Working days**: The academic calendar indicates the annual working period of the teachers. The total working days as provided by the university almanac are around 240 days and out-of-which 180 days are reserved for curricular work and the remaining days are used for co-curricular , extra curricular activities, examinations and admission process.

**b) Extra-curricular activities**:  College regularly celebrates the birth anniversaries of many national icons and also days of national and international importance.  Awareness rallies and various other social activities are conducted by NSS Units at the college and at the adopted villages. Students actively participate in cultural activities and extra curricular activities in the "Yuvatarangam" program every year as per the schedule

| File Description | Document |
|---|---|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

**1.1.3 Teachers of the  Institution participate in following activities related to curriculum development  and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**

      1. **Academic council/BoS of Affiliating university**
      2. **Setting of question papers for UG/PG programs**
      3. **Design and  Development of Curriculum for Add on/ certificate/ Diploma Courses**
      4. **Assessment /evaluation process of the affiliating University**

**Response:** D. Any 1 of the above

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View Document |

## 1.2 Academic Flexibility

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

**Response:** 100

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

Response: 05

| File Description | Document |
|---|---|
| Minutes of relevant Academic Council/ BOS meetings | View Document |
| Institutional data in prescribed format | View Document |

**1.2.2 Number of Add on /Certificate programs offered during the last five years**

**Response:** 8

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 0 | 4 | 1 | 2 | 1 |

| File Description | Document |
|---|---|
| List of Add on /Certificate programs | View Document |
| Brochure or any other document relating to Add on /Certificate programs | View Document |
| Any additional information | View Document |
| Link for Additional information | View Document |

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

**Response:** 17.41

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 0 | 33 | 21 | 39 | 10 |

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

## 1.3 Curriculum Enrichment

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

**Response:**

The Institution follows the Curriculum designed and prescribed by the Palamuru University  the University revises the curriculum from time to time to incorporate the Professional Ethics, Gender sensitization, Human Values, Environment and Sustainability as Ability Enhancement Compulsory Courses (AECCs) and Generic Electives (GEs). The College focuses on effective implementation of the Core Courses coupled with the Generic Electives and Subject-Specific Electives and Skill EnhancementCourses. The CBCS implemented in the college there is a 2 credit course "Gender sensitization" which was introduced as AECC during the years 2016-2019. Later, it is included in the revised syllabus of languages. Environmental Studies is another compulsory 2- credit course for all the first-year students in CBCS from 2016-17 onwards. Good governance is another course selected for all the final year students as 2- credit course in the CBCS curriculum implemented from 2016-17 onwards to impart professional ethics and procedures established by the government among all the students. Apart from the prescribed courses mentioned above many courses, especially language courses  has topics on human values and professional ethics. Many activities are being conducted at the college to integrate the issues related to Professional Ethics, Gender Equality, Human Values, Environment, and Sustainability.  Various programs are arranged through TASK, Mahindra Pride Classroom to impart professional ethics and employability skills. In addition to the AECC course on Environmental Studies, various awareness programs on the importance of protecting the environment and sustainability of resources are organized in the college from time to time. As a part of green initiatives, various saplings are planted on the campus. Clean and green programs are conducted regularly to maintain the green and healthy environment of the college campus.

**NATIONAL SERVICE SCHEME**

National Service Scheme, under the Ministry of Youth Affairs & Sports Govt. of India, popularly known as NSS was launched

**Motto of NSS: Not**

**The motto of NSS is "NOT ME BUT YOU" which reflects the essence of democratic living and upholds the needs for selfless service.**

- The College has two units of NSS  about 200 students are involved in the NSS activities under the guidance of two trained programme  officers.

ECO CLUB:

- Eco clubs play an important role in creating environmental awareness among the future generation.
- It is a platform where we get knowledge about environment. It also enables the students to be sensitive towards environmental concern to tackle environmental problems.

    **Objectives of Eco Club:**

- To educate the students about their environment.
- To create a clean and green consciousness among students through various innovative methods.
- To involve them in efforts to preserve environment..

**Activities of Eco Club conducted.**

- **World Environment Day**
- **Pre Bio Divesity programme**
- **Vana Mahotsavam**
- **Seminar on Bio Diversity**
- **World Environment Day**
- **World Population Day**
- **Telangana ku Haritha Haram**
- **Clean and Green Programme**
- **Survey on plastic usage**

| File Description | Document |
|---|---|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | [View Document](#) |
| Any additional information | [View Document](#) |

**1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years**

**Response:** 1.15

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 10 | 0 | 5 | 0 |

| File Description | Document |
|------------------|----------|
| Programme / Curriculum/ Syllabus of the courses | [View Document]() |
| MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship | [View Document]() |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | [View Document]() |
| Any additional information | [View Document]() |

**1.3.3 Percentage of  students undertaking project  work/field work/ internships (Data for the latest completed academic year**

**Response:** 7.43

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 15

| File Description | Document |
|------------------|----------|
| List of programmes and number of students undertaking project work/field work/ /internships | [View Document]() |
| Any additional information | [View Document]() |

## 1.4 Feedback System

**1.4.1** *Institution obtains  feedback on the syllabus and its transaction at the institution from the following  stakeholders 1) Students  2)Teachers  3)Employers  4)Alumni*

**Response:** B. Any 3 of the above

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

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**1.4.2 Feedback process of the Institution may be classified as follows: Options:**

  1. **Feedback collected, analysed and action taken and feedback available on website**
  2. **Feedback collected, analysed and action has been taken**
  3. **Feedback collected and analysed**
  4. **Feedback collected**
  5. **Feedback not collected**

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

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| URL for feedback report | [View Document](#) |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1 Average Enrolment percentage (Average of last five years)**

**Response:** 37.13

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 202 | 136 | 110 | 110 | 121 |

2.1.1.2 **Number of sanctioned seats year wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 360 | 540 | 470 | 360 | 240 |

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

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

**Response:** 99.9

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 195 | 136 | 108 | 110 | 121 |

| File Description | Document |
|------------------|----------|
| Average percentage of seats filled against seats reserved | [View Document](#) |

## 2.2 Catering to Student Diversity

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

**Response:**

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

. The institution assesses the learning levels of the students in two ways at the time of the commencement of the classes. This helps to identify the slow learners and to give special coaching sessions to bridge the gap between the slow learners and the advanced learners. The mentors of the respective classes extend valid support in classifying the students with reports.

Moreover, the wide range of continuous assessment components that include, Daily Home Assignments, Class Assignments, Seminars and Group Discussions. Additional Assignments, Quizzes, Class Tests, Projects, Internships, examinations and attendance, enable effective assessment of learning levels of students.

**Strategies adopted for slow learners**

1. **Remedial coaching classes for slow learners**: Special care is taken of the academic weak students. To enhance their performance the college conducted remedial coaching, Extra coaching is provided in respective subjects. Class tests are conducted based on previous year question papers. Extra time is allotted to slow learners to complete tasks such as reading, problem solving, and analysis of the experiment. More attention is given towards slow learners for their academic improvement.

2. Group Study System is also encouraged with the help of the advanced learners.

3. Academic and personal counselling is given to the slow learners by the mentor and the counselling cell.

4. Special study material with running notes, question banks are prepared and made available to slow learners.

5. Assistance from classmates and senior students are arranged.

For each Lab session, with student Viva performance in an internal assessment is used by faculty to identify slow and advanced learners in their respective subjects.

**Strategies for the advanced learners**

1. Special Coaching for PG Entrance and other competative exams for every class after the regular classes.

2. Coaching is also given in skill Development Programme.

3. Advanced learners are encouraged to enrol in MOOC Courses – Swayam.

4. Assignment and Student Seminars on contemporary topics to enable them to enhance their abilities.

5. Such as TSKC, e-learning, project works are used to improve their creative skills. They are also supplied with advanced level of coaching material in the respective subjects.

Further, The institution establish a Mentor and Mentee system for better and more effective relationship between student and teacher and to constantly monitor, counsel and guide the students in education and personal matters. All the teachers act as mentors to the students assigned to them. Students should feel confident in their mentors and teacher should monitor regularly..

| File Description | Document |
|---|---|
| Upload any additional information | View Document |
| Past link for additional Information | View Document |

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

**Response:** 13:1

| File Description | Document |
|---|---|
| Any additional information | View Document |

## 2.3 Teaching- Learning Process

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

**Response:**

Teaching and learning activities are made effective by the following Methods,

- Lecture method,
- Interactive method,
- Project and field work method,
- Computer-assisted method,
- Experiment method etc.

. Also, some teachers use power point presentations and computer-based materials. For this, faculty uses the lectures of you-tube to make learning interesting besides the conventional oral presenting methods. Some Student centric methods are given below:

**Project methods:** The project work stimulate student's interest on the subject and provide student an opportunities of freedom of thoughts and free exchange of different views. As per the requirement of syllabi, the project work is done. In every academic year the Jignasa Student Study Project works are being

encouraged, motivated, guided and organized by the institution by following esteemed instructions of the Honorable Commissioner of Collegiate Education Telangana State,Hyderabad.

**Interactive methods** The faculty members make learning interactive with students by participation in group discussion, role-play, subject quiz,

news analysis, educational games, i.e., puzzles, questions and answers on current affairs, etc.

1. **Experiential Learning:** Experimental/Laboratory method is used in science subjects. Each department conducts add-on programs to support students in their experiential learning. The institution imparts the following experiential learning practices to enhance creativity levels of the students –

        The laboratories of the college are well equipped to provide experiential learning to the students, Student study projects are also taken up in all the departments. Field trips are organized by different departments to give experimental learning to the students.

        The two NSS Units of the college are the platforms for the students to provide exposure for the prevailing conditions, social issues, and their instant solutions in contemporary rural society. Each NSS unit adopts a village for their Winter Special Camp and stay with 45 volunteers from each unit and it makes them to learn the different circumstances..

**2.Participative learning:**

       In this type of learning, students participate in various activities such as seminar, group discussion, wall papers, case studies, women empowerment ,Gender sensitizations, chiled marragies, importance of the education and Dignity of the Labour..

        Regular Quizzes are organized for student participation at intra college,                    Various cultural activities build confidence and promote participative learning among the students. Student study projects under the platforms like Jignasa enable them to develop analytical skills.

3. **Problem-solving methods**

        Every year College maintaining Student Counciling cell, Grievance cell, Women empowerment cell, Anti Ragging cell, Red ribbon club and Health club to solve the problems of the students with the help of the Mentor and Menttee.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.**

**Response:**

**2.3.2: Teachers use ICT enabled tools for effective teaching-learning process**

The Institute follows ICT enabled teaching in addition to the traditional classroom education. Subsequent efforts are taken by the institute to provide e-learning atmosphere in the classroom.

In addition to chalk and talk method of teaching, the faculty members are using the IT enabled learning tools such as PPT, Video clips , Audio system, online sources, to expose the students for advance knowledge and practical learning.

Most of the faculty use interactive methods of teaching. The major emphasis is on classroom interaction in terms of research paper presentations, seminars, debates, group discussions, assignments, quiz/tests/viva and laboratory work.

- 06 projectors are available in different classrooms/labs.
- .Online Classes are being conducted through Zoom, Google Meet, Whats app, etc.
- YouTube channel was created for the college and all the faculty are encouraged to prepare e-content and make it available to the students.
- The Seminar Hall is digitally equipped with a mike, projector, cameras and computer system. During the Covid -19 pandemic situation all the faculty members  were taken classes  through online mode, i.e.,PPT  presentaiton and uploaded in their own YouTube channels created by concerned departments.
- All the students  can make use of the e-content whenever they want. T-SAT NIPUNA, a Satellite channel, is an initiative from the Department of Information Technology, Electronics and Communications of the Govt of Telangana State to provide quality education harnessing the potential of satellite communications and Information Technology to cater to the needs of students through distance learning. T-SAT NIPUNA live sessions (MANA TV Programs), the recorded Video lectures on T- SAT Nipuna channel are utilized as e- resources.
- Online quiz-  Faculties prepare online quiz for students
- Online Classes through Zoom, Google Meet,
- Faculty are encourage to use  ICT, PowerPoint presentations, LCD's and projectors for  effective teaching and learning process.
- Class wise Whats app groups are created for better communication between the faculty and the students.

The faculty shares important videos and subject material through whats app        groups where the teacher and student are in connection all time.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | [View Document](#) |

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

**Response:** 13:1

2.3.3.1 Number of mentors

Response: 15

| File Description | Document |
|---|---|
| Upload year wise, number of students enrolled and full time teachers on roll. | View Document |
| mentor/mentee ratio | View Document |
| Circulars pertaining to assigning mentors to mentees | View Document |

## 2.4 Teacher Profile and Quality

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

**Response:** 74.57

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

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

**Response:** 1.33

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.*  year wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 1 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template) | <u>View Document</u> |
| Any additional information | <u>View Document</u> |

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

**Response:** 2.1

2.4.3.1 **Total experience of full-time teachers**

Response: 31.54

| File Description | Document |
|---|---|
| List of Teachers including their PAN, designation, dept and experience details(Data Template) | <u>View Document</u> |

## 2.5 Evaluation Process and Reforms

**2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode**

**Response:**

**2.5.1: Mechanism of internal assessment is transparent and robust in terms of frequency and mode** Help

- The college has transparent and robust evaluation process in terms of frequency and variety. In order to ensure transparency in internal assessment, the system of internal assesment is communicated to the students.
- Continuous evaluation is made through Group Discussions, Unit Tests, Assignments Submission, Field Visit / Field Work and Seminar Presentation. Unit tests are conducted regularly as per the schedule given in academic calendar. The performance of the students is displayed on the Notice board and communicated to the students.
- The method of internal assessment helps the teachers to evaluate the students more appropriately. Due to internal assessment, the interest of the student towards learning and attending the classes has been also increased. It has created interest among the students to take active participation in various co-curricular and extra-curricular activities for their overall personality development.
- The seminar presentation improves the communication skills of the students which is very essential to face the interviews and remove the stage fear. In this way mechanism of internal assessment is transparent and robust.

For internal assessment, the following mechanisms are conducted by the Examination Committee.

- Question Paper Setting.
- Conduct of Examination
- Result display
- Interaction with students regarding their internal assessement.

Two internal tests are performed. Schedules for internal assessments are communicated to students and faculty at the beginning of the semester as per the Institute Academic Calendar, which is based on the University Almanac. The college has reformed the Continuous Internal Evaluation System (CIE) from Faculty Centric to Student Centric. The College Academic Exam Cell (AEC) has developed guidelines for administering the CIE in accordance with the affiliated university and college academic calendar. According to the guidelines, the following reforms have been carried out to effectively manage the CIE,

• Internal Examination Schedule,

- Seating Arrangements,
- Hall Invigilators are listed for each examination.
- Preparing the question paper for internal examination in the prescribed format based on knowledge level using revised Blooms classification.
- Quality of the questionnaire. Monitoring student attendance for the exam.
- Internal assessment should be done within the stipulated time. After completing the internal test, the faculty will evaluate the answer sheets and distribute to the students for clarification or recorrection of doubts. Instructors submit re-corrected scripts to the examination department and the marks are displayed on the notice board.
- Outcome review meetings will be conducted with outcome analysis and remedial action for further improvements will be provided after discussion with faculty and Principal. Uploading of Assessment Marks on University Web Portal and subsequently notifying parents.
- The evaluation of theory courses covers both direct (80 marks) internal and university examinations and indirect (20 marks) cover survey.
- Evaluation of laboratory courses is assessed in the same manner as for theory courses. For each lab session, student Viva will be assessed through question to answer.
- Students performance in an internal assesment is used for identify slow and advanced learners in their respective subjects.

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

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

**Response:**

**2.5.2: Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient**   Help

SUM Government Degree College,Kondanagula,followoing the examination procedure as per the Palamuru University norms and prepared by Academic and Examination Commiittee (AEC)..

* Internal examination test schedules are prepared and communicated to student in advance.
* For proper conduct of test, each one invigilator is assigned to 20 students per room and evaluation of answer sheet is done by concern subject faculty member with in three working days.
* Internal examination grievances are cleared by showing the corrected answer sheet to student.
* Two internal tests are performed.in every semester.
* The college has reformed the Continuous Internal Evaluation System (CIE) from Faculty Centric to Student Centric.
* The College Academic Exam Cell (AEC) has developed guidelines for administering the CIE in accordance with the affiliated university and college Academic calendar.
* Preparing the question paper for internal examination in the prescribed format based on the syllabus.
* Monitoring student attendance for the exam. Internal assessment should be done within the stipulated time.
* The marks are displayed on the notice board.
* Head of the Department uploading of Assessment Marks on University Web Portal and subsequently notifying parents.
* The evaluation of theory papers covers 80 marks of university examinations and internal assesment 20 marks..
* For each laboratory session, student Viva will be assessed through question to answer. Students performance in an internal assessment is used by faculty to identify slow and advanced learners in their respective subjects. Unsolved grievances at the teacher level if any are addressed at the department level. University conducts and evaluates the external examinations. Regarding grievances on external examinations, University provides an opportunity to the students for revaluation of Answer scripts.

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

## 2.6 Student Performance and Learning Outcomes

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

**Response:**

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

Program Outcomes ( POs) and Program Specific Outcomes (PSOs) are communicated to the students in the orientation classes conducted and the faculty clearly explains the Course Outcomes (COs) to the students at the beginning of each course.

Program Outcomes are prepared for the Faculty of Sciences, Faculty of Arts, and Faculty of Commerce and are made available on the college website. Program Outcomes describe what students are expected to know and abilities to be achieved by them at the completion of graduation. These relate to the skills,knowledge and personality that students attain as they progress through the program.

Program-Specific Outcomes are prepared for the specific Choice Based Credit System.     UG Programs offered in the college are B.A CBCS, B.Com CA, B.Sc Physical Sciences CBCS, and B.Sc Life Sciences CBCS.    Program Specific Outcomes are the statements that describe what the graduates of a specific program are expected to do.

Course Outcomes (COs) are identified for each course in the departments keeping in view of the Vision & Mission.  Program Outcomes ( POs) and Program Specific Outcomes (PSOs) of the college, Course Outcomes indicate what a student can do after the successful completion of a course. Course Outcom also make the students realize related skills and abilities of the Course.

| File Description | Document |
|---|---|
| Upload COs for all Programmes (exemplars from Glossary) | [View Document](#) |
| Upload any additional information | [View Document](#) |
| Past link for Additional information | [View Document](#) |

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

**Response:**

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

In each Semester, two internal examinations are conducted in the college as per the pattern prescribed by the University. Faculty members prepare the internal examination question papers keeping in view the course outcomes. An average of two internal examination marks are to be submitted to the University and the same are included in the final grade of the students with 20 percent weightage. The end semester examination conducted by the University broad includes all the course outcomes. After evaluation of the same, the University publishes the results of the students with grades in each course. Grades obtained by the students in the End-Semester Examination conducted by the University are converted into a 10-point scale and the Semester Grade Point Average (SGPA), Cumulative Grade Point Average (CGPA) are being calculated by the University, the same are utilized for the assessment of the attainment of course outcomes by the students at the college level .

Indirect assessment of the attainment of course outcomes was also done by the faculty by using the classroom interactions, quizzes, assignments, and student participation in various activities. Faculty share their assessment in the departmental meetings and the staff council meetings. Further feedback given by the students, faculty & alumni is also used in assessing the attainment of outcomes and the inputs are used to plan  activities of the college.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |

**2.6.3 Average pass percentage of Students during last five years**

**Response:** 71.57

2.6.3.1 **Number of final year students who passed the university examination year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 43 | 47 | 45 | 55 | 63 |

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 63 | 53 | 56 | 90 | 106 |

| File Description | Document |
|---|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | [View Document](#) |
| Upload any additional information | [View Document](#) |
| Paste link for the annual report | [View Document](#) |

## 2.7 Student Satisfaction Survey

**2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response:**

| File Description | Document |
|---|---|
| Upload database of all currently enrolled students (Data Template) | [View Document](#) |

# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

**3.1.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 0

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| List of endowments / projects with details of grants | [View Document] |

**3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)**

**Response:** 0

3.1.2.1 **Number of teachers recognized as research guides**

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document] |

**3.1.3 Percentage of  departments having Research projects  funded by government and non government agencies during the last five years**

**Response:** 0

3.1.3.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

3.1.3.2 **Number of departments offering academic programes**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 13 | 13 | 13 | 13 | 13 |

| File Description | Document |
|------------------|----------|
| List of research projects and funding details | [View Document](#) |

## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

**Response:**

The SUM Government Degree College has defined ecosystem like Botanical garden, Eco pond, Mini forest including incubation centre established under the mandate from any statutory authority but it has developed a spirit of encompares various outreach programmes for creation and transfer of knolwledge.

Sponsoring faculty members and students for national / international level events Increase the number of patent filings Sign a memorandum of understanding with the industry to invite experts for training, interaction, interactive sessions.

Regular interaction with alumni has helped students to decide their future education and career.

### 3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years

**Response:** 1

3.2.2.1 **Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 1 |

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

## 3.3 Research Publications and Awards

**3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years**

**Response:** 0

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

3.3.1.2 **Number of teachers recognized as guides during the last five years**

| File Description | Document |
|---|---|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | [View Document](#) |
| Any additional information | [View Document](#) |

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

**Response:** 0

3.3.2.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

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

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

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| List books and chapters edited volumes/ books published | [View Document](#) |

## 3.4 Extension Activities

**3.4.1 Extension activities are carried out in the neighborhood community,  sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.**

**Response:**

**3.4.1: Extension activities are carried out in the neighborhood community,  sensitizing students to social issues, for their holistic development, and impact there of during the last five years**

 Extension activities are planned and executed for the mutual benefit of students.The following activities have been carried out in the college through various committees of the college with the help and support of the  staff  and  students.

All the   departments are encouraged to the students to participate in  field visits in various placess to carried out in the neighbourhood community.

- INDUSTRIAL FIELD VISIT AT INFOSYS , HYDERABAD
- FIELD TRIP ON OBSERVATION OF POULTRY FORM AT GOUTHAM POULTRY FORM, NEAR ACHAMPET
- FIELD VISIT ON MILK CHILLING CENTRE AT ACHAMPET
- FIELD VISIT ON CROPING PATTERN AND MISSION KAKATIYA SCHEME IMPLEMETATION IN KONDANAGULA & RAMOJI PALLY VILLAGE
- FIELD TRIP ON TRIBAL CO OPERATIVE SOCIETY AT APPAPUR VILLAGE RATION SHOP.
- FIELD VISIT ON IRIGATION PROJECT AT DINDI VILLAGE, NALGONDA DIST
- FIELD VISIT AT MALLELA THEERTHAM AT NALLAMALA FOREST
- FIELD VISIT ON OSMANIA UNIVERSITY, HYDERABAD
- FIELD TRIP ON CENTRAL UNIVERSITY HYDERABAD
- FIELD VISIT ON SRISHILAM POWER HOUSE
- FIELD VISIT ON SURVEY OF SEVERAL PLANTS IN SOUROUNDING AREAS
- FIELD STUDY ON OBSERVATION OF PHYTOPLANKTONS IN ALGAL MIXTURE
- STUDY ON PESTICIDES& FERTILIZERS AT ACHAMPET

**NSS**: The college has two NSS Units.and having NSS programme officers,  these units are organized . NSS Special Camps, Swatch Bharath, Haritha Haram, AIDS rallies, Voters Day rallies, Clean & green

programs at various places, NSS volunteers are actively involved in various extension activities in the adopted neighbouring villages.

**Red Ribbon Club (RRC)**: Red Ribbon Club conducted rallies to spread awareness on HIV and AIDS collaboration with NSS units and other departments of the college  and organized Blood Donation camps and Blood group identification.

**Women Empowerment Cell**: Women empowerment cell conducted various activities to empower the students particularly to enhance their self confidence.

**Eco Club: Eco Club** creates environmental awareness among students. various programs have been conducted through this club to maintain a clean, green, and healthy ambiance on the campus. Eco club is also taking part in the Haritha Haram (plantation of saplings) a state government-sponsored program along with NSS units of the college. Awareness programs are organized on environmental protection through a plastic free society in the college campus.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

**3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**

**Response:** 2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 0 | 0 | 0 | 1 | 1 |

| File Description | Document |
|---|---|
| Number of awards for extension activities in last 5 year | [View Document](#) |
| e-copy of the award letters | [View Document](#) |
| Any additional information | [View Document](#) |

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

**Response:** 21

3.4.3.1 **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 07 | 02 | 08 | 03 |

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

**3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**

**Response:** 175.49

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 475 | 56 | 25 | 550 |

| File Description | Document |
|------------------|----------|
| Report of the event | [View Document](#) |
| Average percentage of students participating in extension activities with Govt or NGO etc | [View Document](#) |
| Any additional information | [View Document](#) |

## 3.5 Collaboration

**3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**

**Response:** 5

3.5.1.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 1 | 1 |

| File Description | Document |
|------------------|----------|
| e-copies of related Document | [View Document](#) |
| Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship | [View Document](#) |

**3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**

**Response:** 30

3.5.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4 | 6 | 6 | 4 | 10 |

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

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

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

**Response:**

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

SUM,Government Degree College,Kondanagula is established in 1989 in Kondanagula village, Balmoor Mandal,of Nagarkurnool District in Telangana State,  This college have 10 acres of land and well endowed in terms of Physical infrastructure details are shown below.

The institution ensures adequate availability and optimal utilization of physical infrastructure,  The institution has sufficient number of classrooms and seminar hall to accommodate the teaching learning process effectively. All faculty members are equipped with computers and printers. The departments are equipped with computers, LCD projectors,

| S.No | Infrastructure and resourse | No.of items |
|---|---|---|
| 1 | Principal Chamber | 01 |
| 2 | Office Room | 01 |
| 3 | Class rooms | 12 |
| 4 | Laboratories | 10 |
| 5 | Mana- TV Hall | 01 |
| 6 | Seminar Hall | 01 |
| 7 | TSKC Lab | 01 |
| 8 | Girls Waiting Room | 01 |
| 9 | Library Room | 02 |
| 10 | Reading Room | 01 |
| 11 | IQAC Room | 01 |
| 12 | Gym & indoor Games room | 01 |
| 13 | Virtual Class Room | 01 |
| 14 | Canteen | 01 |
| 15 | Health Centre | 01 |
| 16 | Toilets (attached) | 04 |
| 17 | Toilets (open) | 04 |
| 18 | Dr.Ambedkar Open University ROOM | 01 |
| 19 | Computers | 80 |
| 20 | Generator | 02 |
| 21 | UPS | 02 |
| 22 | Printers | 05 |
| 23 | Scanners | 2 |

| 24 | Xerox Machine | 01 |
| 25 | CC,Cameras | 14 |
| 26 | OHP Projector | 01 |
| 27 | L.C.D projector | 04 |
| 28 | Refrigerator | 04 |
| 29 | Mini R.O. plant for safe drinking water | 01 |
| 30 | Vehicle parking shed | 01 |
| 31 | Botanical Garden | Under preparation |
| 32 | Animal house | Under preparation |
| 33 | College Mini Forest | Developed |

Sport is an integral part of the curriculum. Various sports facilities are provided to the students within the campus.The department of Physical Education in the college is well equipped with various facilities in sports and games for indoor and outdoor . The college has indoor games facilitiesas like Chess, Carom, Table tennis and a sophisticated gymnasium is also facilitated by the college for the students to develop their physical strength and fitness. Presently Sri.R.Venkataiah, Lecturer in Physics is taking care of Physical Education Department.

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

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

**Response:**

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

Response:

The college provides better infrastructural facilities for the indoor and outdoor games. The college is having 10 acres of land,The institution gives utmost importance to the overall development of the students and organize various sports, games, and cultural activities

- **Cultural Activities:**
- To conduct cultural activities in the college there is a cultural committee, This committee organize many cultural programs like    rangoli, painting, mehandi, slogan writing, sangeet, Mono actions, Singing competitions and Kolatam etc.,
- The college organizes 'Yuvatarangam' a festival of excellence (Cultural and Sports festival) every year exclusively for the students of Government Degree Colleges of Telangana State as per the

instructions and guidelines of the Commissioner of Collegiate Education, Telangana. The students participates in all university level sports related activities and competitions. This college students are participated in District level competitions.

The college made use of all of its resources to help students to improve their cultural skills. Various cultural celebrations such as Bathukamma, Rangoli, and cultural competitions such as Tribal/Folk dances, Classical Dance, Singing.etc.,

Gymnasium: The Department of Physical Education has a 18 station Gym. All the students and teachers have access to the College Gymnasium to make use of the tools under the guidance of the In-charge Physical Director Sri.R.Venkataiah, Lecturer in Physics.

Yoga: The institution celebrates International Yoga Day on June 21 every year. All the students and teachers are involved in Yoga for physical, mental and psychological development. The Seminar Hall is utilized for the practice of Yoga. The college N.S.S. Program Officers are entrusted with the responsibility to carry out the implementation of Yoga practice.

| File Description | Document |
|---|---|
| Paste link for additional information | [View Document](#) |

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

**Response:** 46.15

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 06

| File Description | Document |
|---|---|
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | [View Document](#) |

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

**Response:** 405.54

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 8.08 | 3.48 | 3.18 | 2.44 | 39.86 |

| File Description | Document |
|---|---|
| Upload Details of budget allocation, excluding salary during the last five years (Data Template) | View Document |
| Upload audited utilization statements | View Document |

## 4.2 Library as a Learning Resource

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

**Response:**

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

The college consists of Library with a good collection of books, serving  students of I,II and III year. The valuable services of the Librarian is always ready to offer to the students and  staff.

The college library provide  materials required for competitive examinations such as state services, railway recruitment boards, Banks, Insurance organizations etc., the technical skills such as communication skills, computer operating skills, internet using skills, verbal and non verbal skills are provided through TSKC  of this college.

Students and Teachers of this college are readily provided with the following servicess.

- Open Access Library System
-  Reference Service  Availability
- Journals News Paper Clipping Service
- Display of New Arrivals in respect of Magzines, Journals, and Books
- Library Reading room is available.

**4.2.2 The institution has subscription for the following  e-resources**

1. **e-journals**
2. **e-ShodhSindhu**
3. **Shodhganga Membership**
4. **e-books**
5. **Databases**
6. **Remote access to e-resources**

**Response:** E. None of the above

| File Description | Document |
|---|---|
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template) | [View Document](#) |

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

**Response:** 0.38

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 1.89996 |

| File Description | Document |
|---|---|
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template) | [View Document](#) |
| Any additional information | [View Document](#) |

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

**Response:** 28.57

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

Response: 62

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

## 4.3 IT Infrastructure

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

**Response:**

**4.3.1: Institution frequently updates its IT facilities including Wi-Fi** Help

The institution updates frequently its IT facilities as follows..

1 .Degree online servicess in Telangana (DOST) was launched in the year 2016, The Entire Admission process in Degree level is online only. The students registered with Aadhaar No. in Mee Seva centres and the seat will be confirmed through SMS , and confirmed students are reported at their seat allotted college and admitted in the college by online only. The total admission process is maintain transparency and easily accessible to the students. Further, all the relevant information pertaining to the college, notices, and announcements are uploaded on the college website.

2. This College is following Integrated Financial Management and Information System (IFMIS) of Telangana from 2019 onwards. All the transactions pertaining to the salaries Retirement benifits, Medical Reimbursement, Earned leaves, Loan advancess i.e.,Festival Advance,GPF Advance and Part Final withdrawal and other emoluments of the staff are maintained through the Portal of the State Treasury Department.

3. Bio metric devices: The attendance of the students and faculty are being monitored by biometric devices through TSTS ABAS. ( Telangana State Technological Services Attendee Biometric Attendance System ) from 2019 onwards.

4. e PASS : All the scholarships of the students are being processed by the ePASS (Electronic Payment & Application System of Scholarships) government of the Telangana portal.

5. The College Administration and Information Management System (CAIMS) portal of the Commissioner of Collegiate Education is used to record all the financial and academic activities of the college from 2019 onwards.

- Student Information and Management system ( maintain the all students admissions data available)
- Certificate Management (Students Transfer Certificat and Bonafide certificate issued )
- .Account Management (all the Financial matters including Speical fee, Tution fee, Cash Books are maintained and availble according to the year wise).
- Faculty Digital Teaching diary (All the Teaching staff are updated their work done recorded regularely in the Digital diary)..

6. The Institution promotes courses in computer sciences in B.Sc, B.Com & B.A programs. The institution has 2 computer labs i.e., 1 TSKC lab. 2.Commerce Lab. The college provides an internet facility on the campus and all the departments are equipped with internet with a Wi-Fi facility. The college has upgraded its IT facilities as per the needs and requirements for the programs of the college in the last five years through procuring the IT infrastructure from time to time.

7. e-office was implimented in the institution in the year 2018 onwards. all the correspondence related to office ,academic and adminstration information communicate to higher authorities through e-office, Further e-mail National Informatic Centre (NIC) was implemented from 2019 onwards.

8. All the students are paying their Admission fee, Tution fee and other fee in digital mode through Q-

fix link, provided by the Commissioner of Collegiate Education, Telangana with the MoU of HDFC bank.

The classrooms are equipped with LCD Projectors for the enrichment of the teaching-learning process. One virtual classroom was established in the college in 2020 to conduct interactive sessions with the other institutions in Telangana.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

| **4.3.2 Student - Computer ratio (Data for the latest completed academic year)** |
|---|
| **Response:** 3:1 |
| **4.3.3 Bandwidth of internet connection in the Institution** |
| **Response:** C. 10 MBPS – 30 MBPS |

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

## 4.4 Maintenance of Campus Infrastructure

**4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**

**Response:** 405.54

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 8.08 | 3.48 | 3.18 | 2.44 | 39.86 |

| File Description | Document |
|---|---|
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | [View Document](#) |

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

**Response:**

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

**SUM Govt.Degree College, Kondanagula is established in 1989 and having 10 acres of land covered with compound wall. Atmosphare of the College is very pleseant and it is 1K.M away from the village and 8 K.M away from the town Achampet. The college is gradually improved the physical fecilities day by day.**

The College has a well-defined policy and system in place for the maintenance and utilization of all its physical and academic facilities.

College has good source of Bore well water, Bore well water was tested at Ground water department, Hyderabad very recently and found the water is safe as per the BIS (**Bureau of Indian Standards**) norms. Hence utilized as the safe drinking water.

At the beginning of every academic year, the college principal constitutes various committees to discharge various duties for smooth and effective maintenance of the institution.

The following committees were constituted in the college for utilizing the physical, academic and support facilities.

• Academic Exams Committee

• Building Maintenance Committee

• Library Advisory Committee

• Games and Sports Committee

• Literary and Cultural Committee,

The specific duties have been assigned to the class-IV employees to look after the daily requirements and cleanliness of all rooms of the college such as the Principal Chamber/Office/staffroom, laboratories, library, classrooms etc.

The college senior assistant monitors the work done by the class-IV employees. The equipment such as water purifiers (RO plant), Xerox machine, invertor, UPS, Desktops and other equipment are normally maintained by the concerned departments and office staff.

The college has taken all the safety measures and precautions regarding the electric appliances and other electronic devices. The power boards are given proper earthing to avoid the electrical fluctuations and short circuits.

Departmental incharges takes care to preserve the equipment in their department laborateries, .General infrastructure facilities are maintained by office senior assistant and maintain the up keep of the infrastructure facilities including , maintains of toilets, general cleanliness in the college building and in the total campus.

Incharge, Physical director takes care of maintenance of games and sports equipment. Stock entries are made for every purchase and stock registers are maintained.

The College Principal regularely instruct the Deparatmental incharges  and suggest the  different committees for the   implementation of the policy decisions taken on the maintenance and utilization of physical, academic, and support facilities of the college as per the guidelines given by CCE from time to time.

All the departments  verifies the stock available in the departments and report the findings to the Principal at the time of end of the Financial year.

The Audio-Visuals committee maintains the audio-visual equipment of the college. There is also provision of  T SAT  Live telecast in the Library and all the MANA TV and T SAT live Programmes are telecast without any interruption as per the schedule given by Commissioner of Collegiate Education, Hyderabad,Telangana.

**Classroom management:** The classroom is the most basic and important work space, managed with proper systems and procedures as recommended by the  university in view of the modern teaching-learning environment.  Classrooms are well equipped with all the latest technology like smart boards, mic systems and other technology for better and more effective learing and teaching.

**Laboratory**   As the college has five science departments, the laboratory approach is central to the work of the organization. Although the laboratory has many tools and equipment, it is maintained by the concerned Lab assistants..

**Library**

Library staff maintains old question papers of all subjects for the benefit of the students before the exams. Library staff maintains at most neatness and silent atmosphere conducive to readers in the library.

Arranged easy chairs and giving support to physically challenged students in this college. Staff assists the physically challenged students to avail the library facilities. The Library is located in ground floor which is easily accessible to physically challenged student.

For the overall smooth functioning of the library, it is divided into the following sections and each section has its own unique identity and registers are maintained as follow.

1. Accession Register

2. Students Issue Register

3. Staff Issue Register

4. Visitors Register

5. Newspaper Clippings Register

6. Reading Register

The college library has its own mechanisms and system for identifying purchases based on the courses offered, and inspecting facilities to be provided to students and staff.

**Sports & Games**

The Sports & Games committee oversees the maintenance of the playing field and sports equipment. The committee organizes various indoor and outdoor sports competitions for students at the intracollegiate level. Students should be encouraged to participate in competitions for holistic development. Coaches are hired with the permission of the  principal for events that have good student representation.

Celebrating International Yoga Day has become a common affair and many students and staff are participate  in it.

**Computers**

Updated software used for computer management (hardware and software), administrative and overall management of campus infrastructure. The  college Website is maintained.

The College accomodate the Dr.BRAOU Open University since 2019 july onwards, lot of students are got Degree Certificates.

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

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

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

**Response:** 156.12

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 191 | 165 | 302 | 181 | 152 |

| File Description | Document |
|------------------|----------|
| upload self attested letter with the list of students sanctioned scholarship | [View Document] |
| Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template) | [View Document] |

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

**Response:** 9.07

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 8 | 10 | 11 | 11 | 17 |

01-08-2022 08:16:45

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template) | [View Document](#) |

**5.1.3 Capacity building and skills enhancement initiatives  taken by the institution include the following**

      1.**Soft skills**
      2.**Language and communication skills**
      3.**Life skills (Yoga, physical fitness, health and hygiene**)
      4.**ICT/computing  skills**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Details of capability building and skills enhancement initiatives (Data Template) | [View Document](#) |
| Any additional information | [View Document](#) |
| Link to Institutional website | [View Document](#) |

**5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

**Response:** 3.67

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 4 | 9 | 5 | 3 | 3 |

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

**5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances**

**including sexual harassment and ragging cases**

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

**Response:** A. All of the above

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

## 5.2 Student Progression

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

**Response:** 7.96

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 1 | 3 | 5 | 4 | 8 |

| File Description | Document |
|---|---|
| Self attested list of students placed | View Document |
| Details of student placement during the last five years (Data Template) | View Document |

### 5.2.2 Average percentage of students progressing to higher education during the last five years

**Response:** 116.28

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

Response: 50

| File Description | Document |
|---|---|
| Details of student progression to higher education (Data Template) | |

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

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 0 | 1 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Upload supporting data for the same | |
| Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template) | |

## 5.3 Student Participation and Activities

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

**Response:** 4

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 3 | 1 |

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

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

**Response:**

5.3.2 Institution facilitates students' representation and engagement in various administrative, cocurricular and extracurricular activities (student council/ students representation on various bodies)

The Mentor-Mentee system was introduced to sort out academic issues of the students.

As per the Government instructions, there are no student associations in the college. However, SUM Government Degree College, Kondanagula has the following various students representatives committees..

1.**Cultural Committee :** In this committee students representatives will be the members in culturral committee, The faculty will help the students to play the Games and Sports events conduct in the College campus on the occasion of Republic day and Independence day celebrations, Every year, SUM GDC Sports meet will be organized and student volunteers will help physical Education Director in organizing team events and Individual events.

**2. NSS Committee** - Students contribution to the society is significant, Two NSS units are working in the college and volunteers of this committee will organize programs like NSS Camps, Swatch SUM GDC, Blood donation, Red cross etc.

 **3. Anti ragging Committee** - Student representatives will play a major role to inform ragging cases help to curb ragging. The student members of the committee will report about any harassment issues to the concerned Committee coordinator for further action.

**4. Grievance Committee** - Any type of Grievances regarding common facilities or academic related issues will be brought to the notice of the concerned by the student members of this Committee. If any grievances are reported, then faculty member who is the Coordinator of this committee will bring it to the notice of higher authorities. Further, the matter will be resolved soon.

**5. Women Empowerment Cell/Committee** – The College has established a Women Empowerment Cell to empower and safeguard the rights of female staff and students of the College.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

**5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)**

**Response:** 38.2

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 24 | 65 | 50 | 28 | 24 |

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Report of the event | [View Document](#) |
| Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template) | [View Document](#) |

## 5.4 Alumni Engagement

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

**Response:**

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

The institution has a registered alumni association **OF SRI UMA MAHESHWARI GOVT.DEGREE COLLEGE OLD STUDENTS ORGANISATION** is registered by the Alumni of the college under Andhra Pradesh act 2001. Dt.10/04/2015

The Alumni Association function is for the overall development of the institution. So far the college did not receive any financial help from the alumni but their valuable suggestion are highly appreciable and useful. As a stakeholder, they participate in the meetings conducted by the alumni association for the academic and infrastructural developments of the institution.

The institution invites all the old students who are successful completed their courses. The members of the association are also provide guidance to the juniors whoever is in need. They are giving their feedback to enhance for the improvement of the institution.

| File Description | Document |
|---|---|
| Paste link for additional information | [View Document](#) |

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

**Response:** E. <1 Lakhs

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

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

**Response:**

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

The college follows its vision and mission to serve better for students. The governance of the college matches vision and the mission of the college.

Our vision and the mission are as follows:

**Vision:** To provide affordable  quality education and opportunities for students to realize their full potential and shape for their future.

**Mission:**

- To cater to the academic needs of all sections of society.
- To mould the students into responsible  citizens with social awareness.
- To develop life skills and employability skills of students to strive for all round development
- To help students build self-confidence and face challenges of life.

**OBJECTIVES:**

- Imparting  quality  of higher education.
- to bridge the knowledge gap between rural agency students  and urban students,
- To equip the students with employability skills like communication skills and computer skills through TSKC.
- To impart of the value orientated education.
- To develop leadership qualities.
- To provide orientation to students towards research i.e.,Jignasa  student study project.
- To implement the   curriculum.
- To review month wise curriculum plan of each lecturer of the college by the Head of the Institution.

**The governance of the institution is reflective as follows:**

- The Principal, Teaching-staff, IQAC committee, Non-teaching staff, Stakeholders are involved in Governance of Institution.
- The principal monitors the mechanism regarding administration and academic process.
- It also ensures proper functioning of the policies, rules and action-plans of the college which was circulated from higher authorities.
- There are many committees to support the vision and mission of the college.  Examination cell, NSS, carrier and counseling cell, library and sports committee, cultural and literacy committee,

- internal examination committee, antiragging committee, disciplinary committee, scholarship committee, grievance redressal committee, etc.
- All the committees take its responsibility for the plans and activities, and successfully implement in every academic session.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

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

**Response:**

**6.1.2: The effective leadership is visible in various institutional practices such as decentralization and participative management** Help

- For effective implementation of the academic and administrative programs the organizational structure of the College is planned according to the guidelines Commissioner of Collegiate Education and Palamuru University.
- The Institute has IQAC and the functions of IQAC are given below.
- **IQAC Functions:** IQAC is responsible for fixing quality parameters for various academic and administrative activities Monitoring the organization of class work and related academic activities
- Conducting Internal Quality Audits periodically to verify the effectiveness of measures taken in reaching the quality parameters. Documenting various programs/academic activities leading to quality improvement and reviewing their effectiveness in quality improvement/ sustenance..
- There are various committees in the college for academic and administrative works viz., Admissions, Examinations, Cultural, Literary, Library, Sports, etc to ensure smooth and effective functioning of the college.
- Each committee has a coordinator/convener and 3 members, with the principal as the chairperson. These Committees frequently meet to plan various activities of the college.

**Decentralized management: It includes the Principal, Staff and students.**

**PRINCIPAL :** The Principal is the Key person who implements the plans and policies of Higher authorities.

- **STAFF:**
- Teaching and Non-teaching staff plays a key role for the effective implementation of the Plans and polices.
- In the process the decentralization , Conveners, Coordinators and  incharges of various academic and administrative committees are constituted for conduct curricular,Co-curricular and extra

curricular activites held in the college.

**STUDENTS** : . The Principal and faculty provide the opportunity to the students by nominating them as the members of various academic and administrative committees where they gain experience in facing the various challenges. In this process the students get the chance of discovering themselves and improve their self confidence.

**B). Participative Management** : The college promotes the culture of a participative management also for it's overall development.

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

## 6.2 Strategy Development and Deployment

**6.2.1 The institutional Strategic / Perspective plan is effectively deployed**

**Response:**

**6.2.1: The institutional Strategic / Perspective plan is effectively deployed** Help

SUM Government Degree College has shown remarkable growth over the last 6 years and in order to continue the process, strategies need to be formulated and implemented effectively.

Perspective / strategic planning focuses on current trends and performs better when adopting disruptive forces in higher education, needs of students, faculty members, employers, and local people.

The following plans will be evaluated after proper discussion and after consideration short, medium and long term development plans. The college has a student-centric approach and stakeholders are the ultimate beneficiaries of these developments.

SUM GDC's strategic plan includes the following:

The curriculum approved by the Palamuru University is strictly adhered to an encourages faculty and students.Perspective / strategic planning focuses on current trends and performs better when adopting disruptive forces in higher education. It assesses stakeholders expectations, needs of students, faculty members, employers, and local people. The following plans will be evaluated after proper discussion and after considering short, medium and long term development plans. The college has a student-centric approach and stakeholders are the ultimate beneficiaries of these developments.

**SUM GDC's strategic plan includes the following: T**he curriculum approved by the Palamuru University is strictly adhered to and encourages faculty and students to attend online classes to improve subject knowledge in pandemic time. Activities are planned at the beginning of each academic year

through the academic calendar and advice is sought from faculty members. The Development Plan is a quality initiative that focuses on the development of departments in terms of infrastructure, faculty strength, faculty practice, student development and student achievement. The faculties of all the departments instructed to finalize the plan. The plan is then discussed at a meeting of Staff Council with the principal, after which approval is obtained from the Principal.

**Key features of strategic planning.**

Developing a Multidisciplinary Innovation Ecosystem, leading to incubation at the Institute, skill-based learning for students. Publishing paper in popular journals by faculty members and encouraging students in the same way. Sponsoring faculty members and students for national / international level events Increase the number of patent filings Sign a memorandum of understanding with the industry to invite experts for training, interaction, interactive sessions. Introduce certificate / value added courses Guest Lecture, Association Activities of Related Departments Industrial and field visits, alumni interaction Purchase of Lab Equipment, Lab Tools / Tools / Consumables, Software Training for non-teaching staff,  Annual Quality Assurance Report of SRI UMAMHESHWARI GOVERNMENT DEGREE COLLEGE The implementation of these plans has yielded the following results: Conducted Student Study Projects to improve research skills among the students of this college. Innovative projects were developed at the Institute during the postCovid-19 epidemic and with the joint efforts of faculty and students. Regular interaction with alumni has helped students decide their future education and career.

| File Description | Document |
|---|---|
| strategic Plan and deployment documents on the website | [View Document](#) |

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

**Response:**

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

At the institutional level, Principal is the Drawing& Disbursing Officer (DDO). The Principal is the academic and administrative head of the institution and works for its development and is authorized to nominate Coordinators, Conveners, and other administration functionaries in the college, the following committees are constituted  for smooth  functioning of the institution.

**I. ACADEMIC**

1. Admission Committee.
2. Time Table Committee ·
3. Examination Committee ·

4. Library Committee ·
5. Discipline Committee ·
6. Research Committee ·
7. Student Study Project Committee (JIGNASA) ·

## II. Administrative Committees: ·

1. Special Fee and Restructured Courses Fee Committee ·
2. Building Maintenance /Furniture Committee ·
3. Scholarship Committee · SC , ST Students Welfare Committee ·
4. DRC Committee
5. iQAC Committees: ·
6. Minority committee.
7. SC-ST student's welfare committee.
8. Anti Ragging Committee.
9. Games and Sports committee

## III.EXTENSION UNITS:

1 NSS Committee; It initiates a social service motto among the students through its activities.

2. Red Ribbon Committee; It conducts AIDS awareness programmes in the college.

3. Eco-Club Committee; It plans and implements activities to enhance student's knowledge on preservation of Bio-diversity, Human habitat etc.

4. Career Guidance Committee; It conducts career counselling, job mela, and orientation to PG entrance exams.

5. Grievance-Redressal Committee; It takes every step to redress the student's issues immediately.

6. Literary and Cultural activities Committee; It undertakes activities to enhance the literary skills of students.

7. Swatch Bharath Committee; It is responsible for maintaining a clean campus in the college.

8. Women Empowerment Cell; It tries to meet the needs and aspirations of women students

The College has one  Senior Assistants, One Junior Assistants,(Regular) One storekeeper( out sourcing),  Two record assistants,  One office subordinate, One Sweeper (Redeployed) one Attender (Out sourcing)

Appointment rules and service rules of all the staff working in the college are governed by the Government of Telangana and communicated by the Commissioner of Collegiate Education from time to time. Apart from the above, the institutional code of conduct is prepared and communicated to all the employees.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Link to Organogram of the Institution webpage | [View Document](#) |
| Paste link for additional information | [View Document](#) |

**6.2.3 Implementation of e-governance in areas of operation**

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

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Screen shots of user interfaces | [View Document](#) |
| Details of implementation of e-governance in areas of operation, Administration etc | [View Document](#) |

## 6.3 Faculty Empowerment Strategies

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

**Response:**

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

The Instituion  run by the Government of Telangana. Hence, the Government's Welfare schemes are extended for employees of the Teaching and Non-teaching staff.  The following measures are initiated by the Government to Teaching and Non-Teachng staff.

1.**Telangana State Government Life Insurance** (TSGLI):

TSGLI main purpose of the scheme is to ensure  protection for the families of deceased Government employees and to augment their resource at the time of retirement. The employees  those who are below the age  of 20 years and above 48 years are not allowed to become subscibers to the fund.

2.**General Provident Fund (GPF):**

The GPF scheme is a social security measure scheme for employees recruited before 31/8/2004 meant for the protection of subscriber's family against sudden death or if he survives until retirement to provide him/ her and his/ her family with additional resources.A subscriber  may be granted not exeeding

90% as temporary loan and Part final withdrawals is sanctioned after completion of service 15 years for eligible staff members.

3.**Contributory Pension Scheme**:

For employees joining service after 1/9/2004, the CPS is mandatory ,where the employee contributes 10% of his basic salary and DA and the state Govt, contributes an equal amount to their CPS account.

**4. .Pay Revision for State Government Employees**

Telangana State Government has issued the  PRC 2021 Main GO.51 on 11-06-2021 for the implementation of Telangana State Revision of Pay Scales 2020   for all employees. TS PRC implementation orders for state government employees in Telangana have been issued by the Finance Department on 11-06-2021. According to the Govt Orders, 30 per cent fitment will be implemented for 9,21,037 government employees, contract and outsourcing service personnel and pensioners across the state are benifited.  G.O. Ms No.51 all the government employees pay scale is revised in the year 2020.

5. **Pay Revision to UGC Lecturers:**

Implementation of UGC Revised Pay Scales, 2016 to the Teaching staff in Universities and Colleges with effect from 01.01.2016  vide G.O.Ms.No.15, Dt.29-06-2019

6.**Group Insurance Scheme:**

This is a group Life insurance protection cover offered by Life Insurance Corporation. This is mandatory for all government employees in the state. The amount paid by employee with interest are paid either at the time of death or retirement whichever is earlier. The scheme is intended to prove benefits of an insurance cover to the faimily membes.

7.**.Employees Health Scheme:**

Employees Health Scheme (EHS) provides cashless medical treatment to all the State Government employees  including the State Government pensioners, along with their dependent family members through a network of corporate  hospitals.

**8.LEAVES**:

Half Pay leave ,Commuted Leave, Leave not Due,Extraordinary leave, Special Disability leaves,Medical Leave & Maternity leave for eligible staff members.

10 **Incentives for PhD/M.Phil**: The employees are given Incentive increments for those who acquire additional qualifications (M.Phil, Ph.d). The teaching faculty can also avail Career advancement scheme (CAS), on fulfilling all the requirements as per UGC guidelines and progress towards becoming senior lecturers, associate professors and Professors. On the complehtion of 15 years of service the regular faculty can also become Principals,

| File Description | Document |
|---|---|
| Upload any additional information | [View Document] |
| Paste link for additional information | [View Document] |

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

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Upload any additional information | [View Document] |
| Details of teachers provided with financial support to attend conference, workshops etc during the last five years | [View Document] |

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

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff | [View Document] |

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

**Response:** 33.19

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 15      | 3       | 0       | 1       | 5       |

| File Description | Document |
|------------------|----------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | [View Document](#) |
| IQAC report summary | [View Document](#) |
| Details of teachers attending professional development programmes during the last five years | [View Document](#) |

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

**Response:**

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

SUM GDC Kondanagula strictly adheres to the UGC Rules for Minimum Qualifications and Standards in Higher Education for the Recruitment of Teachers and Other Academic Staff in Universities and Colleges. In addition to all the adjustments made from time to time for its teaching and non-teaching staff, the performance of each employee is assessed annually upon completion of one year of service.

**Key features of: Teaching Staff**

- Performance of each faculty member is assessed on an annual self assessment basis for the Performance Based Assessment System (PBAS).
- Promotions are based on the PBAS Proforma for the UGC Career Advancement Scheme (CAS) based on the API score.
- The Institute undertakes a wide range of activities in addition to academics, for this, the faculty members are assigned additional duties and responsibilities, which are mostly voluntary..The Institute gives adequate weightage to these contributions in their overall assessment.
- Faculty members will be notified in advance of their outstanding promotion by head of the institution.
- Faculty members to be promoted are recommended based on their API score and must appear

before the Screening-cum-Selection Committee.
- **Key features of: Non-Teaching Staff**

All Non-teaching staff are also assessed through annual confidential reports and annual performance appraisals. Different  parameters are assessed under different categories i.e. role and habits, departmental competencies, ability to work hard, discipline, relationships / cooperation with superiors, subordinates, peers, students and the public, drafting power (applicable here) Organization (in the case of ministerial staff)

The Annual Confidential Report grants employees promotions and financial upgrades, and the performance appraisal system significantly assists employees in evaluating their performance, motivating them, analyzing their strengths and weaknesses, and ensuring better performance.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |

## 6.4 Financial Management and Resource Mobilization

**6.4.1 Institution conducts internal and external financial audits regularly**

**Response:**

**6.4.1: Institution conducts internal and external financial audits regularly.**

The need for an internal audit in Ministries and Departments primarily stems from the need for feedback to Ministries through periodic review of internal controls. The primary function of internal audit practice is thus "evaluating the effectiveness of other controls". Thus internal audit aids Ministries by providing periodic feedback about the functioning of internal controls and suggesting measures to strengthen them. Codes of Ethical Conduct for Internal Auditing Professionals.  The primary purpose of a code of ethical conduct for a professional organization is to promote an ethical culture among professionals who serve others. A code of ethics is necessary and appropriate for the profession of internal auditing, founded as it is on the trust placed in its objective assurance about governance, risk management, and control. The additional functions of a code of ethical conduct for a professional organization include • Communicating acceptable values to all members, • Establishing objective standards against which individuals can measure their own performance; and • Communicating the Ministry's values to outsiders. The mere existence of a code of ethical conduct does not ensure that its principles are followed or that those outside the Ministry will believe that it is trustworthy. A measure of the cohesion and professionalism of a Ministry is the degree of voluntary compliance with its adopted code. A code of ethical conduct worded so as to reduce the likelihood of members being sued for substandard work would not earn the confidence of the public. A code of ethical conduct can help establish minimum standards of competence, but it is impossible to require equality of competence by all members of a profession. To be effective, the code must provide for disciplinary action for violators. External Audit Audit of books of accounts and financial statements by the certified chartered accountant is a statutory requirement. Appointment of a competent chartered accountant is done by the Executive Committee (EC) of CLF with the approval of the general body of the society in the annual general meeting.

In order to standardize the process of accounting and auditing by an **external audit** on a regular basis, The Commissioner of Collegiate Education, has appointed 12 CA Firms based on tenders, as College level auditor for Concurrent Accounting and Audit of the Colleges mentioned in each cluster. These team of auditors will assist in the accounting and audit of all the colleges and audit the annual financial statements. These Audit Firms will provide services in accordance with the Terms of Reference in the RFP (Request for Proposal) floated for selection. The college level CA firm will perform Concurrent Accounting & Audit. The total audit period will be for four (4) financial years Viz, 2020-21, 2021-2022, 2022- 2023 and 2023-24, In  SUM GDC,Kondanagula as per the instructions of the Commissioner, Concurrent Accounting andAudit is conducted for the first year 2020-21 by M.N.Reddy&Co., C.A,Sanath nager, Hyderabad.

NSS grants are audited externally by the registered chartered accountant

| File Description | Document |
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| Upload any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

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

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years | [View Document](#) |

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

**Response:**

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

**Mobilisation of funds:**The sources of funding are as follows:

- .Various Fees charged from students i.e., Admission fee,Special Fee, Tution fee,Restructured fee and University fee  as per Palamuru  University and Government Rules regulations.
- Salary Grant:  The college receives salary sanction from the State Government. To this end, we will prepare and send an annual budget to estimate the required salary grant to the State Government. The grant includes the salaries of full-time permanent teachers and non-teaching staff as well as Contract Lecturers,Guest faculty working in sanctioned posts.
- The State Government releases the annual budget in 4 quarters for the maintenance of the OfficeLaboratories, Library, Games and Sports..
- Received funds from various welfare departments i.e. Social Welfare, Tribal welfare  BC Welfare and Minority welfare departments in every year to the students in the form of Scholarships.
- **Resource Mobilization Policy and Procedure**
- Before the financial year begins, Principal and Heads of Departments prepare the budget required estimations  such as salary , electricity  charges, stationary & other maintenance costs. It includes planned expenses such as lab equipment purchases, furniture, and other development Expenses.

| File Description | Document |
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## 6.5 Internal Quality Assurance System

**6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes**

**Response:**

**6.5.1: Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategie**

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.

**Academic Calendar and Annual Action Plan**: At the beginning of every academic year, the Principal, IQAC Coordinator, the Academic and Examination Coordinator prepare the Annual Academic Calendar in accordance with the Almanac issued by the Palamuru  University and Schedule of Academic programs issued by the CCE.  The Principal and the  IQAC Coordinator monitors the implementation of the annual action plan.

The IQAC recommends conducting the remedial coaching classes, Quiz competitions, Group discussions, Workshops, Seminars, Extension activities, Preparation of subject wise question banks, which improves the quality of education that can transform a normal student into an academically skilled students.

**Student Result Management System**: Internal Quality Assurance Cell prepared a Student Result Management System with the help of the Academic and Examination Committee to find the academic

progress of a student at a single entry. It became a useful tool to monitor the student progression in the university examinations to the administration of the college and examination branch.

**Student awareness programs**: Every year with the guidance of IQAC and all departments of the college conducts the Orientation Program to all the first-year students with a view to make them aware of the academic, physical facilities, learning resources of the college, and vision and mission of the college. IQAC motivated the staff to conduct various seminars and programs on Career guidance activities, Environmental consciousness, Gender sensitization, Human values, and professional ethics, and encourages the students to actively participate in the same.

**Comprehensive Feedback Mechanism:** IQAC assessed the opinion of various stakeholders of the college such as students and alumni by collecting feedback forms collected from them and advised the Principal, if necessary, to take necessary action.

**Academic Audit:** IQAC facilitated the Academic Audit committees constituted by the CCE to conduct audit of the academic activities of the college. IQAC collects self-appraisal reports of faculty in Academic Performance Indicator formats and analyses their performance.

**Mentor-Mentee System**: IQAC encouraged the mentor-mentee system for better communication between college administration and students to build rapport between faculty and students.

The Institute IQAC prepares, evaluates and recommends the following for approval which are relevant institute and government statutory authorities:

(A) Annual Quality Assurance Report (AQAR)

(B) Self-study reports of various accreditation bodies (ISO 9001, UGC 12b, NAAC)

(C) Performance Based Assessment System (PBAS) for Career Advancement Scheme (CAS)

(D) Stakeholder opinion

(E) Process performance & consistency

(F) **Preparation of Reports**: The IQAC prepared Annual Quality Assurance Reports and submitted them to submit to NAAC every year.

| File Description | Document |
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| Upload any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

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

**for the preceding five years with regard to quality  For  second and subsequent cycles  - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )**

**Response:**

Response:

The IQAC has designed the pattern of the review system and assessment of learning outcomes which is followed by the institution. It consists of two levels i.e. review at the department level and at the institutional level. The Institution reviews its teaching-learning process through the following.

- The academic calendar is pre-made, displayed and distributed at the Institute and strictly followed. Admission to various programs, summer, winter and intermediate holidays, examination Schedule and display  of results will be mentioned in the Academic Calender..
- An awareness given to students on Teaching process,  continuous evaluation system, compulsory core courses,  various co-curricular activities,  discipline and the culture of the Institute etc .
- At institution level each department develop action plan further each lecturer submits the annual curriculum plan at the begining  of the academic year.  The curriculum of each course is divided and sub divided into month wise,week wise modules.  The syllabus is completed as per the schedule and recorded in the teaching diaries, in the instance of non completion, the same is covered by taking extra classes.
- For effective delivery and translation of the curriculum, institution implements various measures such as conducting  student seminars, student study  projects, field trips and group discussions in the class room. All the teaching faculty uses various teaching aids, charts,ICT and    visual aids (Mana T.V lessons) for effective delivery. Slow learners are supported with remedial classes and study material.
- Institution action plans are meticulously implemented as per the norms and targets prescribed by top level management. Periodical reviews would be conducted to ensure the quality at all levels.
- **Feedback from Students and  Alumni,**  The feedback has been collected through a structured questionnaire using a rating scale from the students  about the teaching-learning-evaluation process. This is considered to be one of the best methods for reviewing the teaching-learning process.
- **Evaluation of Attainment of Program Outcomes (POs), Program Specific Outcomes (PSOs), Course Outcomes (COs):** A method for evaluating the attainment of POs, PSOs, and COs have been designed and implemented. The method ensures the evaluation of the COs vis-à-vis the PSOs at the faculty level, evaluation of PSOs at the Head of the Department's level, and the POs at the Principal level. These help in the assessment of the effectiveness of the teaching-learning process.
- **Internal Academic Audit:** The Internal Academic Audit is conducted yearly to review the academic processes including the curriculum, teaching, learning, evaluation processes, and mechanisms, including the teaching plans adherence to the academic calendar and almanac. It also verifies various teaching-learning methods such a project works, practicals, internal assessment, and external assessment rules and guidelines.
- **Self-Appraisal Form:** The Self Appraisal form is a tool widely used to enhance teacher's quality. Appraisal for teaching staff is based on the Academic Performance Indicators (API) derived from the Performance-Based Appraisal Scheme (PBAS). The API format of the college  contains  the  details  of  the  teaching  process  and  involvement  in  the University/College/student-related activities/ Research related activities of the faculty.

| File Description | Document |
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| Upload any additional information | View Document |

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**6.5.3 Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Upload details of Quality assurance initiatives of the institution | View Document |
| Upload any additional information | View Document |

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# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.**

**Response:**

**7.1.1: Measures initiated by the Institution for the promotion of gender equity during the last five years**

The College fully protected with compound wall, The premises and classrooms of the college are under continuous CCTV surveillance to ensure the safety and security of the girls students.

The institution has different committees such as Anti – Ragging Committee, Students Grievance Committee and Discipline Committee,ICC Coommittee,Women Empowerment cell,Student counseling cell which are provide quick relief to the students and to ensure the maintenance of decent and moral atmosphere within the campus, the institution has initiated several in gender equity and sensetization programmes as follows.

1. International Day for the elimination of Sexual Violence in Conflict conducted online mode on 19-06-2020 through online mode.

2. International Youth Day conducted on 12-08-2020.

3. International Day of the Girl is on 11-10-2020. Being the day is Sunday, this program conducted on 12-10-2020.

4. International Day of Women and Girls in Science observed on 11-02-2021 conducted by Women Empowerment cell.

5. International Women's Day is celebrated on 08-03-2021.

The Institution has a Common Room with an attached Wash Room is the primary facility for the girl students to meet to their personal needs. As such the institution has provided a spacious Common Room to the girl students with adequate seating facility. News Papers and Magazines are made available in the girls waiting room.

All the Departments and NSS 2 Units conduct seminars on gender equality.

Women empowerment cell conducts a seminar on women equality and empowerment. Awareness programme on SavitriBai Phule Jayanthi, Group discussion for reservation for women would help the girls students. Programmes conducted on Nutrition status in adolescent girls organised by WEC and Department of Zoology,

The institution provides safety and security facilities for the staff and students such as CCTV Surveillance It helps to keep a check on anti- social activities. Students wear identity cards at all times to

ensure their identity.

To ensure a safe and secure atmosphere, the Internal Complaints Committee ensures posters promoting gender equity and sensitization are placed on the Notice Board in all departments. A Complaint Box is placed outside of office to enable complainants to drop their complaints easily and Girls students may inform their personal and other complaints to the incharge of the Women Empowerment Cell directly or personally.

| File Description | Document |
|---|---|
| Link for annual gender sensitization action plan | <u>View Document</u> |
| Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information | <u>View Document</u> |

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

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

**Response:** D. 1 of the above

| File Description | Document |
|---|---|
| Any other relevant information | <u>View Document</u> |

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

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

**Response:**

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

The college students and staff have set up various programs to protect our environment and have started to reduce waste production. Higher population density than population is one of the most challenging factors, on the other hand, we are getting some resource utilization. Proper waste management means maintaining a clean and healthy environment. Various types of waste are disposed of in the college and they have proper system functioning.

The following waste is disposed of by the college:Dustbins have been installed throughout campus for waste segregation

1. **Solid waste**: Solid waste is produced by normal activities, including paper, glass, food scraps and packaging material, Annual Quality Assurance Report of

**SRI UMAMHESHWARI GOVERNMENT DEGREE COLLEGE** miscellaneous materials, wood, metals, leather, cardboard, etc. We throw them in the appropriate bins and then empty them. Proper waste disposal area on our college campus. Garbage collection is empty later in the van. Our institute already has a plastic-free campus and it also promotes all students and staff.

2**. Liquid Waste:** Liquid waste is mostly produced in our college: I) Sewage waste II) Canteen waste Liquid waste is generated during washing of food preparation and cooking utensils from canteen, Liquid waste from college washrooms is safely managed and disposes open place, that naturally contaminates the soil, affecting the recharge of groundwater.

3. **e-Waste Management:** Primarily electronic scrap components such as computer components and electrical equipment are sometimes repaired or disposed of appropriately to ensure that such hazardous items do not accumulate within the campus.

4. **Waste Recycling System**- There is no waste recycling system in the college. The college, however, has a rainwater harvesting system.

5. **E-Medical Waste Management**- The college does not have an eMedical Waste Management System Chemicals and Radioactive Waste Management- .

| File Description | Document |
| --- | --- |
| Link for Geotagged photographs of the facilities | [View Document](#) |

**7.1.4 Water conservation facilities available in the Institution:**

   1. **Rain water harvesting**
   2. **Borewell /Open well recharge**
   3. **Construction of tanks and bunds**

4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

**Response:** B. 3 of the above

| File Description | Document |
|---|---|
| Link for any other relevant information | [View Document](#) |

**7.1.5 Green campus initiatives include:**

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

**Response:** C. 2 of the above

| File Description | Document |
|---|---|
| Link for any other relevant information | [View Document](#) |

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

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

**Response:** A. Any 4 or all of the above

| File Description | Document |
|---|---|
| Reports on environment and energy audits submitted by the auditing agency | [View Document](#) |
| Certification by the auditing agency | [View Document](#) |
| Certificates of the awards received | [View Document](#) |
| Any other relevant information | [View Document](#) |
| Link for any other relevant information | [View Document](#) |

**7.1.7 The Institution has disabled-friendly, barrier free environment**

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

**Response:** D.1 of the above

| File Description | Document |
| --- | --- |
| Geotagged photographs / videos of the facilities | [View Document](#) |

**7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).**

**Response:**

**7.1.8: Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words**

S.U.M. Government Degree Collegebelieves in equality of all cultures and traditions from the fact that students from different castes, religions, and regions study without any discrimination. Although the organization has a diverse socio-cultural background, we are not intolerant of cultural, regional, linguistic, religious economic, and other differences. Mahatma Gandhi Sardar Vallabhbhai Patel, Pandit Jawaharlal Nehru, Dr. National festivals, anniversaries, and monuments of great Indian personalities like Bhimrao Ambedkar, Sarvepalli Radhakrishnan, Lal Bahadur Shastri with great enthusiasm. On the occasion of Sardar Vallabhbhai Patel Jayanti on October 31, the organization celebrates Rashtriya Ekta Divas (Staff and students take vows on National Unity Day) every year.

- . As such students from all the sections of the society are provided an opportunity to get admission into Higher Education through DOST online portal for the admissions in all the Undergraduate coursess.
- Orientation programs are organized for the 1st year students.
- State Government scholarships are provided to the majority of the students who are from the less privileged sections of the society creating an equal opportunity to them to pursue their education on par with others. These scholarship amounts include maintenance charges of the students and all nonrefundable fees payable to the institution like Examination fees, tuition fees, etc.,
- The College celebrate the cultural and regional festivals, like New-year's day, Fresher Party ,teacher's day, Induction program, rally, oath, plantation, Youth day, Women's day, Yoga day, festivals like Diwali Mela celebration Regional festivals Batukamma, Rangoli, New year celebrations are celebrated with utmost zeal and vigor by all the students exhibiting cultural tolerance.
- To prevent the spread of Covid-19 corona virus, The institution organized Covid Vaccination Mega Camp for students and Staff members.

| File Description | Document |
|---|---|
| Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | [View Document](#) |
| Link for any other relevant information | [View Document](#) |

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

**Response:**

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

S.U.M. Government Degree College Constitutional Responsibilities: Conducts various activities to create awareness among students and employees about the values, rights, duties, and responsibilities of citizens. On November 26, 2020, celebrated Constitution Dayin the Campus by inviting Venepalli Aruna, Chairperson,Mandal Praja Parishad-Kondanagula.. She explained the fundamental rights, duties, values , and responsibilities of citizens as enshrined in the Constitution of India.  She appealed to all to remember the freedom struggle and respect the national flag and anthem.  Our Constitution provides for human dignity, equality, social justice, human rights and freedoms, legitimacy, equality and dignity, and the supremacy of the Constitution in national life. The whole country is a government based on the rights and duties enshrined in the Constitution. As part of strengthening democratic values,Under the guidance of the Voter Awareness Forum were created to educate students and the general public about democracy. Previous activities related to this work were undertaken by our NSS . Every year Republic Day is celebrated on January 26 by holding events to mark the significance of the Constitution of India. Similarly, Constitution Day is celebrated on November 26 every year. Independence Day is also celebrated every year to highlight the independence struggle and the importance of the Constitution of India.

| File Description | Document |
|---|---|
| Link for details of activities that inculcate values necessary to render students in to responsible citizens | [View Document](#) |
| Link for any other relevant information | [View Document](#) |

**7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators

**and other staff**

4. **Annual awareness programmes on Code of Conduct are organized**

**Response:** B. 3 of the above

| File Description | Document |
| --- | --- |
| Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims | View Document |
| Code of ethics policy document | View Document |

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

**Response:**

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

Apart from the celebration of national and international days, S.U.M. Government Degree College also celebrates/observes the birth and death anniversaries of eminent Indian historical heroes and social reformers to make the students aware of their contribution in the freedom struggle and their role in the development of the nation. The intention of organizing such programs is to educate and inform the new generations about the story of the sacrifice of these unsung heroes for the freedom of India.

- The College celebrates National and international commemorative days to instill patriotic spirit, inculcate constitutional responsibilities, foster unity among the students, pay tributes to great personalities, and create awareness among the students about their efforts, achievements, and sacrifices.
- Independence Day and Republic day are celebrated every year in the college with great enthusiasm.
- NSS volunteers conducted SWATCH KALASHALA to keep the college premises clean and students participated in Rangoli in the college premises. After the flag hoisting, the sacrifices and contributions of the freedom fighters are commemorated.
- NSS Day was celebrated on 24th September every year encouraging the students to follow the motto of the National Service Scheme " NOT ME BUT YOU', which reflects democratic living and upholds the need for selfless service. students participating in singing, dancing competitions on NSS Day every year.
- World AIDS day is observed on 1st December every year and awareness rallies are conducted.
- National voters' day is celebrated on the 25th of January every year to make the students realize the importance of casting the vote and the responsibilities of voters. Awareness rallies and voter registration camps are conducted.
- National Youth Day is celebrated in the college every year on 12th January to commemorate the birth anniversary of youth icon Swami Vivekananda.
- International Yoga Day is celebrated on 21st June every year inviting the expertise in Yoga.

- Students are sensitized on the importance of Yoga for their physical, mental and spiritual health.
- International Women's day is celebrated on 8th March every year by conducting various programs on women empowerment.
- National Science day on 28th February and National Mathematics day 22nd December is conducted every year.Savitribai Fule Birth Anniversary • Dr. Babasaheb Ambedkar [Birth and Death Anniversary was conducted.

| File Description | Document |
|---|---|
| Link for any other relevant information | [View Document](#) |
| Link for Geotagged photographs of some of the events | [View Document](#) |
| Link for Annual report of the celebrations and commemorative events for the last five years | [View Document](#) |

## 7.2 Best Practices

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

**Response:**

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

**Best Practices I**

1. **Title of Learning: Galla Gurigi** (Financial Assistance to Eligible Students by College)

**2. Objectives of learning**

Profile of students enrolled in various courses at SUM Government Degree College has been obtained that most of the students are coming from tribal areas with low financial background. Their parents are unable to provide them with sustainable financial assistance as migrant agriculture is not a definite source of income. So, great goals of learning Providing financial assistance to poor students, especially tribals, to save them from dropping out of collegel due to poverty. Provide financial support to all deserving poor students, regardless of caste, creed or gender. Promoting 'equality' among students To inculcate the values of 'generosity' and 'sense of social responsibility' in students. The expected result is that students will be able to complete the degree with good marks. Beneficiaries should support the poor with the principle of 'extend a helping hand without discrimination'.

**3. Context**

Noble Goal faced challenging issues with its teeth in its design and implementation. Providing the necessary resources is a very difficult task. After several awareness meetings with relevant people,

individuals set up a 'Galla Gurigi' on the college campus for voluntary donations. After comprehensive discussions with students and teachers, it was decided to extend this benefit to all poor students regardless of caste, creed or gender. Confirming the financial backwardness of optimists is another challenge.

**4. Practice In and around the college,** there is a long history of colonial agriculture, which devastated tribal life and plunged people into abject poverty, illiteracy and ill health. In such abject poverty, the limited resources available are mainly used to meet both needs. Therefore, it is almost impossible for poor parents in tribal areas to send their children to town for higher education, demanding large sums of money in the wake of higher education. Sometimes, even if they venture to enroll their children in colleges in the town, they will not be able to provide sustainable financial assistance in the amount of education as agriculture is not a source of definite income. Therefore, it is clear that without financial assistance from outside sources, rural youth cannot expect to successfully complete their higher education. Innovation and Best Practices SUM Government Degree College: This unique organization, true to the legacy of a poor-student positive outlook from its inception, has taken a firm resolve to provide deserving students with all possible financial assistance and help them realize their dream of pursuing higher education. Financial assistance is provided to all deserving poor students irrespective of caste, creed or gender. Students who have parents who do not have a stable reasonable source of income and do not receive any other financial assistance in the form of social welfare or endowment scholarships are eligible for assistance. Aside from the monetary aspect, endowment scholarships are a testament to academic success and, therefore, fostering a competitive spirit for students to receive endowment scholarships, another source of assistance to our faculty members.

**5. Evidence of success** To illustrate one of the many success stories of Noble Practice, B.Com student M.Ramu 's college fees and exam fees. In the 2015-18 batch, the total number of SUM degree colleges was Rs. 10000 / - for three years. She completed her B.Com. Successful with more than 60% marks. Learning in this way has a positive effect on the educational abilities and attitudes of the beneficiaries. The results of a review of Assistance suggest that modest assistance not only enables poor students to pursue higher education, but also makes them responsible citizens for continuing the legacy of assisting students in successive batches. The above are just a few examples to illustrate the point. The following is a list of such students who have emerged as beneficiaries of the schem.

| S.no | Name of the student | Course | Period of study | Higher study | Name of the university | | |
|------|---------------------|--------|-----------------|--------------|------------------------|---|---|
| 1 | E. Mounika | B.COM | 2015-2018 | M.COM | Palamuru University | | |
| 2 | G. Nagalaxmi | B.COM | 2015-2018 | M.COM | Palamuru University | | |
| 3 | K. Aravind | B.COM | 2015-2018 | B.Ed | Palamuru University | | |
| 4 | J.Shiva | B.COM | 2015-2018 | M.COM | Palamuru University | | |
| 5 | S. Anjaneyulu | B.COM | 2015-2018 | B.Ed | Palamuru University | | |
| 6 | M.Ramu | B.COM | 2015-2018 | M.COM | Dr.BRAOU,HYD | | |
| 7 | B. Varalaxmi | BA | 2015-18 | B.Ed | Osmania University | | |
| 8 | P. Nagaraju | BA | 2015-18 | | | | |
| 9 | N. Kiran Kumar | BA | 2015-18 | M.A. Political Science | Palamuru university | | |
| 10 | G. Anjaneyulu | BA | 2015-18 | M.A. Political | Palamuru university | | |

| | | | | Science | | |
|---|---|---|---|---|---|---|
| 11 | M. Manjula | BA | 2015-18 | B.Ed | Osmania University | |

# 1.Problems encountered and resources required Please identify the issues and resources needed to implement the practice (in approximately 150 words).

At the beginning of the best learning design, some groups of students opposed the idea of giving welfare scholarship holders a chance as well.

They expressed concern that funds raised for the purpose would be misused. As a result, many students and staff did not come forward to contribute to the fund.

- The college had to overcome a lot of these obstacles.

# Best Practices II

1. **Title of the Practice: Podu-Veedu (Against Shift Cultivation (ASC) in Nallamala Agency Area, Telangana)**

# 2.Objectives of the Practice

Shifting cultivation continues to be a predominant agricultural practice in Nallamala forest in Telangana by Chenchu tribe, despite state discouragement and multipronged efforts to wean indigenous communities away from it. Their land, due to remoteness, poor access to markets and undulating terrain, leaves them with few alternatives. Being this college has

present in Nallamala forest, resolved to take up it as the best practice to the

cause to stop Podu Cultivation Nallamala Chenchu tribes. This practice is carried out with the objectives of

- Mentoring Chenchu tribe on their specific issues with one Chenchu student as mentor for every 20 Chenchu people.
- Creating an environment through awareness programmes to enable the Chenchu to realize their full potential for realizing and solving their problems independently.
- Arranging special sessions with the political leaders and social activists to enable the chenchu farmers to be aware of several types of 'evil designs' by non-tribals exploitation taking the advantage of their innocence and gullibility.
- Dealing amicably with the chenchu victims of exploitation of all sorts maintaining utmost confidentiality of the private life to protect their land.
- Involving social activists and Government officials to enlighten the chenchu on human rights and fundamental freedom for equal rights and opportunities.

- Organizing debates and discussions on Shift cultivation to enable the chenchus to realize tribal sensitization, thus leading to more equality and harmony in the society.
- Conducting seminars and special sessions on land fertility, SC and protection of tigers to expose the ill-effects of the evils.
- Development of new agricultural and technical skills among the chenchu tribes by providing special training to enable them to become independent earners of their living.
- Extending financial assistance to the deserving chenchu if disadvantaged

sections to help acquire their lands.

- Organizing the exclusive health camps for chenchu by expert doctors for free treatment of health problems and conducting awareness programmes on the importance of sanitation, personal hygiene and prevention of seasonal diseases.
- Tackling the social, developmental, health consequences from a tribal perspective.

# 3.The Context

- The Chenchu families, in the beginning were not enthusiastic to participate in the deliberations.
- Some farmers and family members opined that the awareness / sensitization programmes defeated the purpose of scarify their lands for Tiger Conservation Project.
- The coordinator and the members of the unit had to visit certain families and persuade the parents that all the programmes were meant for the betterment and empowerment of their agriculture.
- As the stopping Migrate/Shift Cultivation (SC) programmes designed revealed several disparities and inequalities, that we might not have noticed earlier, people especially the other caste, argued discussing government and officials role would damage traditional practices.
- Similarly, the various legal protective provisions for Chenchu tribes were misunderstood as undue favour meant to be little their traditions.
- Even some activities supporting the argument often opined that the change was difficult to be accepted as the ideas emanated from these seminars/workshops/debates on agriculture inequalities appeared new and startling.
- Some chenchu even found fault with the government that their acts were detained in the SC beyond living places for unconnected and counterproductive programmes.
- Under these circumstances, the college has thought it appropriate to forge ahead with the objective implementation which an exclusive practice is created.

# 4.The Practice

Census 2011 puts the Chenchu population at 64,227 in habitations spread over five districts, three in Andhra Pradesh (Prakasam, Guntur and Kurnool) and two in Telangana (Mahbubnagar and Nalgonda). The gender break-up is 32,196 males and 32,031 females, the child sex ratio is 988/1000 and literacy is 40.6%, (47.3% among males, 34% among females). However crude this may sound, it is pitting 65 tigers against 64,000 Chenchu living in CTHs or core areas and the abutting buffer zone. Therefore, they remain largely as the marginalized poor and socially excluded.

To achieve the aim, the college established a Against SC Cell (ASC) with a senior lecturer as its

Coordinator and two other senior lecturers as its members. All chenchu students are eligible to take membership of the Cell irrespective of their group of UG. There are nearly ten chenchu student

members in the unit.

The Coordinator and the members of the unit meet twice a year and decide the conduct awareness sessions during leisure hours sensitizing the chenchu to know why and how they are given subservient role in spite of their equal or even more abilities than their counterparts.

The ASC is working for the protection of Chenchu's rights and actively empowers farmers creating conditions for gaining confidence in their abilities. It aims at curbing the social evils like migrate cultivation, deforestation and living in Tiger Protection area, system providing necessary counseling and guidance by professional counselors, social and rights activists, enlightened academics, so that the chenchu become aware of unjust caste discrimination, the human rights, the legal provisions available for their protection.

# 5.Evidence of Success

Two Chenchu pentas (hamlet called as penta) namely **Rampur penta** and **Appapur penta** are active pentas are under study for the academic year of 2017-18. ASC of this college was carried out awareness campaign as well as education needs of abandoning Podu (Shift Cultivation) among the chenchu families.

# 6.Problems Encountered and Resources Required

- The modest and diffident chenchu were reluctant to cross their living borders affecting the successful conduct of awareness programmes.
- Ensuring the all-round support and participation of lecturers in the programmes is also a tough task.
- Organizing various programmes during working hours, sometimes, has led to sacrifice the agriculture work.
- Sometimes, the organizers were put to disappointment as the chenchu did not turn up for the awareness camp.
- Implementation of this practice plan and its monitoring has become a tough task in view of tight academic schedule.

| File Description | Document |
|---|---|
| Link for Best practices in the Institutional web site | **View Document** |
| Link for any other relevant information | **View Document** |

# 7.3 Institutional Distinctiveness

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

**Response:**

**SRI UMA MAHESHWARI GOVERNMENT DEGREE COLLEGE** was established in 1989 consequent to in a remote village **Kondanagula** in Nagarkurnool District of Telangana state in Nallmala forest area, **The Nallamalas** are a section of the Eastern Ghats which forms the eastern boundary of Rayalaseema region of the state of Andhra Pradesh and Nagarkurnool district of the state of Telangana. Kondanagula village is predominantly a tribal area. Before establishment of this degree College most of the studetns were dropped their Education at the stage of Intermediate level, Now, this college caters to the higher educational needs of students of this area, specially the students from SC,ST, OBC and Minority communities in the following way.

- This college vision is to provide quality in Higher education to weaker section students of the Tribal area.
- The institution thrives the knowledge gap between Tribal area agency students and Urban area students in this tribal region with the utilization of available resources at an optimal level ensuring the students.
- To accomplish the vision, the committees constituted for various purposes like IQAC, CPDC, AEC, TSKC, NSS, ICC,WEC,ARC,SC-ST Cell actively involved in the implementation of the plans to shape the future of the students and to bring out the hidden talents of the individuals.
- Performance of the Institution in one area distinctive to its Priority and Thrust of S.U.M. Government Degree College has placed tremendous emphasis on centre for potential excellence in higher education in this Tribal region.
- Due to best learning and Teaching practices provided by the institution, the student admissions are gradually increased in every year correspondingly the students pass percentage increased.
- Degree Online Services Telangana (DOST) was introduced in the year 2016 as an e-governance initiative of the Telangana government for centralized admission process into Undergraduate colleges in the state of Telangana. The information of all the programs available in the colleges across the state, seats available in each program, fee structure of the programs is available in the DOST portal. Students can exercise any number of options of their choice and they can prioritize their options and the seats will be allotted to them as per their merit cum roster reservation system as per their choice. The online admission system enables the students to get admissions in the college in a transparent, free and fair manner due to which the admissions of the college have been significantly increased.
- Mentor-Mentee system is introduced to provide guidance to the students and to build rapport

between the students and the faculty for a better understanding of the aspirations, goals, challenges of the students and fine-tuning the same to excel in the areas of their interest. Mentor mentee system is very much helpful to reach out to every student and to address their grievances regarding academic issues. Resultantly, the students have come forward to participate in various activities conducted in the college, overcoming their inhibitions.

• Digital Technology is aptly utilized to cater to the needs of huge student strength. Apart from DOST at the admission process, the ePASS (Electronic Payment & Application System of Scholarships) government of Telangana portal is utilized to process the scholarships of the students, biometric devices are used to capture the attendance of the faculty and students. The College Administration and Information Management System (CAIMS) portal of the Commissioner of Collegiate Education is used to Account Management and to issue Bonafide and transfer certificates to the students online.

• The College pursues a Proactive Financial Support through **Galla Gurigi** as a one of the Best practices of this college, provided financial assistance to a number of students with partial fee waivers and full fee waivers every year. This assistance is in addition to the support received by reserved category students from the state and other agencies.

• Along with other sports cultural and technical activities, the NSS units plans to field visits to expose the students to the pressing issues in our society. Two NSS units of this college undertakes various services to inculcate social values, cleanliness drives, Massive plantation drives, waste management drives, gender equity, field visits and many more social responsibility works.

• Even in Covid-19 pandemic period, the faculty actively involved in delivering lectures through online successfully to continue Teaching and Learning to the students, by usning Zoom apps and YOU TUBE channals,in addition our faculties are provided learning study materials through Whats app.

• Finally, The SUM Government Degree College, Kondanagula focuses on encouraging Agency area students to excel in the area of their interest, educating them to attain academic excellence, and empowering them to face future challenges.

| File Description | Document |
|---|---|
| Link for any other relevant information | View Document |

# 5. CONCLUSION

## Additional Information :

SUM Government Degree College is located in Kondanagula village Balmoor Mandal in Nagarkurnool District in Telangana State. Kondanagula is predominantly a tribal area, most of the population consists of Chenchus,Lambadas, Yerukalas.,etc., they are very poor in  education, Health, hygiene and modern culture.

Recently **Tamilisai soundararajan,Governer of Telangana State** visited  to this hamlets of Nallmala in the month of 27th March 2022 as part of a pilot project initiated by her to improve the nutritionastatus of the residents of Appapur and Bourapur Chenchu habitations, **Tamilisai** interacted with the tribals and spent time inside their bamboo huts, offering prayers to their ancestors and deities.

 The project is aimed at improving the nutritional status, health, education and livelihood of the tribal groups.

 The project enabled extension of solar power-based lighting to all the houses in the village, the local ashram school got a facelift, the medical team of the Employees State Insurance Corporation conducted ultra-sound scanning for women, the Indian Red Cross Society distributed health and hygiene kits and the National Institute of Nutrition distributed the traditional **mahua laddu** to women to improve their immunity.

 After establsing the **SUM Government Degree College**  in this  forest area many  of students are improved  their higher education and got employability.

## Concluding Remarks :

 As this college is established in Nallamala forest area and have a bright future,  if Government introduce new coursess Forestry science  and Rural developmental coursess, Students of this region can utilise the coursess and gain the knowledge and applicable to conservation of the forest and rural development.

 Even in Covid -19 pandemic period online clasess are taken,  but due to poor  Net work facility many students  did not utilised the virtual/online clasess through smartphones, but results are very good.

 As the college is located  from far away from the town, need to facilitate the hostel facility to the students.

 Most of the students of this region are first generation learners and they have  their own mother language instead of that the students are very difficult to understand the English,Telugu and Hindi lanuagess. In view of that, Our  college is  provide the quality education regarding linguestic, communication, Computer and subject knowledge,  So for the alround personolity development of the students our college faculties are providing English Language Lab, Computer Lab, TSKC Lab and other motivational activites.

However the college is having good infrastruction,good atmosphere which is need of the students.