

METRIC ID-5.1.2



SRI UMAMAHESHWARI GOVERNMENT DEGREE COLLEGE
KONDANAGULA: NAGARKURNOOL DIST.
(NAAC Accredited with B+)

Dr. Ch. Ramachandram, M.Com., Ph.D.,
Principal



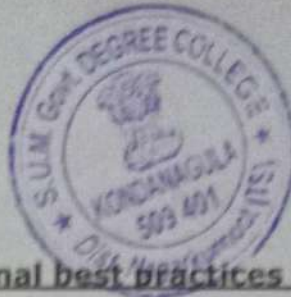
Certificate

This is to certify that the following students are
benefited free ships provided by the college during the
year 2016-2017

Principal

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KONDANAGULA - 509 401.





7.2.1. Describe at least two institutional best practices (as per NAAC) format

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 drop out of college 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' to the 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 'extends 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.

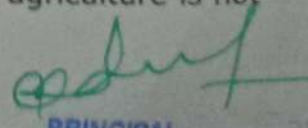
After comprehensive discussions with students and teachers, it was decided to extend this benefit to all poor students regardless of caste, creed or gender.

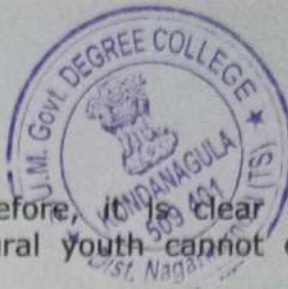
Confirming the financial backwardness of optimists is another challenge.

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 object 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


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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.

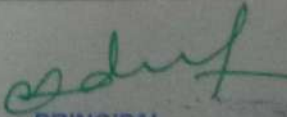
5. Evidence of success

To illustrate one of the many success stories of Noble Practice, B.Com student **C. Chandana**'s college fees and exam fees. In the 2014-17 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 scheme.

S.No	Name of the student	Course	Period of study	Higher study	Name of the university	Present working
1	M. Prathyusha	B.COM	2014-2017	M.COM	Palamuru University	Guest Lecturer in Commerce at GDC, Kamareddy
2	C. Chandana	B.COM	2014-2017	M.COM	Osmania University	Accounting and Administration officer at KONARE foundation, Achampeta
3	P. Bharathi	B.COM	2014-2017	B.Ed	Mahathma Gandhi University	-
4	T. Sujatha	B.COM	2014-2017	B.Ed	Mahathma Gandhi University	-
5	C. Anil	B.COM	2014-2017	B.Ed	Mahathma Gandhi University	Private Job
6	P. Sathish	B.COM	2014-2017	B.Ed	Mahathma Gandhi University	Private Job
7	K. Harish	B.COM	2014-2017	BP.Ed	Palamuru University	


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8	M.Priyanka	BSC	2014-2017	M.Sc. Botany	Palamuru university	Constable
9	C.Laxmi	BSC	2014-2017	M.Sc. Chemistry	Palamuru university	
10	S. Parushuram	BA	2014-2017	B.Ed	Palamuru university	
11	Md. Ahmed	BA	2014-17	M.A. Political Science	Palamuru university	
12	V. Mallesh	BA	2014-17			Constable
13	E. Poshanna	BA	2014-17	MBA	Palamuru university	
14	P. Vijay	BA	2014-17	B.Ed	Palamuru university	
15	P. Rammohan	BA	2014-17	B.Ped	Palamuru university	
16	N. Mahesh	BA	2014-17	B.Ed	Mahatmagandhi University	
17	Sravan Kumar	BA	2014-17	B.Ed	Palamuru university	

6. 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.

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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 chenchu 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.

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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

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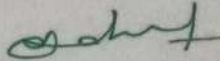
abilities. It aims at curbing the social evils like migrate cultivation, deforestation and living in Tiger Protection area, system providing necessary counseling and guidance by professional counselors, social and rights activists, enlightened academics, so that the chenchu become aware of unjust caste discrimination, the human rights, the legal provisions available for their protection.

5. Evidence of Success

Two Chenchu pentas (hamlet called as penta) namely **Chenchugudem** and **Gudibanda** are active pentas are under study for the academic year of 2016-17. 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.



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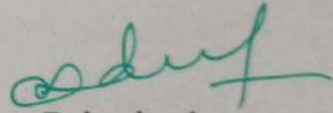
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To inculcate the values of 'generosity' and 'sense of social responsibility' in students.

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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.

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4. Practice

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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



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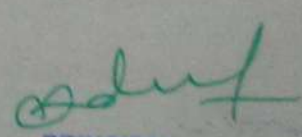
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The above are just a few examples to illustrate the point. The following is a list of such students who have emerged as beneficiaries of the scheme.

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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	Private Job
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	Railway Job at Bangalore
7	B. Varalaxmi	BA	2015-18	B.Ed	Osmania University	
8	P. Nagaraju	BA	2015-18			Panchayath Secretary
9	N. Kiran Kumar	BA	2015-18	M.A. Political Science	Palamuru university	
10	G. Anjaneyulu	BA	2015-18	M.A. Political Science	Palamuru university	
11	M. Manjula	BA	2015-18	B.Ed	Osmania University	


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6. **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.

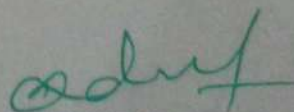
Best Practices II

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2. Objectives of the Practice

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- 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.
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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.
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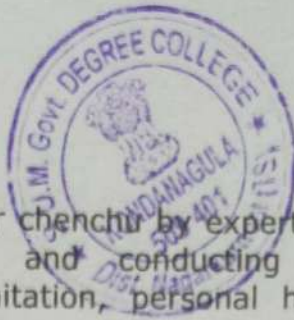
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- The coordinator and the members of the unit had to visit certain families and persuade the parents that all the programmes were meant for the betterment and empowerment of their agriculture.
- As the stopping Migrate/Shift Cultivation (SC) programmes 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.
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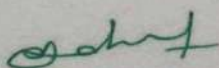
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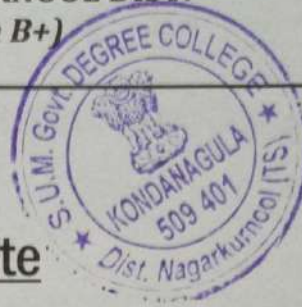


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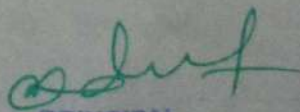
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To illustrate one of the many success stories of Noble Practice, B.Com student **G. Premalatha**'s college fees and exam fees. In the 2016-19 batch, the total number of SUM degree colleges was Rs. 10000 / - for three years. She completed her B.Sc. 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 scheme.

S.no	Name of the student	Course	Period of study	Higher study	Name of the university	Present working
1	V. Priyanka	BSC	2016-2019	MSc- Zoology	Palamuru University	
2	Ch. Lingaiah	BSC	2016-2019	B.Ed	Palamuru University	
3	Vishnu	BSC	2016-2019			Army
3	G. Premalatha	BSC	2016-2019			ICICI BANK JOB
4	K. Karthik	B.COM	2016-2019	B.Ed	Palamuru University	
5	K. Srikanth	B.COM	2016-2019	B.Ed	Palamuru University	Private Job
6	G. Nagaraju	B.COM	2016-2019			ICICI BANK JOB
7	MD. Salman	B.COM	2016-2019	B.LiSc	Dr.BRAOU, HYD	
8	M. Varma	BA	2016-2019	B.Ed	Palamuru University	
9	K. Ramesh	BA	2016-2019	B.Ed	Palamuru University	
10	G. Anjaneyulu	BA	2016-2019	M.A. Economics	Osmania University	Private Job (Bank)
11	V. Narasimha	BA	2016-2019			Private Job (Bank)


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 KONDANAGULA - 509 401.

6. **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.

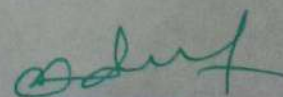
Best Practices II

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



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independent earners of their living.

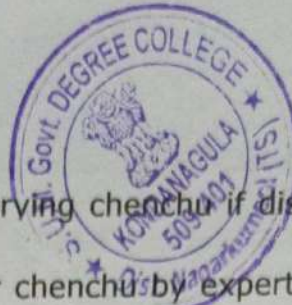
- Extending financial assistance to the deserving chenchu if disadvantaged sections to help acquire their lands.
- Organizing the exclusive health camps for chenchu by expert doctors for free treatment of health problems and conducting awareness programmes on the importance of sanitation, personal hygiene 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.



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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.

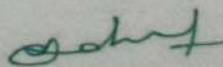
The ASC is working for the protection of Chenchu's rights and actively empowers farmers creating conditions for gaining confidence in their abilities. It aims at curbing the social evils like migrate cultivation, deforestation and living in Tiger Protection area, system providing necessary counseling 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 **Avarla penta** and **Bhourapur penta** are active pentas are under study for the academic year of 2018-19. 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.



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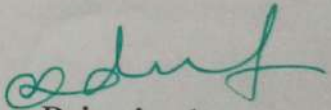
SRI UMAMAHESHWARI GOVERNMENT DEGREE COLLEGE
KONDANAGULA: NAGARKURNOOL DIST.
(NAAC Accredited with B+)

Dr. Ch. Ramachandram, M.Com., Ph.D.,
Principal



Certificate

This is to certify that the following students are
benefited free ships provided by the college during the
year 2019-2020


Principal

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7.2.1. Describe at least two institutional best practices (as per NAAC) format

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 college 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.

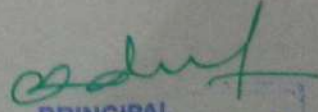
After comprehensive discussions with students and teachers, it was decided to extend this benefit to all poor students regardless of caste, creed or gender.

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


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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

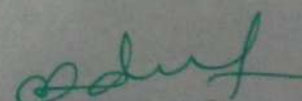
To illustrate one of the many success stories of Noble Practice, B.Com student **Md. Fayaz**'s college fees and exam fees. In the 2017-20 batch, the total number of SUM degree colleges was Rs. 10000 / - for three years. She completed her B.Com. Successful with more than 60% marks.

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 scheme.

S.no	Name of the student	Course	Period of study	Higher study	Name of the university	Present working
1	SK. Rafi	B.COM	2017-2020	MBA	Mahathma Gandhi University	
2	S.Ajay	B.COM	2017-2020	B.Ed	Mahathma Gandhi University	
3	G. Laxmi prasanna	B.COM	2018-2020	MBA	Mahatma Gandhi university	
4	G. Venkateshwari	B.COM	2018-2020	B.Ed	Palmuru University	
5	Santhosh	BSC	2018-2020			Constable
6	M. Hanmanthu	BA	2018-2020	B.Ed	Mahathma Gandhi University	
7	Md. Fayaz	BA	2018-2020	B.Ed	Kakathiya University	
8	P. Ramesh	BA	2018-2020	M.A. Economic s	Telangana University	
9	G. Jyothi	BA	2018-2020	M.A. Economic s	Palmuru University	

6. Problems encountered and resources required Please identify the



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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.

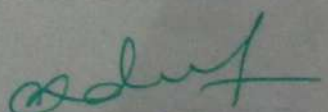
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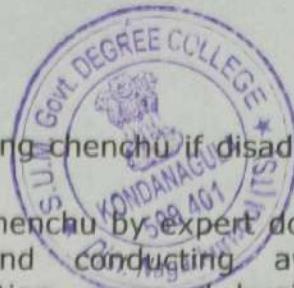
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[Signature]

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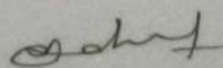
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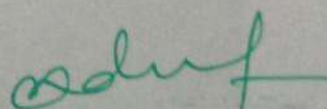
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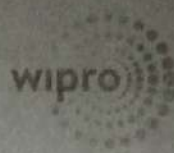
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Kondanagula - 509401


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Santoor Scholarship Program 2020-21

Dear Student,

Date: 01/09/2020

Congratulations on being shortlisted for the Santoor Scholarships program 2020-21! Please find enclosed the Student Agreement and the Declaration form that needs to be completed in full. The submission of the signed Agreement and the Declaration form with the supporting documents by the due date is mandatory in order to be considered for the scholarship for the academic year 2020-21.

Please read the following instructions:

1. The Student Agreement needs to be signed by the student and returned. Both the pages of the Agreement has to be returned. Agreements without the student signature will be rejected.
2. Declaration forms submitted without the college seal and signature of the principal will be rejected.
3. Please enclose the following along with the Student Agreement and the Declaration form:
 - a) Copy of the Student's Aadhaar Card/Government ID proof. Please do not send originals.
 - b) One passport size photograph of the student.
 - c) Clear readable photocopy of the student's Bank Pass Book (Grameen bank accounts are not accepted).
 - d) Copy of the previous year's statement of marks/grades/ qualifying certificate from the college.
4. The last date for submission is 7th October 2020.

However, students are advised to send it at the earliest possible date.

5. The documents need to be sent by post/reliable courier. Wipro Cares is not responsible for any lapse in postal or courier services.
6. The documents must be addressed to:

Wipro Cares - Santoor Scholarship,
Doddakannelli,
Sanjapur Road,
Bengaluru - 560035,
KARNATAKA.

For any queries please call on 011-43092248 (Ext-121)/ +917337835165/18004251969 or email us on santoor.scholarship@buddy4study.com

Wishing you yet another successful year ahead!

Warmly,
Santoor Scholarships Team

Wipro Cares-Santoor Scholarships, Doddakannelli, Sanjapur Road, Bengaluru-560035, KA
Contact Number: 011-43092248 (Ext-121) / +917337835165/18004251969, email: santoor.scholarship@buddy4study.com

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KONDANAGULA - 509 401.



About Santoor Scholarships: The Santoor Scholarships are awarded by Wipro Cares with support from Wipro Consumer Care, which is a part of Wipro Enterprises (Pvt.) Ltd. It intends to financially support girls from disadvantaged backgrounds, who wish to pursue higher education after grade 12.

About Wipro Cares: Wipro Cares is a charitable trust set up by Wipro in 2003. It is focused on certain key developmental issues faced by communities, such as, but not limited to, primary health care, education, environment, disability and providing rehabilitation to communities affected by natural calamities.

Yours sincerely,

Praveen Beechagondahalli,
Sr. Program Manager, Wipro Cares

Endorsement:

1. I accept the terms and conditions stipulated in the above letter of engagement.
2. I agree that Wipro Cares has the right to remove me from the Santoor Scholarship Programme without any notice if any declaration given or information furnished by me to Wipro Cares is found to be false or if I am found to have willfully suppressed any material information.

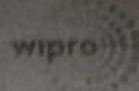
Name of the student: GORLA YASHODHARANI

Signature of the student:

Date: 1/1/ Place: BALMOOR

(Please note that both the pages of the student agreement has to be returned after signing)

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S.U.M. GOVT. DEGREE & PG COLLEGE
KONDANAGULA - 509 401.



SANTOOR SCHOLARSHIP PROGRAM 2020-21

DECLARATION FORM

STUDENT INFORMATION:

1. Student's full name: GORLA YASHODHARANI
2. Father's name: GORLA SREENAIAH
3. Mother's name: GORLA LAXMI DEVAMMA
4. Student's contact number: 9553353553
5. Current location address: (W.P.M.) BALMOOR
(TQ) ACHAMPET (DST) NAGARKURNOOL
PIN - 509401
6. Student's Bank account details:
 - a) Name as in Bank Passbook: GORLA YESHODA
 - b) Account number: 208810100065323
 - c) Name of the Bank: ANDRA BANK
 - d) IFSC: ANDB0002088
 - e) Branch: BALMOOR
7. Student's Course details:
 - a) Name of the Course: BA (H.EP)
 - b) Course duration: THREE YEARS
 - c) Current year of study:
☐ 1st Year ☐ 2nd Year ☒ 3rd Year ☐ 4th Year ☐ 5th Year
8. Student's College details:
 - a) Name of the College: S.U.M. GOVT. DEGREE COLLEGE
 - b) Contact Number: _____
 - c) Address: KONDANAGULA BALMOOR (Md)
ACHAMPET (TQ)
NAGARKURNOOL (PIN) 509401

I hereby affirm that the above-mentioned student is a current student of this college and the particulars mentioned are true to the best of my knowledge. I do understand that the Scholarship amount is liable to be withdrawn at any time, if the candidature of the student is found to be false or if the student discontinues her study.

Signature of the Principal:

PRINCIPAL

Name of the Principal:

SANTOOR SCHOLARSHIP PROGRAM

Date:

Please enclose the following:

1. All India - Aadhar card only
2. 3 passport size photo
3. Clear medium copy of the Bank passbook (Please note that Gramen Bank accounts are not accepted)
4. Four year's statement of marks/grades/qualifying certificate from the college



[Signature]

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S.U.M. GOVT. DEGREE & PG COLLEGE
KONDANAGULA - 509 401.



1st September, 2020

To,
GORLA YASHODHARANI
H NO. 80, BALMOORNAGARKURNOOL
Nagarkurnool 509401
Telangana
PH: 9553353563

Dear GORLA YASHODHARANI,

Sub: Award of Santoor Scholarship

We are pleased to inform you that you have been selected for the Santoor Scholarship Programme ("Scholarship Programme") of Wipro Cares. This scholarship is offered under the following terms and conditions:

1. The duration of Scholarship Programme will be from 1st July 2020 to 30th June 2021 ("Scholarship Period"). Your scholarship shall automatically stand terminated at the expiry of this period unless Wipro Cares at its sole discretion extends the scholarship period in writing.
2. During the Scholarship Period, you will be eligible to receive a scholarship amount of INR.24,000/- (Rupees Twenty-Four Thousand Only) per annum ("Scholarship Amount") which may be disbursed in installments. You shall utilize this amount for tuition fees and any other expenses incidental to your ongoing higher education for that academic year.
3. You shall be eligible for the Scholarship Amount for the subsequent year only after the successful completion of previous academic year. As a part of proof of completion, you shall be required to provide Wipro Cares the completion/pass certificate of the previous academic year and any other document as requested by Wipro Cares. It is to be noted that, this scholarship shall stand immediately terminated, in the event of discontinuation of your studies, for any reason whatsoever.
4. During the Scholarship Period, you are expected to put in your best efforts and successfully complete your studies.
5. The payment of Scholarship Amount is subject to your regular attendance, good academic performance and any other conditions as may be required by Wipro Cares, from time to time. Any adverse feedback from the college authorities will be considered seriously and may result in the immediate termination of your entitlement under Scholarship Programme and non-payment of the balance Scholarship Amount.
6. You shall be eligible to apply for next year's Scholarship Amount only after meeting the eligibility criteria as mentioned under Clause 3, 4 and 5. During the Scholarship Period, you will be intimated on the process for application for applying towards the subsequent year Scholarship Amount after the end of each academic year.
7. It is hereby clarified that, being entitled to this Scholarship Programme does not entitle you towards any present or future relationship with Wipro Limited., Wipro Enterprises (Private) Ltd. or any other Wipro entity, affiliates, subsidiaries etc. in any capacity whatsoever.
8. It is to be noted that, Wipro Cares reserves the right to offer/withdraw/modify/reject or make any other changes to this Scholarship Program, at its sole discretion, without assigning any reason.

METRIC ID-5.1.2



SRI UMAMAHESHWARI GOVERNMENT DEGREE COLLEGE
KONDANAGULA: NAGARKURNOOL DIST.
(NAAC Accredited with B+)

Dr. Ch. Ramachandram, M.Com., Ph.D.,
Principal

Certificate



This is to certify that the following students are
benefited free ships provided by the college during the
year 2020-2021

Principal

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KONDANAGULA - 509 401.

7.2.1. Describe at least two institutional best practices (as per NAAC) format



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 by providing financial assistance to poor students, especially tribals, to save them from dropping out of college 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

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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 **G. Laxmi prasanna** 's college fees and exam fees. In the 2018-21 batch, the total amount of fee was Rs. 10000 / - for three years. She successfully completed her B.Com. 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 scheme.

S.no	Name of the student	Course	Period of study	Higher study	Name of the university	Present working
1	G. Laxmi prasanna	B.COM	2018-2021	MBA	Mahatma Gandhi university	
2	V. Sai babu	BA	2018-2021	MA (Political Science)	Palamuru University	
3	K. Sandeep	BA	2018-2021	MA (Economics)	Mahatma Gandhi university	
4	P Savithri	BA	2018-2021	B.Ed	Palamuru University	
5	B. Shireesha	BA	2018-2021	B.Ed	Palamuru University	
6	M. Pavani	BSC(BZC)	2018-2021	M.Sc Chemistry	Osmania University	
7	N. Sumanth	BA	2018-2021	B.Ed	Rayalaseema University	

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6. **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.

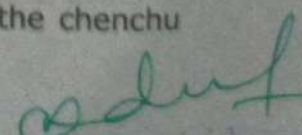
Best Practices II

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


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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



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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.

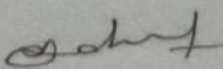
The ASC is working for the protection of Chenchu's rights and actively empowers farmers creating conditions for gaining confidence in their abilities. It aims at curbing the social evils like migrate cultivation, deforestation and living in Tiger Protection area, system providing necessary counseling 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

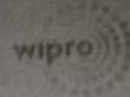
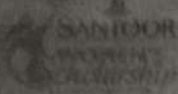
Two Chenchu pentas (hamlet called as penta) namely **Kudichinthala Bailu** and **Sarlapally** are active pentas are under study for the academic year of 2020-21. ASC of this college was carried out awareness campaign as well as education needs of abandoning Podu (Shift Cultivation) among the chenchu 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.


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SANTOOR SCHOLARSHIP PROGRAM 2020-21

DECLARATION FORM

STUDENT INFORMATION:

1. Student's full name: GORLA YASHODHARANI
2. Father's name: GORLA SREENAIHA
3. Mother's name: GORLA LAXMI DEVAMMA
4. Student's contact number: 9553353553
5. Current address: (V.P.M.) BALMOOR
(Q) ACHAMPET (D-37) NAGARKURNOOL
PIN - 509401
6. Student's bank account details:
 - a) Name as in bank Passbook: GORLA YESHODA
 - b) Account number: 208810100065323
 - c) Name of the bank: ANDRA BANK
 - d) IFSC: ANDB0002088
 - e) Branch: BALMOOR
7. Student's Course details:
 - a) Name of the Course: B.A. (H.E.P)
 - b) Course duration: THREE YEARS
 - c) Current year of study:
☐ 1st Year ☐ 2nd Year ☐ 3rd Year ☒ 4th Year ☐ 5th Year
8. Student's College details:
 - a) Name of the College: SUM GOVT DEGREE COLLEGE
 - b) Contact Number: KONDANAGULA BALMOOR (M.H.)
 - c) Address: ACHAMPET (Q)
NAGARKURNOOL (PIN) 509401

I hereby affirm that the above-mentioned student is a current student of this college and the particulars mentioned are true to the best of my knowledge. I do understand that the Scholarship amount is liable to be withdrawn at any time, if the candidature of the student is found to be false or if the student discontinues her study.

Signature of the Principal: PRINCIPAL

Name of the Principal: KONDANAGULA BALMOOR

Date: _____

Please enclose the following:

1. ID card - Aadhar card only
2. Passport size photo
3. Clear readable copy of the bank passbook (Please note that Gramin Bank accounts are not accepted)
4. Previous year's statement of marks / grades / qualifying certificate from the college



[Signature]

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wipro cares

STUDENT AGREEMENT

wipro

1st September, 2020

To,
GORLA YASHODHARANI
H NO 00, BAL MOORNAGARKURNOOL
Nagarkurnool 509401
Telangana
PH: 9553353563

Dear GORLA YASHODHARANI,

Sub: Award of Santoor Scholarship

We are pleased to inform you that you have been selected for the Santoor Scholarship Programme ("Scholarship Programme") of Wipro Cares. This scholarship is offered under the following terms and conditions:

1. The duration of Scholarship Programme will be from 1st July 2020 to 30th June 2021 ("Scholarship Period"). Your scholarship shall automatically stand terminated at the expiry of this period unless Wipro Cares at its sole discretion extends the scholarship period in writing.
2. During the Scholarship Period, you will be eligible to receive a scholarship amount of INR.24,000/- (Rupees Twenty-Four Thousand Only) per annum ("Scholarship Amount") which may be disbursed in installments. You shall utilize this amount for tuition fees and any other expenses incidental to your ongoing higher education for that academic year.
3. You shall be eligible for the Scholarship Amount for the subsequent year only after the successful completion of previous academic year. As a part of proof of completion, you shall be required to provide Wipro Cares the completion/pass certificate of the previous academic year and any other document as requested by Wipro Cares. It is to be noted that, this scholarship shall stand immediately terminated, in the event of discontinuation of your studies, for any reason whatsoever.
4. During the Scholarship Period, you are expected to put in your best efforts and successfully complete your studies.
5. The payment of Scholarship Amount is subject to your regular attendance, good academic performance and any other conditions as may be required by Wipro Cares, from time to time. Any adverse feedback from the college authorities will be considered seriously and may result in the immediate termination of your entitlement under Scholarship Programme and non-payment of the balance Scholarship Amount.
6. You shall be eligible to apply for next year's Scholarship Amount only after meeting the eligibility criteria as mentioned under Clause 3, 4 and 5. During the Scholarship Period, you will be intimated on the process for application for applying towards the subsequent year Scholarship Amount after the end of each academic year.
7. It is hereby clarified that, being entitled to this Scholarship Programme does not entitle you towards any present or future relationship with Wipro Limited., Wipro Enterprises (Private) Ltd. or any other Wipro entity, affiliates, subsidiaries etc. in any capacity whatsoever.
8. It is to be noted that, Wipro Cares reserves the right to offer/withdraw/modify/reject or make any other changes to this Scholarship Program, at its sole discretion, without assigning any reason.

Signature of

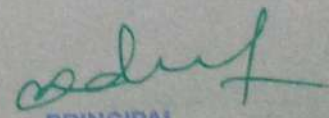
Wipro Cares

Signature of

Wipro Cares

Signature of

Wipro Cares



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About Santoor Scholarships: The Santoor Scholarship is a part of Wipro Cares with support from Wipro Consumer Care, which is a part of Wipro Enterprises (Pvt.) Ltd. It intends to financially support girls from disadvantaged backgrounds, who wish to pursue higher education after grade 12.

About Wipro Cares: Wipro Cares is a charitable trust set up by Wipro in 2003. It is focused on certain key developmental issues faced by communities, such as, but not limited to, primary health care, education, environment, disability and providing rehabilitation to communities affected by natural calamities.

Yours sincerely,

Praveen Beechagondahalli,
Sr. Program Manager, Wipro Cares

Endorsement:

1. I accept the terms and conditions stipulated in the above letter of engagement.
2. I agree that Wipro Cares has the right to remove me from the Santoor Scholarship Programme without any notice if any declaration given or information furnished by me to Wipro Cares is found to be false or if I am found to have willfully suppressed any material information.

Name of the student: GORLA YASHODHARANI

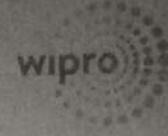
Signature of the student:

Date: / / Place: BALMUR

(Please note that both the pages of the student agreement has to be returned after signing)

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Santoor Scholarship Program 2020-21

Dear Student,

Date: 01/09/2020

Congratulations on being shortlisted for the Santoor Scholarships program 2020-21! Please find enclosed the Student Agreement and the Declaration form that needs to be completed in full. The submission of the signed Agreement and the Declaration form with the supporting documents by the due date is mandatory in order to be considered for the scholarship for the academic year 2020-21.

Please read the following instructions:

1. The Student Agreement needs to be signed by the student and returned. Both the pages of the Agreement has to be returned. Agreements without the student signature will be rejected.
2. Declaration forms submitted without the college seal and signature of the principal will be rejected.
3. Please enclose the following along with the Student Agreement and the Declaration form:
 - a) Copy of the Student's Aadhaar Card/Government ID proof. Please do not send originals.
 - b) One passport size photograph of the student.
 - c) Clear readable photocopy of the student's Bank Pass Book (Grimeen bank accounts are not accepted).
 - d) Copy of the previous year's statement of marks/grades/ qualifying certificate from the college.
4. The last date for submission is 7th October 2020.

However, students are advised to send it at the earliest possible date.

5. The documents need to be sent by post/reliable courier; Wipro Cares is not responsible for any lapse in postal or courier services.
6. The documents must be addressed to:

Wipro Cares - Santoor Scholarship,
Doddakannelli,
Sarjapur Road,
Bengaluru - 560035,
KARNATAKA.

For any queries please call on 011-43092248 (Ext-121)/ +917337835166/18004251969 or email us on santoor.scholarship@buddy4study.com

Wishing you yet another successful year ahead!

Warmly,
Santoor Scholarships Team

Wipro Cares Sarjapur, Doddakannelli, Sarjapur Road, Bengaluru-560035, KA.
Contact number: 011-43092248 / 011-43097337835166 / 18004251969; email: santoor.scholarship@buddy4study.com

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