



Yearly Status Report - 2017-2018

Part A

Data of the Institution

1. Name of the Institution		SRI UMAMAHESHWARI GOVERNMENT DEGREE COLLEGE
Name of the head of the Institution		Dr .Ch. Ramachandram
Designation		Principal
Does the Institution function from own campus		Yes
Phone no/Alternate Phone no.		08541278625
Mobile no.		9703835525
Registered Email		pr1-gdc-kdnl-ce@telangana.gov.in
Alternate Email		kondanagula.gdc@gmail.com
Address		SRI UMAMAHESHWARI GOVERNMENT DEGREE COLLEGE, KONDANAGULA VILLAGE, BALMOOR MANDAL, NAGARKURNOOL DISTRICT, TELANGANA, PIN CODE-509401.
City/Town		KONDANAGULA VILLAGE, BALMOOR MANDAL, NAGARKURNOOL DISTRICT,
State/UT		Telangana

Pincode	509401																		
2. Institutional Status																			
Affiliated / Constituent	Affiliated																		
Type of Institution	Co-education																		
Location	Rural																		
Financial Status	state																		
Name of the IQAC co-ordinator/Director	Dr .A.Sreenivasulu																		
Phone no/Alternate Phone no.	08541278625																		
Mobile no.	9440140506																		
Registered Email	sumnaac@gmail.com																		
Alternate Email	cheminars@gmail.com																		
3. Website Address																			
Web-link of the AQAR: (Previous Academic Year)	https://gdcts.cgg.gov.in/Uploads/files/buttonDetails/56552.pdf																		
4. Whether Academic Calendar prepared during the year	Yes																		
if yes,whether it is uploaded in the institutional website: Weblink :	https://ccets.cgg.gov.in/Uploads/files/buttonDetails/55245.pdf																		
5. Accrediation Details																			
<table border="1"> <thead> <tr> <th rowspan="2">Cycle</th> <th rowspan="2">Grade</th> <th rowspan="2">CGPA</th> <th rowspan="2">Year of Accrediation</th> <th colspan="2">Validity</th> </tr> <tr> <th>Period From</th> <th>Period To</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>B+</td> <td>2.53</td> <td>2017</td> <td>23-Jan-2017</td> <td>22-Jan-2022</td> </tr> </tbody> </table>						Cycle	Grade	CGPA	Year of Accrediation	Validity		Period From	Period To	1	B+	2.53	2017	23-Jan-2017	22-Jan-2022
Cycle	Grade	CGPA	Year of Accrediation	Validity															
				Period From	Period To														
1	B+	2.53	2017	23-Jan-2017	22-Jan-2022														
6. Date of Establishment of IQAC	12-Mar-2014																		
7. Internal Quality Assurance System																			
Quality initiatives by IQAC during the year for promoting quality culture																			
Item /Title of the quality initiative by	Date & Duration		Number of participants/ beneficiaries																

IQAC		
ACAHRYA JAYASHANKAR JAYANTHI	06-Aug-2017 2	110
TELANGANA BASHA DINOTSAWAM	09-Sep-2017 2	115
KALOJI JAYANTHI	09-Sep-2017 2	110
BATHUKAMMA CELEBRATIONS	30-Sep-2017 4	120
NATIONAL PRESS DAY	16-Nov-2017 1	120
INTERNATIONAL YOGA DAY	21-Jun-2017 1	110
AIDS DAY	01-Dec-2017 3	105
FIELD TRIP	17-Feb-2018 5	17
HUMAN RIGHTS DAY	10-Dec-2017 2	105
NATIONAL SCIENCE DAY	28-Feb-2018 2	48
View File		

8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
NIL	NIL	NIL	2018 0	0
No Files Uploaded !!!				

9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View File](#)

10. Number of IQAC meetings held during the year :

4

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities

No

during the year?

12. Significant contributions made by IQAC during the current year(maximum five bullets)

Telangana Basha Dinotsvam was conducted on 09 September 2017. Telangana Floral festival (Bathukamma) was conducted on 30 September 2017 National Press Day was conducted on 16 November 2017. Alumni meet on 23 August 2017. World Women's Day on 8 March 2018

[View File](#)

13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
Field Trip	Successfully completed
Bathukamma Celebrations	Successfully organized
Alumni meet on 23 August 2017.	Successfully completed
World Women's Day on 8 March 2018	Successfully conducted
International Yoga Day	Successfully organized
No Files Uploaded !!!	

14. Whether AQAR was placed before statutory body ?

No

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?

No

16. Whether institutional data submitted to AISHE:

Yes

Year of Submission

2018

Date of Submission

08-Feb-2018

17. Does the Institution have Management Information System ?

Yes

If yes, give a brief descripton and a list of modules currently operational (maximum 500 words)

Providing email id for all nonteaching staff. Query regarding payment of a fee. The date of the exam all is through email. as well as WhatsApp groups.

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

Institution has Mechanism for well-planned curriculum delivery & Documentation

We are strictly adhered to run the syllabi of curriculum imposed on us by Palamuru University. We plan accordingly our Teaching plans. Our college adopted the curriculum within the overall framework are provided by the University as well as functioning of curriculum can be delivered depends on resource potential and institutional goals. The Principal has to distribute curriculum among the concern department Head of Department (HOD), After receiving teaching plans of respectively faculty, then the HODs of respective department distribute workload among their departmental faculty. Our college follows chalk and board teaching method to delivered information among the student. We follow purely lecture method. Our faculty is committed to use teaching aids whenever necessary to make the teaching most effective and comprehensive, they also simplifies the implemented curriculum for the students that they can easily understood. Our faculty tries to penetrate the curriculum by running different curricula activity such as seminars, project work, tutorials, assignments, group discussion etc. This will help to understand practical knowledge of respective subject thermally. We provides different subjects to the students to provide their seminar and projects, eventually we tries to create scientific base temperament , among our students we are able to manage educational tours to provide field knowledge by respective subjects. To cope up with advanced knowledge we have establish ICT hub with the help of this we tries to provide the current knowledge in respective subject by the concern faculty. We have semester system and bound to complete our syllabi within period of stipulated time so that the students can be prepared to face the University examinations without any Teaching gap. Performance of the students in laboratory experiments are timely assessed and graded according to the performance indicators. Depending on the evaluation scheme, two class tests for 40% and 80% syllabus are conducted per semester taking in to consideration the COs defined for each course to evaluate the students. The result analysis of the internal assessment is done and proper measures are incorporated to improve the performance by arranging remedial classes for the weaker students and giving additional assignments/tasks to the brighter students. Course files are maintained by faculty members which contains Academic calendar, Individual timetable, Teaching plan, Assignments, Class test question papers, University question papers, question banks, Quiz, Performance details etc. Remedial classes are conducted for slow learners. In addition to traditional teaching methods, MANA TV Live/ Recorded Lessons, OHP, PowerPoint presentations, Student Study Projects, Surveys etc are being conducted. Guest lectures are regularly arranged to bridge the gap in the prescribed curriculum. The faculty in charge maps the course outcome with the program outcomes to ensure the attainment of the curriculum. Students are encouraged to undergo industrial internships and industrial visits during vacation periods. Students are encouraged to participate in NSS and other social activities so as to enable them to be socially responsible citizens. Seminars, value added courses and industrial visits are arranged to enrich the curriculum.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entreprene urship	Skill Development
MS-Office	0	23/08/2017	1	Employabil	Software

Pot Painting	0	15/11/2017	1	ity Employabil ity	Skill Handling Skill
-----------------	---	------------	---	--------------------------	----------------------------

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
BA	HISTORY-ECONOMICS-POLITICAL SCIENCE	05/12/2016
BCom	COMPUTER	10/05/2016
View File		

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BA	ECONOMICS-POLITICAL SCIENCE-PUBLIC ADMINISTRATION	05/12/2016
BCom	GENERAL	06/08/2016
BSc	BOTANY-ZOOLOGY-CHEMISTRY	06/08/2016
BSc	MATHS-PHYSICS-CHEMISTRY	06/08/2016
BA	HISTORY-ECONOMICS-POLITICAL SCIENCE	26/04/2017
BCom	COMPUTERS	26/04/2017

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	40	Nil

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Soft skills	19/12/2017	25
View File		

1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BSc	Medicinal Plants	17
View File		

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	No
Employers	No

Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution?
(maximum 500 words)

Feedback Obtained

Feedback forms/formats are designed for the stakeholders. This includes alumni feedback, student feedback, PTA feedback, etc. Student feedback from the students for the respective course is taken twice in a semester on various teaching/learning aspects and it is analysed by the HODs and corrective measures if any, are informed to the respective faculties for further improvements. Feedback from the parents are taken by interacting with them during Parent-Teacher Meet. Feedback is taken from alumni for suggestions or improvements in the curriculum. Feedback from the final year students is taken for their suggestions in improving the curriculum and it is conveyed to the Chairman, BOS of the respective programs of Palamuru University. Feedback from faculties are also taken for their suggestions in syllabus revision. We have installed a suggestion box which is accessible to all the stake holders so that they can give their feedback/ suggestions for improvements. This is feedback on a 5-point scale, which measures parameters like Subject knowledge, Expression, Teaching aids used, methodology, etc. which is analyzed by our management for taking appropriate decisions for improving the quality of teachers. The alumni feedback and exit feedbacks are taken from all students. From these forms we are able to make out whether the proper teaching learning process is in place. Also, this process enables the institute to improve in the areas where ever necessary. The feedback is key tool that triggers continuous improvement in the quality of education. The feedback is taken from students in order to analyze and implement as per their needs. Based on the above feedback and suggestions received we take corrective actions to complete the gap.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BA	HISTORY-ECONOMICS-POLITICAL SCIENCE	60	15	8
BSc	BOTANY-ZOOLOGY-CHEMISTRY	60	60	20
BSc	MATHS-PHYSICS-CHEMISTRY	60	20	7
BCom	GENERAL	60	18	5
BA	ECONOMICS-POLITICAL SCIENCE-PUBLIC ADMINISTRATION	60	60	40
BCom	COMPUTERS	60	60	30

[View File](#)

2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2017	236	Nil	12	Nil	12

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
15	6	6	6	6	14
View File of ICT Tools and resources					
View File of E-resources and techniques used					

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

In our SUM Government Degree College, a guidance system has been introduced since 2013-2014 to establish a better and more effective relationship between student and teacher and to constantly monitor, counsel and guide students in education and personal matters. All teachers act as mentors to the students assigned to them. Students should feel confident in their mentors. It is an ongoing process until the end of a student's academic career. Objectives of Student Mentorship are- 1. To foster teacher-student relationship. 2. To improve the academic performance and attendance of the student. 3. To reduce the dropout ratio of students. 4. To monitor the regularity and discipline of the student. 5. Making parents aware of the regularity performance of wards. IQAC took the initiative to implement student mentoring. Students rely on streams of studies and also according to their core subjects. They are divided into groups of 20-25 students. The guides maintain and update the guideline format after gathering all the necessary information. Mentors are expected to provide guidance and counseling when needed. The method of mentors is to meet students individually or in groups. In isolated cases parents are called in for counseling and their special meeting with the principal as directed by the Mentor. If the student finds weakness in a particular subject, it is the duty of the mentor to inform the teacher of the relevant subject. Mentors arrange at least 3 to 4 meetings for their mentees each semester. However, although the system has only been in place for the past few years, significant improvements in teacher-student relationships have been observed. This system is useful in locating a slow and sophisticated learning student by carefully examining the report of each advisor as to whether the college has conducted 'remedial classes' on the identified topics. The HOD meets with all the mentors in his / her department at least once a month to review the paper implementation of the system. Advice of advisors where necessary. Type of mentoring done in our organization- 1. Professional guidance - regarding professional goals, career choice and higher education. 2. Career Advances - about self-employment, entrepreneurship development, opportunities, ethics, honesty, integrity needed for career growth. 3. Coursework specific - about attendance and performance in the current semester and overall performance in the previous semester. 4. Lab Specific - Dos and Don'ts of Labs. The results of the system • The attendance percentage of students has increased a lot. • The number of detainees is gradually decreasing. • Due to the direct communication between the teacher and the student, there is a good improvement in the student-teacher relationship.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
236	14	1:17

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D

21	15	6	Nil	Nil
----	----	---	-----	-----

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2017	NIL	Nil	NIL
View File			

2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BA	129	SEMESTER	30/04/2018	10/06/2018
BCom	402	SEMESTER	30/04/2018	10/06/2018
BCom	401	EMESTER/YEAR	30/04/2018	10/06/2018
BA	111	EMESTER/YEARS	30/04/2018	10/06/2018
BSc	441	SEMESTER/YEAR	30/04/2018	10/06/2018
BSc	445	SEMESTER/YEAR	30/04/2018	10/06/2018
View File				

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

SUM Government Degree College is affiliated with the University of Palamuru, Mahabubnagar, and follows the examination procedure of the University. University guidelines regarding the evaluation process are strictly adhered to. Two internal tests are performed. Schedules for internal assessments are communicated to students and faculty at the beginning of the semester through the Institute Academic Calendar, which is based on the University Academic Calendar. 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 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 Bloom classification. D Conducted by HoD / Subject Specialist to confirm the scrutiny of the prepared question paper 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 them to the students for clarification or re-correction 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, HoD, and Principal. Uploading of Assessment Marks on University Web Portal and subsequently notifying parents. The evaluation of theory courses covers both direct (80) internal and university examinations and indirect (20)

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 questions and observations. Students performance in an internal assessment is used by faculty to identify slow and advanced learners in their respective subjects. Slow learners are encouraged to improve their performance in the future through counseling. Counseling sessions are used to sort out personal issues, academic and non-academic issues.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

The affiliated Palamuru university has prepared a calendar to implement our college curriculum and participate in extracurricular and co-curricular activities. Academic activities in the college run throughout the year according to university rules and regulations. At the beginning of the session the college prepared an academic calendar to organize the curriculum and extracurricular activities in the college. Available working days at the Academic Calendar Institute, short and long vacations, national public holidays, admission process, semester-wise teaching plans, semester temporary university exam days, provisional practical exam days, internal assessment work assignment i.e. seminar activity. , Theory Assignment, Class Tests, Practical Assignment, Internal Assessment Work Presentation, ICT Lectures, Guest Lectures, National Science Day Celebrations, Various Birth and Death Anniversary Celebrations, Wildlife, Sample Plantation etc. Weekly Celebrations and Special Days, Departmental stock verification, various literacy days, awareness programs and rallies, organizing workshop / seminar activities planned and implemented on a monthly basis. The College follows all relevant curricular, co-curricular and extra-curricular activities for enhanced academic work according to the Academic Calendar, participating in College Extra-according to the Academic Calendar. Activities such as participation in athletics, participation in youth festivals, inter-collegiate sports such as cricket, kabaddi, chess are organized by the affiliated Palamuru university. Along with this, Commissionerate of Collegiate Education, Telangana State (TSCCE) will generally set up certain curricular and co-curricular activities as per the guidelines prescribed from time to time. The college tries to execute all activities according to the academic calendar, but some scheduled events may change due to time constraints.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://gdcts.cgg.gov.in/Uploads/files/buttonDetails/55503.pdf>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
445	BSc	BOTANY-ZOOLOGY-CHEMISTRY	18	11	61
441	BSc	MATHS-PHYSICS-CHEMISTRY	14	7	50
401	BCom	GENERAL	18	10	51

111	BA	ECONOMICS-POLITICAL SCIENCE-PUBLIC ADMINISTRATION	53	27	56
View File					

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<https://gdcts.cgg.gov.in/Uploads/files/buttonDetails/55867.pdf>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Industry sponsored Projects	2	Madin Life Sciences, Hyderabad	0	0
View File				

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
IPR - Awareness Program	Zoology	06/01/2018

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
0	0	0	Nil	0
View File				

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
0	0	0	0	0	Nil
No file uploaded.					

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
0	Nil

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
Nil	0	Nil	0
View File			

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
0	Nil
No file uploaded.	

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
0	0	0	Nil	0	0	Nil
No file uploaded.						

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
0	0	0	Nil	Nil	Nil	0
No file uploaded.						

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Presented papers	Nil	1	Nil	Nil
Attended/Seminars/Workshops	Nil	2	Nil	Nil
No file uploaded.				

3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Handful of Rice and Handful of Daal	Political Science	2	25
View File			

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
----------------------	-------------------	-----------------	------------------------------

0	0	0	Nil
View File			

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
Milk Chilling Centre, Achampet	Awareness on Dairy Product	Awareness on Dairy Product	5	20
PACS Kondanagula (Bank)	PACS Kondanagula (Bank)	PACS Kondanagula (Bank)	2	20
E commerce	PACS Kondanagula Bank	Awareness on Banking system	6	6
Swacha Bharath	Municipality Achampet	Awareness on Healthy practices	10	40
Clean and Green	Gramapanchayathi Kondanagula	Awareness on Cleaning	8	25
Motivation For Admissions	Govt Junior College Kondanagula	Admissions	3	40
View File				

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
Drug Functional Group Analysis	B.Sc.(MPC)-III Year Students -5	Madin Life Sciences Ltd., Hyderabad	2
View File			

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Swacha Bharath	Swacha Bharath	Municipality Achampet	28/11/2017	28/11/2017	Sri Umamaheswara Govt Degree college
Clean and Green	Clean and Green	Gramapanchayathi Kondanagula	21/11/2017	21/11/2017	Sri Umamaheswara Govt Degree college

Admissions	motivation for admissions	visiting of intermediate this college and providing extension lectures by degree college staff	10/10/2017	10/10/2017	Sri Umamaheswara Govt Degree college
Field Visit	Awareness on Dai	Milk Chilling Centre, Acahmpet	06/09/2017	06/09/2017	Department of Chemistry & Department of Zoology

[View File](#)

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
RDT	14/06/2017	Conservation of Nature through Rural Awakning	30
Milk chilling Center	18/06/2017	Awarness on During Product	45
Conare	15/11/2017	Traning on low Cost House Construction	30

[View File](#)

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
0.2	0.19

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Others	Newly Added
No file uploaded.	

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
No Data Entered/Not Applicable !!!			

4.2.2 – Library Services

Library	Existing	Newly Added	Total
---------	----------	-------------	-------

Service Type						
Text Books	4250	654307	1274	190272	5524	844579
Reference Books	15082	874429	Nil	Nil	15082	874429
No file uploaded.						

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
NIL	NIL	NIL	Nil
No file uploaded.			

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	80	4	40	1	1	3	9	20	0
Added	0	0	0	0	0	0	0	0	0
Total	80	4	40	1	1	3	9	20	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

20 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
No Data Entered/Not Applicable !!!	

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
0	0	0	0

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

The Institute makes budget allocations under various heads to maintain and utilize campus infrastructure facilities. The Institute Development Committee has allocated sufficient funds for maintenance and repair. The funds allocated will be utilized under the supervision of various oversight committees such as the College Purchasing Committee, Repair and Management Committee, Sports Committee, Library Committee, Lab Maintenance Committee, Student Feedback

Committee etc. To maintain and maintain the facilities and equipment of the Infrastructure Institute, the following activities will be undertaken by the College: - Each department has a Stock Maintenance Committee, which maintains a stock register through physical certification of goods throughout the year. Annual stock verification by department is done by the concerned department head. • Regular maintenance of computer laboratory equipment is carried out by the Laboratory Assistant along with the Laboratory Attendant under the chairmanship of the Lab Maintenance Committee. The overall development of the campus is done by the College's Campus Discipline and Sanitation Committee. Regular cleaning of water tanks, proper garbage disposal, pest control, landscaping and lawn management are done by the institutes fourth class employees. • College campus management is overseen by regular inspections. The college has taken all safety measures and precautions with regard to electrical appliances and other electronic devices. Proper earthing is provided to the electrical boards to prevent power fluctuations and short circuits. Electrical fuses, MCBs are kept in safe places.

<https://ccets.cgg.gov.in/Uploads/files/buttonDetails/55435.pdf>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	POST METRIC SCHOLARSHIP BY GOVT. OF TELANGANA	99	203000
Financial Support from Other Sources			
a) National	NIL	Nil	0
b) International	NIL	Nil	0
View File			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Yoga , Meditation	21/06/2017	60	NSS-I, II, III
Remedial coaching	16/09/2017	40	Institution
View File			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2017	Guidance for Competitive Examinations	17	17	6	5
View File					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
10	10	4

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
NIL	Nil	Nil	NIL	Nil	Nil
View File					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2018	1	B.Com.	General	Palamuru University	B.Ed.
2018	2	B.A.	EPP	Osmania University	B.Ed.
2018	1	B.Sc	Chemistry	Palamuru University	M.Sc.(Chemistry)
2018	1	B.Sc	Botany	Palamuru University	M.Sc.(Botany)
2018	1	B.A.	EPP	Palamuru University	M.A.(Political Science)
2018	3	B.Com.	General	Palamuru University	M.Com.
2018	1	B.Com.	General	DrBRAOU	M.Com.
View File					

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
Nil	Nil
View File	

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
KABADDI	INSTITUTION LEVEL	14
LONG JUMP	INSTITUTION LEVEL	10
VALLEY BALL	INSTITUTION LEVEL	12
ATHLETICS	INSTITUTION LEVEL	14

GROUP DANCE	INSTITUTION LEVEL	5
View File		

5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
Nil	NIL	Nil	Nil	Nil	Nil	Nil
View File						

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

As per the Government instructions, there are no student associations in the college. However, SUM Government Degree College (SUM GDC), Kondanagula has instituted course wise Class Representatives (CRs). These CRs with help of the faculty engaged in various administrative, co-curricular and extracurricular activities. The college has various committees with student representatives serves in all academic and administrative committees such as

1. Class Committee - Each UG class has a Committee to review the academic activities, progress and improvement plans of all subjects of all semesters. The committee consists of HOD, Chair person, Class adviser and the students representatives (4 Members/semester/section). The committee will discuss the academic related issues including conduction of classes, question paper pattern and students grievances Guidelines of IQAC and submission of AQAR for Affiliated/Constituent Colleges.
2. College Magazine Committee - Students representatives who are nominated in the editorial board help to collect articles, poems, drawings etc from talented students. They compose, edit and take initiative in printing the newsletters at Department level and work for the preparation of magazine at college level. Faculties of the editorial board will guide them in the entire process of printing and releasing the magazine, Kondanagula.
3. Cultural Committee - First year Inaugural function, Fare Well function through Cultural committee. From all departments, students representatives will be the members of Core committee, creative committee etc. They will help the faculty in charge in organizing these events.
4. NSS Committee - Students contribution to the society is significant and SUM GDC students always show their concern in this regard. There are 3 NSS units in the college and volunteers of this committee will organize programs like NSS Camps, Swatch SUM GDC, Blood donation, Red cross etc.
5. Sports Committee - Every year, SUM GDC Sports meet will be organized and student volunteers will help physical Education Director in organizing team events and Individual events.
6. Anti ragging Committee - Student representatives will play a major role in informing ragging cases, helping to create harmony and to curb ragging.
7. 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.
8. 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.
9. 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.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

Reg. No: 181/2015 Date:10-04-2015

5.4.2 – No. of enrolled Alumni:

8

5.4.3 – Alumni contribution during the year (in Rupees) :

18500

5.4.4 – Meetings/activities organized by Alumni Association :

23-08-2017

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Decentralization and Partnership Management The organization has an inherent mechanism of decentralization by providing operational autonomy to the various staff in the college. 1. Principal Level The Principal is the Head of the Institution and Chairperson of the IQAC as well as the pioneer in the overall affairs of the College. The faculty and non-faculty members of the Principal Institute, in consultation, nominate members of various committees for the planning and implementation of various curricula, co-curricular and other matters in the College. All educational and operational policies are based on the unanimous decision of shareholders, including IQAC 2. We also have the flexibility at the departmental level so that the class coordinator or faculty members can direct and implement curriculum improvements and improvements. Faculty members prepare their subject notes and lecture plans, which are upgraded each semester. Subject notes prepared by the faculty are available in the college library. Each department prepares a roadmap for the coming semester regarding infrastructure and academic growth. 3. Student level students are encouraged and empowered to play an important role in the various activities of the Institute. 4. Non-teaching staff are well represented in various committees and IQAC. Non-teaching staff suggestions are considered when formulating policies or making important decisions.

6.1.2 – Does the institution have a Management Information System (MIS)?

Partial

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Admission of Students	DOST (Degree Online Services Telangana) introduced for degree admissions through an online portal.
Curriculum Development	SUM Government Degree College is affiliated to the University of Palamuru, Telangana and follows the

	<p>syllabus and syllabus prescribed by the University for all its courses. Affiliates are not allowed to create their own curriculum. Instead, every 5 to 6 years, the university revises their syllabus and senior faculty from our college are part of the curriculum development committee formed by the university and assist in curriculum development.</p>
Library, ICT and Physical Infrastructure / Instrumentation	Digital classrooms were introduced and provided during the 206-17 academic year Internet facility for computer lab and other departments.
Teaching and Learning	SUM Government Degree College has adopted various methods to improve the quality of teaching and learning. Educators are always ready to make new use of new models and teaching and learning methods, especially ICT. Students are encouraged to participate in debates, quizzes, group discussions, etc. organized by various clubs / societies and departments within the organization. Field trips are conducted through Botany, Zoology and other disciplines in addition to Classroom Learning.
Examination and Evaluation	The Comprehensive Continuous Internal Evaluation Procedure implemented under the Rules affiliated to the University of Palamuru is designed to continuously assess the student based on class examinations, seminars, field visits, mini-projects, mid-term examination and student performance. Attend throughout the year. The final-semester examination is conducted by the University.

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Student Admission and Support	DOST (Degree Online Services Telangana) introduced for degree admissions through an online portal.
Finance and Accounts	All payments and receipts are done through Cheques, Demand Draft of SBH
Examination	Examination fee paid through challan provided by SBH.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended	Name of the professional body for	Amount of support
------	-----------------	---------------------------------------	-----------------------------------	-------------------

		for which financial support provided	which membership fee is provided	
Nil	NIL	NIL	NIL	Nil
No file uploaded.				

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
Nil	NIL	NIL	Nil	Nil	Nil	Nil
No file uploaded.						

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
THE ROLE OF HIGHER EDUCATIONAL INSTITUTIONS IN MONITORING YOUNG ENTREPRENEURS	1	12/12/2017	12/12/2017	1
No file uploaded.				

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
8	16	18	18

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Group Insurance Scheme, Gratuity, Medical Reimbursement	Group Insurance Scheme, Gratuity, Medical Reimbursement	Sports Kit, Government Sponsored Scholarships

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The UGC , NSS grants are audited externally by the registered chartered accountant. Cash books are maintained by the office for each and every account. The periodical internal audit is done by verifying the related receipts, vouchers, ledger postings etc.
--

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government	Funds/ Grnats received in Rs.	Purpose
----------------------------	-------------------------------	---------

funding agencies /individuals		
Individuals	60000	Incentive for meritorious students
View File		

6.4.3 – Total corpus fund generated

60000

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	AGO of CCE TS	Yes	AEC
Administrative	No	Nil	No	Nil

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

<p>1. Parents are cordially invited for Orientation Programme of their wards on their first Day of College every year. 2. We conduct regular meetings and telephonic contact with the parents on monthly basis after attendance. Feedback from parents is given due consideration. 3. Parents are always invited for Appreciation Ceremony of Meritorious Students on Annual Day.</p>

6.5.3 – Development programmes for support staff (at least three)

<p>1. Practicing Yoga Meditation. 2. Continues guidance and advice-giving to all the faculty members by the principal to carry on their curriculum activity effectively and efficiently. 3. Encouraging to attend seminars, conferences, and related foundation courses, Orientation courses, training programs.</p>
--

6.5.4 – Post Accreditation initiative(s) (mention at least three)

<p>1. Skill development by TSKC to the students. 2. Plan to digitalize of Library. 3. Expanding Botanical garden.</p>

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b) Participation in NIRF	No
c) ISO certification	No
d) NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
Nil	NIL	Nil	Nil	Nil	Nil
No file uploaded.					

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants

			Female	Male
NIL	Nil	Nil	Nil	Nil

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
NIL

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Ramp/Rails	Yes	1
Scribes for examination	Yes	1

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2017	1	1	16/11/2017	3	Awarness Programs	Literacy Companing on child Marriage	60
View File							

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Human Values and Professional Ethics Hand Book	15/08/2016	The Constitution of India has placed 'education' as the fundamental right of every citizen of the country. Higher education, the pillar of career and leadership building, plays a vital role in the social and economic development of a society and the nation. Great role and responsibility is entrusted to the Higher Education Institutions (HEIs) in building strong leadership and well-knit society through excellence in academics, ethical curricula and community engagement. The purpose of education in general and higher

education in particular is to facilitate actualization of human potential by making its stakeholders, particularly higher educational administrators, teachers, and learners, conscious of human values and professional ethics. Therefore, HEIs are required to create high quality practices and an environment that is supported with human values and professional ethics to ensure their dignity and integrity. Physical-psychological knowledge and financial infrastructure of HEI needs to grow with values and ethical practices. Handbook of 'Code of Ethics' describes the principles and guidelines to be followed by all the stakeholders of the HEI.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Yoga Day	21/06/2017	21/06/2017	80
View File			

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. Installation of Solar lights in the college campus. 2. The staff and Students are instructed to switch off the lights when not required. Notices are displayed in every classroom to remind them about the same. 3. All the ACs of college are maintained at above 24°C to save electricity. 4. Unused sheets from the examination answer sheets were reused for making a new answer sheets for next term house test. 5. Composts pits are maintained for waste management.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

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 definitive source of income. So, great goals of learning Provide the financial assistance to poor students, especially tribals, to save them from dropping out of the 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 '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 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 scheme. S.no Name of the student Course Period of study Higher study Name of the university Present working

1	E. Mounika	B.COM	2015-2018	M.COM	Palamuru University	
2	G. Nagalaxmi	B.COM	2015-2018	M.COM	Palamuru University	Private Job
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 Bengalore
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	

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 the Nallamala forest in Telangana by the 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 a mentor for every 20 Chenchu people.
- Creating an environment through awareness programs enables 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 programs on the importance of sanitation, personal hygiene, and prevention of seasonal diseases.
- Tackling the social, developmental, health consequences from a tribal perspective.

1. 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 programs defeated the purpose of scarifying their lands for the Tiger Conservation Project.
- The coordinator and the members of the unit had to visit certain families and persuade the parents that all the programs were meant for the betterment and empowerment of their agriculture.
- As the stopping Migrate/Shift Cultivation (SC) programs designed revealed several disparities and inequalities, that we might not have noticed earlier, people especially the other caste, argued discussing government and officials roles would damage traditional practices.
- Similarly, the various legal protective provisions for Chenchu tribes were misunderstood as undue favor meant to belittle their traditions.
- Even some activities supporting the argument often opined that the change was difficult to be accepted as the ideas emanating 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 programs.
- Under these circumstances, the college has thought it appropriate to forge ahead with the objective implementation in which an exclusive practice is created.

1. 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 an 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 the 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 Penta) namely Rampur Penta and Appapur Penta are active pentas are the understudy for the academic year of 2017-18. ASC of this college was carried out an awareness campaign as well as educational 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 programs. Ensuring the all-around support and participation of lecturers in the programs is also a tough task. Organizing various programs 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 the tight academic schedule.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<https://gdcts.cgg.gov.in/Uploads/files/buttonDetails/56134.pdf>

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Empowering students in all aspects is one of the objectives of the GDC, Kondanagula. As mentioned in its vision and mission, the college created an integrated system under Carrier Guidance cell with the cooperation from all Departments of the college to meets the higher Education needs and employment opportunities of the region. GDC, Kondanagula strives hard to empower students by offering worth listening lectures and worth learning practices towards knowledge of all subjects. In this regard faculty of all departments are involved with the dedication to strengthening students in all aspects to face Global competency. Personality of the students developed through their personal skills like spoken skills, communication skills, soft skills, emotional intelligence, time management, positive thinking, analytical skill and creative skills etc. To imparting these skills among the students, significant number of classes taken by the departments of languages. in this regard department of Telugu organise the wall journal in the name of "Spandana". With the help of this "Spandana" wall journal this department is providing knowledge regarding current affairs, General knowledge, massaged words and other, related to skills. Department of English conducted classes on LSRW activities (Listening, Speaking, Reading, Writing skills of English), to import communicative skills among the students. Department of library organizing number of practice tests in the name of CST (Competitive Soul Test) to enhance reading skills, writing skills, time management skills and other related needy skills towards

competitive exams. Department of mathematics conducting classes as per the integrated system on quantitative aptitude. This is very much useful to teacher, police, and other state-level recruitments as well SSC, IBPS exams. Department of Computer Science organised hands-on classes on basic computer skills like MS - office, DTP, e-mail, e-commerce etc. These hands-on classes and workshops provide employment opportunities to the needy students in mee-seva, Govt. offices and so on. By providing self employment some of our students got benefit from these hands on courses conducted by the Department of Computer Science. Departments of sciences such as Physics, Chemistry, Botany and Zoology are conducting classes as per integrated system on General science which is very much useful for all competitive exams as well life applications regarding health and hygiene etc. Department of commerce has conducting classes, workshops on auditing, e-Commerce and tally etc. Which are most useful to the upcoming youth in the light of LPG to face global competency. By taking classes related to General studies on Economy of India and Telangana, History of India and Telangana and Constitution of India Departments of Social Sciences also actively involving in this integrated system. This knowledge on General studies is very much useful to the students for State and Central services and other recruitments. Department of Physical Education also took part in this integrated system by giving trainings to students for sports like, long jump, High jump and running etc. Which are useful for army and Police recruitments. Apart from this, Department of Physical education conducting classes on Yoga and meditation to the students.

Provide the weblink of the institution

<https://ccets.cgg.gov.in/Uploads/files/buttonDetails/55408.pdf>

8.Future Plans of Actions for Next Academic Year

SUM Government Degree College has distinctive features from other colleges in Telangana state. This college is located purely TRIBAL AREA. This area is known as Nallamala Forest. The tribes are Chenchu. These tribes are innocent and committed to their life pattern. In view of this, our college planned all students to upgrade their educational levels in their living area. They are: 1. To improve the pass percentage of outgoing students. 2. To improve DOST Admissions. 3. Planning to implement English medium in all courses. 4. TSKC training for adding interpersonal skills. 5. Focusing NSS activities on girl child education. 6. Encourage students to participate in Jignasa Study Projects. 7. Motivate students to participate in Yuvatharangam. 8. Development of Botanical Garden 9. To upgrade library facilities.