



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**SRI A.B.R. GOVERNMENT DEGREE COLLEGE,
REPALLE**

ISUKAPALLI ROAD, REPALLE

522265

www.abrgdcrepalle.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri Anagani Bhagavantha Rao Government Degree College Repalle was established in the year 1972 by the Government of Andhra Pradesh to cater to the educational needs of the students of this backward coastal region. Every year, students hailing from approximately 100 villages in and around Repalle seek admission in our college. This institution is situated in the coastal belt and is 20 km away from the Bay of Bengal.

Situated in a rural location, Repalle, the institution has completed 50 years of committed service and is marching towards the empowerment of rural youth by providing them access to higher education, better career opportunities and thus enabling them to develop as intellectually alive and socially responsible citizens.

The Institution, functions under the guidance of the Commissionerate of Collegiate Education Government of Andhra Pradesh, which provides the required financial, academic and administrative assistance. This institution has B.A., B.Com. and B.Sc. disciplines with 12 departments and 585 students on roll.

This institution has adopted CBCS (Choice Based Credit System) since 2015-16. All the teaching staff of the college are highly qualified and are recruited by Andhra Pradesh Public Service Commission. Most of them are involved in active research work, state level and university level curriculum designing, acting as resource persons for various activities and are equipped with digital tools & adopt student centric methods in teaching learning process. This institution has completed two cycles of accreditation by the NAAC, Bangalore during the years 2006 and 2015 and secured B Grade in both cycles.

Our College has been selected for Upgradation to Model Degree College by RUSA in 2016-17 and was allotted Four Crore Rupees. Adequate infrastructure facilities such as laboratories, playground, Gymnasium, RO system, etc are available for the students. Institution has a dedicated and accomplished Placement centre (Jawahar Knowledge Centre) through which various trainings and Campus Drives are organized. In collaboration with Andhra Pradesh State Skill Development Corporation (APSSDC) it has been trying to forge bond with industries.

The college seeks to promote the students' overall development by encouraging them to take an active role in a range of outreach programmes in and around Repalle through student support facilities such as NCC, NSS, YRC and WEC.

Vision

Empowering the rural youth by facilitating knowledge transfer and application, providing them with better career opportunities and transforming rural youth into intellectually competent, socially committed, environment conscious and responsible citizens with a holistic personality.

Mission

- Providing quality need based education to youth assisting in their academic, social, ethical and

economic progress.

- Promoting social, political and environmental consciousness by organizing outreach activities.
- Promoting moral, cultural and creative awareness by conducting co-curricular and extra-curricular activities.
- Achieving institutional distinctiveness by ensuring academic excellence and striving for all round development of students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Well Qualified, dedicated and Experienced Staff.
- Strategic location of the institution.
- 9.85 acres of environment friendly clean and green campus.
- Offering diverse programmes to suit the needs of students.
- Curriculum embedded foundation courses on skill development, life skills, computer skills.
- Enrichment of curriculum by offering Add on and Certificate courses.
- Skill based courses through APSSDC and JKC.
- Bridge courses and remedial courses for slow learners.
- Steady increase in Admissions.
- Fee Reimbursement schemes offered by Government.
- Inculcating social responsibility among students through extension activities.
- Promoting research aptitude among students through community service projects besides familiarising them societal issues.
- MoU's, Linkages and Collaborations to provide new horizons of learning experiences to students.
- Effective Mentor Mentee System for over all development of students.
- ICT enabled Class rooms, two computer laboratories, five science laboratories, one virtual class room and one e-Class room.
- High speed (300Mbps) internet connectivity, wifi enabled campus.
- Implementation of e governance in areas of administration, student admissions and support.
- Well stacked automated library.
- Active Membership in N-list, G-suite for education, domain mails ID's and LMS.
- Establishing ISO standards in providing educational services, environmental consciousness and energy conservation.
- Enhanced number of research publications.
- Online / Offline Grievance submission facility.
- Closed Circuit Surveillance.
- Differently abled friendliness.
- Online and offline feed back Mechanism from stake holders.

Institutional Weakness

- Lack of patents and startups.
- Less number of Research Projects.
- Lack of endowments.
- Limited Alumni Contribution.

- Number of students passing national level exams is limited.
- Reluctance by affiliated university to grant recognition to research supervisors from affiliated colleges.
- Less number of students progressing to higher education.
- Tapping CSR funds for institutional development.

Institutional Opportunity

- Scope for introduction of new programmes.
- Improvement of transport facility from rural area.
- Enhancement of employment opportunities through Jawahar Knowledge Centre, Career Guidance Cell & Andhra Pradesh Skill Development Corporation.
- Minimizing failure and dropout percentage
- Strengthening of ward counseling for better achievement of programme outcomes.
- Strengthening of e content resources as part of digital infusion in the curriculum.
- Teachers can develop more e-modules for the benefit of students.
- College can establish a media centre for improving the blended learning.
- Expanding Extension and Out reach programmes.
- Collaboration with Educational, Government and Non-Government agencies for enriched academic experience.
- Publishing more articles in peer reviewed UGC approved journals.
- Mobilisation of funds for research activities through funding agencies.
- Achieving rank in National Institutional Ranking framework
- Emerging as a centre of excellence and achieving Autonomous status.
- Harnessing alternative source of energy.
- Rich Agricultural, Aqua corridors offer ample scope for academic, agro industrial based interdisciplinary programmes, research and consultancies.

Institutional Challenge

- Strengthening conventional programmes in the wake of demand for market oriented and restructured programmes.
- Training Rural students to meet global challenges.
- The rural and illiterate family background encourages early marriages resulting in dropouts and act as a barrier in student progression to higher studies and employment.
- School and Intermediate education in vernacular medium poses a challenge to the students in pursuing their UG courses offered in English medium.
- Industry linkages and consultancy need to be strengthened.
- Apart from clear objectives and effective curriculum to meet the regional and national requirements the college needs more MoU's with Institutions, Universities and Industries of international repute to share global knowledge, skills, research and expertise through student exchange programme.
- Low English proficiency among students at the entry level.
- Excessive use of social media leading to distractions and demotivation among the students.
- Improved networking with the industry for curriculum enrichment.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Criterion-1 outlines a well-planned and documented procedure for the detailed effective curriculum delivery at Sri ABR Government Degree College, Repalle. The delivery of the curriculum in the institution is governed by the College Calendar, which is prepared in accordance with the affiliated University's Almanac and the Andhra Pradesh State Council of Higher Education's (APSCHE) Annual Academic Calendar. Three new programmes have been introduced during the last five years to meet the academic demands of the students and other stakeholders. In accordance with the changing educational scenario, the institution has been implementing the Choice Based Credit System (CBCS) since 2015-16. The curriculum is enriched by offering 61 Add on and Certificate Courses by various departments for enhancing Academic flexibility. Environmental Studies, Gender Sensitization, Communication Skills in English, Information and Communication Technology, Environmental Audit, and Human Values and Professional Ethics are some of the subjects integrated into the curriculum. The curriculum of Jawahar Knowledge Centre (JKC), a skills training wing of the college, contains elements of soft skills, employability skills, and life skills. The institution is presently offering 8 UG programmes and has English, Telugu, Mathematics, Physics, Chemistry, Botany, Zoology, Economics, History, Political Science, Commerce, and Computer Science Departments. The mission statement defines the institution's goals in terms of the needs of society and institutional responsibility to society and the students it seeks to serve. This part of the SSR also presents the details of the courses imparting transferable and life skills offered during the last five years and field projects, Community service projects, and internships undertaken by the students. Similarly, this segment also gives the particulars of the structured feedback on curriculum collected from the stakeholders such as students, teachers, alumnae, and parents for design and review of the syllabus year-wise and to act upon the suggestions in order to ensure an enhanced educational experience.

Teaching-learning and Evaluation

The enrolment of students into various programs is made according to Government guidelines with transparency, equity, and wider access. The admissions were made through offline mode till 2019-20. Since 2020-21, the admission process takes place in online mode through 'OAMDC' (Online Admission Module for Degree Colleges) developed by the State Council of Higher Education, Andhra Pradesh. The Student profile reveals diversified socio-economic, cultural, and educational backgrounds and many students are from marginalized communities and mostly first-generation learners from the neighboring villages. The College caters to the needs of students of different backgrounds and abilities through interactive instructional techniques such as Group Discussions, interviews, and ICT-enabled teaching. The use of ICT in teaching is promoted through Virtual and Smart Classrooms to make learning creative and dynamic. Some Faculty are trained in ICT to enhance their teaching strategies through Learning Management System. Our College makes a fair assessment of the learning levels of diverse students to adopt special techniques to meet their specialized needs. It promotes a learner-centric approach through participative learning, experiential learning, and collaborative learning. New pedagogical strategies and tools such as Surveys, student seminars, debates, quizzes, projects and internships are devised to ensure effective learning. Remedial coaching is offered to slow learners. The institution has 38 full-time teachers on the roll, with a student-teacher ratio of 18.4 :1. Among the faculty, there are 17 Ph.D. holders and 15 teachers are qualified in NET/SET/SLET. The Examination & Evaluation Policy of the College assesses the efficiency and effectiveness of teaching-learning and its impact on student competence. Evaluation Outcomes are also used as development-inducing feedback on POs, PSOs, and COs. The weightage pattern of Semester End Examinations and CIA is 75:25 as per CBCS. The graduate attributes of the College clearly articulate the learning outcomes. The consistent pass percentage of around 75% shows the successful attainment of the graduate attributes and learning outcomes. The periodic Student Satisfaction Survey of the College serves as effective feedback on teaching-learning, intellectual stimulation,

and comfort. The college surveys reveal that 90% of the students appreciated the Curriculum, Instruction, Infrastructure, Policies, and Procedures of the College.

Research, Innovations and Extension

Recognizing that a higher education institution needs to function as a dynamic entity by disseminating and creating knowledge, the institution formulated a research policy to promote research culture among the staff and students of the college and also to mobilize resources for research and develop research facilities. The institution organizes workshops, seminars/webinars, and awareness programmes on IPR, which play a significant role in creating values in the larger ecosystem. The institution has a well-established library with membership in N-List and Infilinet which provides access to national and international research journals, articles and doctoral dissertations, and other literary e-resources. The College has Wi-Fi enabled 300 Mbps high-speed internet connections for academic and research purposes. During the last five years, due to the encouragement of the Research Committee, one faculty member successfully completed a Minor Research Project and was supported by a research grant of Rs.2.23 lakh sponsored by UGC. Another faculty member was adjudged as the Best Research Supervisor. 17 staff members were conferred with Ph.D., 7 staff members are pursuing Ph.D., and 45 research articles were published by our college faculty in various National and International journals apart from 8 contributions to Books/Conference Proceedings. Students are also encouraged to take up cluster and community service projects so as to inculcate research aptitude among them.

Extension activities are planned and executed for the mutual benefit of the community and students, leading to their holistic development. Extension activities not only instill a sense of communal responsibility but also effectively sensitize younger women and men in our college towards important social issues. The institution has conducted 108 extension activities through NSS, YRC, RRC, Consumer Club, WEC, and NCC in the neighborhood laying thrust on aspects like literacy, health, financial literacy, educational sustenance, disaster management, and the importance of hygiene. Our Institution has entered into Collaborations, Memorandums of Understanding, and Linkages with Government, Non-Government agencies, organizations, and institutions to enrich the learning experience of the students. There are 26 collaborations and MoUs under which the institution completed 41 activities during the last five years.

Infrastructure and Learning Resources

The institution possesses the required infrastructure for its academic activities. The total campus area is 9.85 acres and the campus has 2 blocks which consist of 18 spacious and well-ventilated classrooms and 8 laboratories. 11 rooms are equipped with ICT facilities. All rooms are connected through a public address system. The college also has 1 virtual classroom, 1 e-classroom and 2 spacious Seminar-Halls and 1 Open Air Auditorium for organizing workshops, seminars, conferences, and college functions. It has a playground with Volley Ball, Ball-Badminton, Shuttle, Kabaddi, and Kho-Kho courts and a running track, 12 Station Gymnasium, and Yoga Centre to aid the physical and mental well-being of the stakeholders. It also has a separate parking facility for men and women students. The campus is Wi-Fi enabled and is monitored by CCTV cameras installed at strategic locations. The institution regularly augments and maintains the infrastructure, in order to provide a better learning experience to the students.

The library Learning Resource Centre is rich in printed and digital resources with a collection of 24986 books, 9882 Reference books, 15 journals and provides remote access to e-resources (6000+ journals, 199500+ ebooks under N-LIST and 600000 ebooks through NDL) to meet the academic and research requirements. The

Learning Resource Centre is fully automated with Integrated Library Management Software (SOUL 3.0 version). Digital Library accession facilities for N-LIST and NDL online database are provided to all students & Staff. It also has a reference section and a newspaper section. The College has designed and adopted its own IT policy for adequate technology deployment and implementation of ICT in a range of activities. The college has fully equipped state-of-the-art two computer laboratories housing 81 computers. Student computer ratio is 8.6:1. The campus is connected with 3 broadband connections providing a bandwidth of 300 Mbps with 10 Wi-Fi access points. It allocates a budget for the maintenance of infrastructure every year.

Student Support and Progression

The institution sets forth proactive concern for the progress of its students and supports them in their endeavours. They are abetted in securing employment in the government sector, providing scholarships and free ships. The facilities are made available to the students who belong to SC, ST, OBC, economically weaker sections and differently-abled. The college follows the mentor-mentee system for mentoring students. Efficient mentoring is offered to fully utilize the academic services provided by the institution. The Placement Cell of the college functions efficiently with an HR officer from APSSDC and a placement coordinator. Jawahar Knowledge Centre (a skill imparting cell of the college) and Placement Cell organize programmes on career counselling, and campus recruitment training (CRT) to prepare resumes, development of soft skills, computer skills, analytical skills and performance appraisal of students. The placement Cell encourages and promotes the students to participate in on and off-Campus selection drives. Other available support services are the Grievance Redressal Cell and the Anti-Ragging Committee. The Career Guidance Cell provides guidance on available career opportunities and conducts coaching classes for competitive exams Banking services etc. The college encourages students through several means to participate in sports and extracurricular activities.

The institution regularly organizes sports and cultural events to bring out the innate potential and talents of the students and also hone their skills to excel in their areas of interest at the University, State and National levels. The students are part of many institutional-level committees. They are involved in all the major academic decisions taken by the college. They coordinate with the college administration in maintaining discipline, organizing cultural events, creating awareness among students to desist from ragging etc. thus augmenting their leadership qualities and organizational skills. The student grievance and redressal cell promptly addresses the grievances of students if any. Gender sensitization programmes are conducted where eminent guests have addressed our students. Annual magazines and newsletters are published by the college. The Alumni Association of the college is active and regular alumni meetings are held. It has mobilized donations for sports, helped poor students and organized developmental activities of the institution.

Governance, Leadership and Management

The vision and mission of the Institution envisage holistic education to mold the character of the younger generation by developing discipline, intellectuality, and a stream of reason. The college believes in participatory governance through decentralization of the administration. Academic and administrative activities are streamlined by internal committees such as Staff Council, Examination Committee, Grievance Redressal Cell, Women Empowerment Cell, Anti-Ragging Cell, Cultural Association, Financial Committee, etc.

Our College has a transparent, inclusive, and accountable governance system. The institution has evolved its own policies and practices for effective functioning. Effective leadership and participative decision-making reflect the Vision, Mission, and Core Values of the institution. The college has been implementing e-

governance in areas of administration, admission, and student support via e-Office, CFMS, OAMDC, and Jnanabhumi. The facilities such as GPF, CPS, APGLI, maternity leave, paternity leave, Group Life Insurance Scheme, and encashment of Earned leaves are being implemented for the welfare of teaching and non-teaching staff.

The institution regularly conducts enrichment programmes for faculty on academic and other topics. Non-teaching staff are also afforded opportunities for their personal and professional growth. The faculty have attended 186 Refresher Courses, Orientation Programmes, Workshops, Seminars/Webinars, and Conferences during the last five years. The performance of the faculty is annually assessed through feedback from students and through faculty appraisal carried out individually for the entire faculty through API scores devised by CCE, and AP during academic audits, which are also used for the award of Career Advancement Schemes for the teachers.

The college regularly undergoes Internal and external financial audits. AG Office audit was conducted in 2017 and CCE/RJDCE was conducted in 2020. After the Internal audit, Accounts are also audited by Chartered Accountants every year.

The IQAC coordinates all the quality-related activities by developing an organized method of documentation and internal communication, enhancing and integrating various activities in the college. The IQAC initiates the Academic and administrative audit which promotes Quality, Accountability, and Transparency. IQAC also collects feedback on all the aspects of the college and after its analysis; it gives the required suggestions for enhancing the quality of academic and infrastructural facilities.

Institutional Values and Best Practices

The institution exhibits gender awareness by offering amenities including a common room, counseling, and safety & security. Several programmes were held in the college that promoted gender equity as part of the college's gender action plan. It also conducts Gender Audit to monitor the present situation of gender balance in our institution and to bridge the unnoticed gaps if any and maintain the proportionate inclusion of female expertise in the path of our success.

The college has installed a 20KV on-grid solar energy system as part of its efforts to promote alternative energy and energy saving. The entire campus uses LED light bulbs, and classrooms are adequately aired to enjoy natural air, sunlight, and ventilation. The college has MOUs with corporate agencies for the proper disposal of e-wastage and it manages degradable and non-degradable waste effectively in accordance with the generally accepted parameters. The college gives top priority to water resource conservation, and as a result, it has three rainwater harvesting pits, three bore wells, one water tank, and a well distributed water system.

The college restricts access to cars in select sites as part of its Green Campus activities and also promotes pedestrian pathways and restrictions on the use of plastic. The college collaborated with the relevant authorities to undertake quality audits such as Green, Energy, and Environmental audits.

The college offers Divyangjan students amenities like ramps, handicap-accessible washrooms, wheelchairs, software, and scribe facilities available for the differently abled (Divyangjan).

By taking part in significant festivals and customary events in the community, the college has been making numerous attempts to promote inclusive growth, which includes tolerance and harmony toward cultural,

regional, linguistic, communal socio-economic, and other diversities. The college conducts numerous awareness programmes and celebrates through NSS, NCC, YRC, and WEC in order to educate students and staff about the values, rights, obligations, and responsibilities of citizens. For the sake of the students and the institution, the college created a set of code standards that instill morals and ethics in all stakeholders. Encouraging programmes to improve student capability and encouraging social responsibility among students are two examples of the college's many excellent practices.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI A.B.R. GOVERNMENT DEGREE COLLEGE, REPALLE
Address	Isukapalli Road, Repalle
City	REPALLE
State	Andhra Pradesh
Pin	522265
Website	www.abrgdcrepalle.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	T. C. Ravi Chandra Kumar	08648-296556	8520974257	08648-296556	sriabrgdcrepalle@gmail.com
IQAC / CIQA coordinator	R. Yesupadamu	08648-296557	9866575008	-	callryp@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Andhra Pradesh	Acharya Nagarjuna University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	21-01-1998	View Document
12B of UGC	21-01-1998	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Isukapalli Road, Repalle	Semi-urban	9.85	3129.14

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,History Economics Political Science	36	INTERMEDIATE	English	60	10
UG	BA,History Economics Functional Telugu	36	INTERMEDIATE	English	30	0
UG	BCom,Commerce	36	INTERMEDIATE	English	50	0
UG	BCom,Commerce	36	INTERMEDIATE	English	50	40
UG	BSc,Mathematics Physics Chemistry	36	INTERMEDIATE	English	50	8
UG	BSc,Mathematics Physics Computer Science	36	INTERMEDIATE	English	50	50
UG	BSc,Mathematics Chemistry Computer Science	36	INTERMEDIATE	English	60	15
UG	BSc,Botany Zoology Chemistry	36	INTERMEDIATE	English	30	9

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	3				4				18			
Recruited	3	0	0	3	3	1	0	4	15	3	0	18
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	0	2	0	2
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				18
Recruited	6	11	0	17
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	2	0	0	3	0	0	8
M.Phil.	0	0	0	0	1	0	2	1	0	4
PG	0	0	0	1	0	0	9	0	0	10
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	4	0	4
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	364	0	0	0	364
	Female	221	0	0	0	221
	Others	0	0	0	0	0
Certificate / Awareness	Male	67	0	0	0	67
	Female	71	0	0	0	71
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Category		Year 1	Year 2	Year 3	Year 4	
SC	Male	42	45	35	39	
	Female	16	12	7	6	
	Others	0	0	0	0	
ST	Male	9	7	8	4	
	Female	8	1	6	1	
	Others	0	0	0	0	
OBC	Male	50	52	38	54	
	Female	40	42	41	30	
	Others	0	0	0	0	
General	Male	128	134	82	56	
	Female	30	39	36	14	
	Others	0	0	0	0	
Others	Male	6	8	1	6	
	Female	3	1	2	0	
	Others	0	0	0	0	
Total		332	341	256	210	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The National Education Policy 2020 emphasizes the importance of multidisciplinary and interdisciplinary education, which encourages students to develop essential 21st-century skills in various subjects such as arts, sciences, humanities, languages, and social sciences. Sri ABR Government Degree College offers diverse programs in the humanities, sciences, arts, and commerce, with a curriculum that emphasizes social engagement, ethics, communication, debates, and in-depth expertise. The institution plans to introduce interdisciplinary programs to fulfil the recommendations of NEP-2020.
2. Academic bank of credits (ABC):	Being an affiliated college, the college has no authority and liberty to convert credits earned by students from other institutions. However, the institution is exploring ways to allow students to earn credits from other reputed higher education institutions by completing courses on various platforms, such as Cisco Networking Academy and IIT Bombay Spoken Tutorial etc. Once the guidelines from regulatory authority allows, the institution ensure that these credits be added to students.
3. Skill development:	To help students meet the growing demand for a skilled workforce with multidisciplinary abilities, Sri ABR Government Degree College has been promoting digital skills, communication skills, and analytical skills through its skill training wing, JKC (Jawaharlal Knowledge Centre), and has entered into MoUs with APSSDC (Andhra Pradesh State Skill Development Corporation) and other industries to impart employability skills, interview skills, and other higher cognitive skills. The college has integrated four life skill courses (LSCs) and seventeen skill development courses (SDCs) in the curriculum, encourages students to pursue skill enrichment courses offered by many accredited HEIs through online/distance mode, and plans to start a Capacity/Competency Building Centre (CBC) to cultivate “21st Century Skills” among students, including critical thinking, creative thinking, problem-solving, and digital literacy.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Sri ABR Government Degree College integrates Indian knowledge systems in the curriculum and encourages students to develop a strong sense of bond with their own cultural history, arts, languages,

	<p>and traditions. The college has been transacting the curriculum in bilingual mode and offers a ‘Tourism Guidance’ certificate course to preserve and promote India’s cultural wealth. The college established ‘Cultural and Literary Association’ to encourage and promote students participation in cultural and literary activities specifically belong to their culture and tradition. With the efforts of the association, students are well trained in folk dance and Dappu Nruthyam(Dance),one of the indigenous cultural forms of this region to bag laurels for the Institution.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The college has taken steps towards implementing Outcome Based Education (OBE), which includes revising the curriculum for all undergraduate programs to incorporate modules such as Communication Skills, Life Skills, Professional Skills, Indian Culture and values as foundation courses that are compulsory for all students. Furthermore, the college has developed academia-industry interface for student training and placement, with APSSDC as knowledge partners offering industry-developed courses in the curriculum to ensure high-quality placement. The curriculum also includes industry internships, field projects, and field visits to enhance participative and experiential learning in real-life situations and to promote collaboration with local and related communities and industries during project work.</p>
<p>6. Distance education/online education:</p>	<p>While there are some challenges in offering online and open and distance learning (ODL) courses due to state higher education regulations, our institution is prepared to offer online learning and ODL courses with improvements. Some faculty members have received training in creating e-content and learning management systems (LMS), and their e-content and LMS videos are available on the institution and CCE website. The college is proactive and eager to offer ODL courses and online education through NEP-2020 operational standards. These forms of education can significantly contribute to the improvement of overall Gross Enrolment Ratio (GER) in higher education.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>We are pleased to announce the establishment of the Electoral Literacy Club, a platform designed to promote electoral assimilation among students. The club comprises a team of dedicated student coordinators, members, and a faculty coordinator who will work together to engage students in hands-on experiences that sensitize them to their electoral rights and obligations. Through the Electoral Literacy Club, students will gain a better understanding of the electoral process, including voter registration and voting. The club provides a unique opportunity for students to develop critical skills and knowledge that will serve them well in their future civic engagement. The following coordinators and members were appointed to the Electoral Literacy Club on 18-01-2022: Faculty Coordinator: Dr.MandapatiDasu, Lecturer in History Student Coordinator: Mr. N. Kranthi Kumar, III BSc (MCCS) Student Member: Ms. D. Kaavya, II BSc (MCCS) Student Member: Mr. G. Nithish Kumar, I BA Student Member: Mr. Bellamkonda Vasu, II B.Com We are excited to see the impact of the Electoral Literacy Club on our student community and look forward to supporting their efforts in promoting electoral literacy.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, the student coordinator and co-ordinating faculty members of the Electoral Literacy Club (ELC) at Sri ABR Government Degree College have been appointed by the college. The college has recently modified the ELC team with Dr.Mandapati Dasu, Lecturer in History, as the Faculty Coordinator, and D. Kaavya, a III BSc MCCS student, as the Student Coordinator. In addition, G. Nithish Kumar (II BA), B. Venu (II BSc MPC), and A. Chandana (I B.Com) have been appointed as student members of the ELC. The ELC at Sri ABR Government Degree College is a representative body that engages students through interesting activities and hands-on experiences to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting. The ELC is functional and aims to strengthen the culture of electoral participation among young and future voters in India. Overall, Sri ABR Government Degree College has taken an important step in promoting electoral literacy among its students through the establishment of the ELC and the appointment of a</p>

<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>dedicated team of coordinators and members.</p> <p>The Electoral Literacy Club at the college has taken several innovative initiatives to promote electoral participation among students and communities. One of the most notable programs is the regular awareness rallies conducted by the club on National Voter's Day to educate the public on their electoral rights. In addition, the club actively encourages eligible students between 18-21 to register themselves as voters with the help of Assistant Electoral officer (Tahsildar) and advises them to encourage their unregistered peers to register as well. The club conducts various competitions such as essay writing, debate competitions, and poster presentations to foster awareness on the importance of ethical voting for the advancement of democratic values. At the end of these programs, students take an oath to promote impartial and fair elections. Our NCC cadets help the Election officials during training sessions and our students are taken into election duty as webcasting technicians in some of the polling stations. The Electoral Literacy Club at the college has taken proactive measures to increase voter registration and promote ethical voting. Their innovative programs and initiatives have resulted in increased awareness and engagement of students in the electoral process.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Sri ABR Government Degree College, Repalle has undertaken various socially relevant projects/initiatives related to electoral processes. One such initiative is the organization of a public rally by the Electoral Literacy Club (ELC) on the occasion of National Voters' Day every year on January 25th. This rally serves as a platform to create awareness among the public about the importance of electoral participation and the rights and responsibilities of voters. Moreover, the college has organized awareness programs on voter registration through the app "Voter Helpline." The programs was conducted in collaboration with the Municipal Commissioner of Repalle Municipality, Repalle. The aim of this program was to educate and encourage citizens to register themselves as voters using the app, thereby increasing their participation in the electoral process. Sri ABR Government Degree College has taken several initiatives and projects related to electoral processes, such as organizing rallies and conducting awareness programs. These initiatives are</p>

	<p>instrumental in creating awareness among the public and encouraging their participation in the electoral process.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The Electoral Literacy Club (ELC) at our college has been actively working to increase the number of eligible students who are enrolled as voters in the electoral roll. Through a mentor-mentee system, the ELC team identified 192 students who were not yet enrolled. To address this, the team worked closely with the Tahsildar and supporting staff to launch a one-week enrolment program using the Voter Helpline App from 05-12-2022 to 12-12-2022. Thanks to these efforts, 133 students were successfully enrolled as voters. For the remaining 59 students who are under 18 years old, the ELC team will continue to work with them and help them register once they reach the eligible age. In addition to these efforts, our college has also institutionalized mechanisms to encourage voter registration among eligible students. This includes regular awareness campaigns and events organized by the ELC team, as well as collaboration with the Election Commission of India to provide easy access to registration information and tools. Through these initiatives, our college is committed to promoting electoral literacy and encouraging young people to exercise their right to vote.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
697	639	525	488	555

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 60

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
36	23	25	24	20

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
73.21	7.33	47.28	122.70	22.27

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Sri ABR Government Degree College,Repalle has motto, "Sa vidya ya Vimukthaye " taken from Vishnu Purana meaning that 'the knowledge which liberates' and it has been striving to transform the rural young minds from economically backward, disadvantaged sections into intellectually competent and responsible citizens with holistic personality. The institution also aims at inculcating human values among students in order to make them better and informed human beings. The college had its humble beginning in 1972 offering only B.Com, B.A courses. The main stay of our institution is to have academic activity embedded with co-curricular and extracurricular activities. Academic activity on our college is carried out in consonance with the academic calendar issued by Acharya Nagarjuna University, Guntur and the Standard operating procedure of the Commissioner of Collegiate Education(CCE), Andhra Pradesh.

In order to ensure the successful implementation of our academic activities, the IQAC (Internal Quality Assurance Cell) holds meetings with departmental in-charges and faculty to provide guidance on preparing individual academic plans in compliance with the academic calendar of the affiliating university and the holiday calendar of the Government of Andhra Pradesh.The departmental in-charges then prepare their respective departmental academic plans based on the instructions provided by the IQAC. These departmental plans are integrated into the college's annual academic plan, which is prepared by the IQAC. The staff council then discusses the annual academic plan, incorporate any changes if required and approve it. This approved academic plan is implemented with periodic reviews to achieve the desired outcomes.

The college implements Choice Based Credit System (CBCS Since 2015-16) in all the programs. As per CBCS, Internal and External assessment is in the ratio of 25:75. Internal Assessment is done for 25 marks by the college. Internal assessment not only includes prescribed curricular aspects but also includes co-curricular and extra - curricular activities like assignments, group discussions, seminars, quizzes, project works etc. Previously, 15 marks were allotted for internal assessment through mid-semester examination, 5 marks for assignment /seminar/ quiz/ group discussion and 5 marks for attendance for a total of 25 marks. From 2022 onwards as per CCE guidelines 17.5 marks for two mid semesters in internal assessment, five marks for assignment/ seminar/group discussion/ quiz/ project work and 2.5 marks for attendance and involvement of student in clean and green activities. For Practical courses, Internal assessment is carried by the respective departments during I/III/V semesters and External evaluation is carried out with the examiners appointed by University during II/IV/VI semesters. Internal assessment will be conducted as per the calendar issued by the affiliating university. A Committee headed by senior lecturer is assigned to look after the internal assessment to take place smoothly. It monitors and ensures all necessary steps to be adopted for evaluation process for Internal examinations. Grievances if any are redressed by this committee. It also monitors that the performance of the students in all the components of internal

assessment is recorded. It takes care of posting the Internal Assessment marks in university website.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1 Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 45

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

Other Upload Files

1

[View Document](#)

1.2.2 Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 70.9

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
463	582	347	322	345

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

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

Response:

Gender Sensitization:

Sri A.B.R Government Degree College, Repalle does not have myopic view of Sex/Gender sensitization. Gender issues have become irrefutable aspects which could never be disowned by any campus. A large number of girls seek admission into our institution. Their presence in the campus entails sensitization of the gender/sex issues for creating required awareness. In order to bring in parity to dispel disparity, the institution follows the protocol being issued by UGC. It celebrates International Women's Days with much fervor highlighting the importance of women and their contribution to society.

The Institution has Women Empowerment Cell (WEC) which undertakes many activities to promote gender sensitization. The WEC has been making great strides in reaching out and representing unrepresented girls on campus. It strives to instill in them the socio-emotional skills which are needed to sustain relations and to lead life of eminence. It has organized such programmes as orientation on Disha App for Safety and Security of women students; brain storming and pair work sessions, a workshop on 21st Century Women and National Girl Child Day etc. On significant occasions, WEC engages itself with Parents and staff to acquire feed back to put in place a momentum to bridge the gender gap.

Human Values and Professional Ethics:

Human values and professional ethics are indispensable qualities which the students as well as teachers need to imbibe in themselves. The Andhra Pradesh State Council for Higher Education has now introduced certain topics which shape the mind and personality of the students in ethics. There are certain human values which any person should possess:

- **Discipline**
- **Right conduct**
- **Truthfulness**
- **Peaceful co-existence**

ABR College strives to instill all these traits among the students.

Information and Communication Technology:

The COVID-19 has left an indelible mark on the Indian education system forcing every educational institution to adapt itself to ever changing digital world. The virtual interactions and online classes have become order of the day. Our institution utilizes Information & Communication Technology (ICT) in teaching and learning. To impart knowledge on ICT, the Institution offers Information and Technology Course as a part of Life Skill Courses. Our Institution has DIGERATI (the people who are technology experts) who can teach the students all required topics on latest developments in technology. Our Institution is making the students technologically compliant enough to face any challenges in the competitive world.

Environmental Education:

Students are being sensitized on the environmental issues to promote and upkeep the vegetation on the campus. They are encouraged to conserve natural resources. Awareness is created about pollution control, not littering waste on campus, promoting plantation of saplings, balancing eco-system and biodiversity and so on. On significant occasions, rallies and meetings, as per protocol of UGC, are organized. National and International days pertaining to environment are observed signifying its importance.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 68.44

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 477

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and

feedback hosted on the institutional website	
File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 82.57

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2021-22	2020-21	2019-20	2018-19	2017-18
332	341	256	210	240

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
370	370	310	310	310

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 84.7

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2021-22	2020-21	2019-20	2018-19	2017-18
174	168	138	140	133

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

2021-22	2020-21	2019-20	2018-19	2017-18
197	197	165	165	165

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio**2.2.1 Student – Full time Teacher Ratio
(Data for the latest completed academic year)****Response:** 19.36**2.3 Teaching- Learning Process****2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process****Response:**

The institution gives prominence to student centric instruction methodologies which comprise experiential learning, participative learning and problem solving using ICT tools to enhance the learning experiences of the learners. This approach improves attitude and engagement, develops pivotal life skills, essential team spirit, improved communication skills and an ability to think and work independently.

Experiential Learning:

Students are guided to enrich their learning experience through Field and Industrial visits, participation in debates and discussions besides hands on laboratory sessions. Field trips are organized by some departments to enhance students' critical thinking skills. Department of Physics organizes industrial visit, which contribute a lot in holistic development of students by helping them learn about the current trends, future scenario and the new technologies which are being utilized in industry. Debates and discussions on different issues organized by various departments provide the students an opportunity to develop knowledge and skills required in daily life. Science students get hands-on experience when they work in the laboratories on an experiment. Active involvement of students in extension and outreach programs undertaken by NCC, NSS, YRC, etc also contributes to their experiential learning.

Participative Learning:

Participatory learning methods help to develop lifelong learning and transferrable competencies in youth. Participative learning activities such as Guided Student Seminars, Group Discussions, Puzzles, Debates, Quizzes, Peer Teaching, Chart Preparations, active involvement of students in community service projects, undertaking Internships etc augmenting collaboration and coordination, are made an integral part of the curriculum transaction.

Problem solving Methodology:

Problem solving is a process of overcoming difficulties that appear to interfere with the attainment of goal/solution. It develops higher level thinking skills, responsibility and resourcefulness which are needed for lifelong learning. Our college encourages Case-Studies, Assignments, specific problem solving sessions and innovative projects to foster these skills.

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

Use of ICT enabled tools augments the teaching learning process more effectively in the changed scenario of the classroom from conventional teacher centric to present student centric. It not only provides an ambience of learning both for teachers and students but also guides them towards self directed learning. Faculty of our college judiciously uses various ICT tools viz., power point presentations, video clips, podcasts and video lessons from the experts in curriculum transaction. College provides desk tops with high speed internet connectivity of 300Mbps and the campus is Wi-Fi enabled. ICT enabled class rooms are made available for academic transactions. Sensing, that the existence of ICT tools alone doesn't serve the purpose, college offers training programs for teachers to use ICT effectively. Usage of ICT has increased during the pandemic situation. Our teachers have reached out and shared information/knowledge/ideas through different platforms viz., Zoom, Google Meet, WebEx, Skype, Cisco, Teachmint and WhatsApp for teaching and learning. Students are motivated to use N-list and online resources for their academic improvement. Our staff developed Web content for the benefit of students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

Response: 100

2.4.1.1 Number of sanctioned posts year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
36	23	25	24	20

File Description

Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 86.72

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
32	21	22	21	15

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Sri ABR Government Degree College actively and transparently evaluates the students' performance in the examinations. Their performance and assessment acts as touchstone of our institutional assessment of the faculty as well as students. Our college has been offering the courses prescribed by Affiliating University. Under CBCS frame work, Evaluation consists of two components Continuous Internal Assessment (CIA) and External Assessment (EA). IA is given a weightage of 25% and EA carries the remaining 75% weightage in the total evaluation for a given course other than practical papers. Internal evaluation is so designed covering curricular, co-curricular and extra-curricular activities that enable us to assess whether course outcomes are attained.

Our college has an Institutional Internal Examination Committee (IIEC) to look after the whole internal assessment process. Examination Committee prepares Examinations Calendar at the beginning of the semester duly following academic calendar of the affiliating university and notifies the schedule well in advance to the students through circular besides displaying on the notice boards and website. It ensures that the setting of question paper is in accordance with the pattern adopted for CIA. The IIEC conducts the mid semester examinations as per the schedule. After the time bound evaluation of answer scripts, students get an opportunity to review their papers and interact with the teacher about their performance and resolve the grievances if any. The Marks List is displayed on the Notice Boards of the respective Departments. The Assessment of practical examination during odd semesters is carried out by the concerned departments while in even semesters, it is done by the external examiners appointed by the affiliating University. The marks are uploaded in the web portal of the University.

The following grievance redressal mechanism is practised by our college to redress the grievances raised by students regarding examinations.

Internal Examination Grievance Redressal:

After announcement of the results of CIA, students are informed of their performance and are also encouraged to approach the Grievance Redressal Committee if they are not satisfied with the evaluation even after seeking clarification by concerned faculty. A committee constituted by the Principal looks into examination related grievances. It takes necessary steps to redress them amicably. The students, who are unable to attend the internal Examinations due to their participation in NCC, NSS and sports activities, are given a chance to write the examinations later. Thus obtained grievances are taken into consideration, resolved and final marks are brought to the notice of the students and the same are uploaded in the University portal finally.

External Examination grievance redressal:

The grievances reported if any with respect to external examinations are sent to controller of examinations of affiliating University. The chief superintendent of the examination looks after grievances during the university examinations and coordinates in case of any discrepancy in the hall tickets. As soon as the results are declared the committee circulates a notice to the students regarding the procedure for photocopy, re-evaluation and re-totalling. The applications thus received are consolidated and sent to the University for necessary action.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Course Outcome is a statement that describes what a student should know or be able to do at the end of a course. It provides a clear understanding of the goals and objectives of the course and helps to evaluate the effectiveness of the course in meeting its intended purpose. Course Outcomes can include knowledge, skills, attitudes, values and dispositions that students are expected to gain through the course. Effective course outcomes are Specific, Measurable, Achievable, Relevant and Time bound (SMART). They serve as a guide for both students and teachers in determining the focus and content of the course.

Our College, a multidisciplinary institution, has been offering eight programmes in Humanities, Science and Commerce streams with twelve departments to meet the interests and needs of the diverse rural youth. Being an affiliated college, it follows the syllabus as prescribed by the affiliating university. Taking into cognizance the importance of Programme Outcomes(POs) and Course Outcomes(COs) in Teaching –learning process(TLP), to make it (TLP) more effective and fruitful, The IQAC of the institution guides all the departments involving in curriculum transaction to formulate POs and COs in lieu of prescribed syllabus, the core values and objectives of the institution. Well before the commencement of the semester, Outcomes of the courses which are to be dealt by the respective departments are formulated duly following

the norms for effective course outcomes and also ensure they are in line with the stated programme outcomes.

Once the outcomes are finalized by the departments, the teacher who deals that course take responsibility of informing the stated POs, PSOs and COs of that particular course at the very beginning of the curriculum transaction to the students. They are also displayed on the departmental notice boards and communicated to students. All of the students are informed of the programme outcomes, program-specific outcomes, and course outcomes for every course the college offers in their respective classes. Additionally, they are posted on the institution's website. For the benefit of the students, copies of the prescribed syllabus and course outcomes, programme outcomes are kept in each department and are also made available on the college website.

COs, POs, and PSOs aim at holistic development of students by imparting them knowledge, ethics, communication skills, interpersonal skills, analytical abilities, problem-solving techniques, and ICT competencies. The newly joined and newly recruited teachers are made aware of the specified COs, POs and PSOs before handling the classes. While delivering the courses, necessary pedagogical techniques, learning resources, online tools, and pertinent extracurricular activities like extension lectures, field trips, etc. are planned and implemented to achieve the informed learning objectives.

Every programme, being offered by institution, has a specific learning objective. Evaluation of achievement levels of COs can be done by mapping COs with POs. Throughout the six semesters, the outcomes are rigorously evaluated by linking COs with broad outcomes of the programmes.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2 Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words

Response:

Procedure to Evaluate Course Outcomes (COs) and Programme Outcomes (POs)

The evaluation of Program Outcomes (POs) and Course Outcomes (COs) plays a pivotal role in teaching learning process. It helps to determine the effectiveness of the programs and courses offered. It provides feedback to students about their learning progress and areas that need improvement. It also helps students to develop self-awareness and self-reflection skills that are important for lifelong learning. It helps to identify gaps in learning outcomes, teaching methods, and student support.

Process of Evaluating COs:

Direct and Indirect attainments are used to assess COs achievement.

Direct Attainment:

The Direct Attainment of a course is determined by taking into account both internal and external examinations. COs are assessed directly by calculating 15% of internal Mid Exam marks, 10% of quiz/assignment/Group Discussion/ student seminar etc marks and 75% of external marks.

CO Direct attainment is equal to $[(0.15 * (\text{Average of the internal marks}) + (0.1 * \text{Average of Assignment/Quiz/Group Discussion/Student Seminar marks}) + (0.75 * (\text{Average of external marks}))]$

Indirect Attainment:

The indirect attainment of a course is determined by the feedback collected from the students participated in the course at the conclusion of each semester. The levels of success in achieving the course outcomes are graded as follows: 5 for Excellent, 4 for Very Good, 3 for Good, 2 for Fair and 1 for Poor.

Using the following formula, the assessment is done from the responses given by the students.

CO indirect attainment is calculated using the formula $(5*A+4*B+3*C+2*D+1*E)/(4*(A+B+C+D+E))$, where A, B, C, D and E represent the number of students who selected excellent, very good, good, fair and poor for the associated CO.

CO Attainment: A course's CO Attainment is assessed based on 80% direct achievement and 20% indirect attainment.

Process of Evaluating POs:

POs are attained through program specific Core Courses. Each Course addresses a sub-set of POs to varying levels (strengths) (1, 2 or 3). Strength of mapping is defined at three levels: Low (1), Medium (2) and Strong (3) A simple method is to relate the level of PO with the number of hours devoted to the COs which address the given PO. If >40% of classroom sessions address a particular PO, it is considered that PO is addressed at Level 3. If 25% to 40% of classroom sessions address a particular PO, it is considered that PO is addressed at Level 2. If less than 25% of classroom sessions address a particular PO, it is considered that PO is addressed at Level 1.

PO attainments are normalized to 1, that is, if a PO is addressed at the level of 3 and attainments of CO associated with that PO is 100%, then attainment of that PO is 1.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3 Pass percentage of Students during last five years (excluding backlog students)

Response: 72.62

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

2021-22	2020-21	2019-20	2018-19	2017-18
103	75	96	93	113

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

2021-22	2020-21	2019-20	2018-19	2017-18
150	121	119	124	147

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response: 4**

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 2.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	2.23

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Academic institutions are expected to perform trinity activity which includes teaching, research and extension. Research happens to be one of the pioneering academic activities which help the institution to excel in the field of education. Research and developmental activities together help create new avenues and disseminate knowledge, motivating better learning and teaching praxis among teachers and students. Keeping in view the importance of quality research for a better society, Sri ABR Government Degree College, Repalle has created an ecosystem for innovation and Indian knowledge system (IKS). This ecosystem includes various systems such as the establishment of Research innovation committee and establishment of Intellectual property Rights (IPR) cell and other programs focused on creation and transfer of knowledge and technology.

Research Committee:

To oversee and superintend the research aptitude and its objectives, a Research Committee has been established by the college. It tries to promote quality research which can be shared and disseminated among teaching and students' fraternity.

Objectives of the Research Committee:

1. To develop desired awareness regarding research among the faculty.
2. To establish a right aptitude of research culture through various research initiatives and programs.
3. To encourage faculty members to publish research papers and undertake research projects of social and academic importance including Indian Knowledge System
4. To assist and advise the institution to organize workshops/seminars/ conferences to transfer and share knowledge.
5. To assist the faculty and students in submitting project proposals to the funding agencies.
6. To see that adequate infrastructural facilities are created and maintained in the institution to take up research activities.

With the effective functioning of the Research Committee, 45 papers have been published by our teachers in various reputed, International and National journals. 8 books/book chapters have been authored/edited by our faculty members. Innovative and socially relevant projects have been undertaken by our students under the proficient guidance of our staff. It has played an instrumental role in organizing 5 webinars on different issues and 2 workshops providing a platform to facilitate the transfer of knowledge.

Establishment of IPR Cell:

The institution has established an IPR Cell to promote awareness of intellectual property rights among students and faculty members. The IPR cell is responsible for conducting work shops, seminars and other programs to educate the students about the importance of protecting their ideas, inventions and innovations. It has also guided the institution to organize 2 Intellectual Property Rights Awareness Programs in collaboration with Intellectual Property Office, Chennai besides encouraging the faculty to attend such relevant programmes organised by other institutions.

Institution encourages the faculty and students to attend seminars / workshops/conferences organized by other institutions to acquaint themselves with the current research trends. It also encourages the faculty to be associated with professional bodies by paying membership fee. It encourages the students to undertake internships to get hands-on experience. Field visits, extension talks organized by institution provide an opportunity to interact with the professionals and supplement their theoretical knowledge.

300mbps high speed internet connectivity with wifi access, 24986 books in library including reference books, access to 199500 ebooks and 6000 ejournals through N-List subscription are provided by the institution to augment active research on its campus.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 13**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
07	06	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards**3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response: 0.75****3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4	9	9	11	12

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.12**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
05	2	0	0	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities**3.4.1 Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.****Response:**

Extension Activities are planned and executed for the mutual benefit of the community and students, leading to their holistic development. It is a programmed outreach activity for two-way transfer of knowledge between the students and the people of rural communities in which students impart their knowledge and skills for their empowerment as a solemn duty of paying back to the community.

The students have an opportunity to interact with the locals and learn about the importance of ethical principles and interpersonal relationships through community activities. Extension Activities not only instill a sense of communal responsibility, but also effectively sensitize younger women and men of our college towards important social issues.

The institution lays thrust on aspects like literacy, health, educational sustenance, disaster management and importance of hygiene as they focus on adjustability, independence, appreciation of one's strength and weakness causing attitudinal changes. Our college has impressive contributions in

108 extension activities and social commitment which go beyond the curriculum and are carried out on the platforms of NSS, YRC, Consumer Club, WEC and NCC.

The Women Empowerment Cell holds awareness campaigns in the college by inviting special experts in the areas of health and nutrition, gender issues etc. They share the practical knowledge in that particular aspect and deepen their understanding of the social issues. These contemporary challenges help students develop their inner personalities and inculcate a sense of social responsibility in addition to honing their academic skills, thereby making the learning more fruitful.

Following are some noteworthy extension initiatives undertaken by the institution:

Swachh Bharat Initiative: The institution organizes awareness campaigns not only in the campus but also in the vicinity to promote awareness among students and community regarding cleanliness. They are informed about the significance of developing hygienic habits and keeping the surroundings clean.

Blood Donation Camp: YRC, NCC & NSS organizes blood donation camp every year and donated 178 units of blood during last five years. The staff and students take part in the camp enthusiastically and fulfill their obligation towards the community by donating blood.

Awareness on Ozone Depletion: The Chemistry Department organizes extension activity for school children on Ozone depletion and focuses on the factors affecting Ozone depletion and its remedial measures.

Awareness through Rallies: Institution organizes Rallies to create awareness on AIDS, FIT India, Wearing of Masks, Maha Swachha Abhiyan, Har Ghar Tiranga, Health & Hygiene etc.,

Visit to Orphanage:

To invoke emotional quotient among the future leaders, the institution organizes visits to orphanages. The institute donates Rice, fruits, eatables and cloths to the residents in orphanage.

Celebration of Days:

Yoga camp is organized in the nearby schools on International Yoga Day every year to promote health consciousness.

Extension Activities at Schools:

Many Departments visited various schools to motivate the students by engaging classes and exposed them to different areas of study.

In addition to these activities, students are encouraged to involve in social outreach programmes such as road safety awareness campaign by NCC Cadets, ODF Surveys, cleaning of public places and hospitals.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2 Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Sri ABR government Degree College Repalle, has conducted many extension activities for the mutual benefit of the society and students on various occasions through its support cells such as NCC, NSS, YRC, etc. In recognition of our contributions, the institution has received accolades and commendations from various Government and non-Government bodies.

1. At least once in a year, our students participate in blood donation camps organised by Indian Red Cross Society, Repalle and voluntarily donate priceless units of blood to save the lives of the people. His Excellency, Governor of Andhra Pradesh Shri Biswabhusan Harichandan and Dr V.VeeraRaghavaiah Chairman, Indian Red Cross Society, Repalle Branch have appreciated the students for their yeomen service to the public through blood donation camps.
2. It is a note worthy to mention that college has received commendation from the Chairman, APSICHE, Prof.Hema Chandra Reddy for promoting societal consciousness among students through extension activities.
3. Our NCC Unit ANO Dr.T.John Kiran Babu has received Best ANO appreciation from Commanding Officer, 22(A) Battalion, Tenali in recognition of his extraordinary efforts for the promotion of social responsibility among the cadets.
4. Rector, Acharya Nagarjuna University has been cognisant of untiring and selfless service rendered by our students in various programmes such as clean and green activities, Statue cleanings, Plogging, Blood Donation, Awareness programmes on health, Education, Resources, Child marriages organised in villages.
5. Our students have been congratulated by the municipal commissioner, Repalle on their involvement in the 'Nava NirmanaDeeksha' and 'Janmabhumi' programmes. The flagship programmes initiated by Government of Andhra Pradesh to create awareness among public on various issues are well made known by our students to the general public in order to encourage them to become part of development of the newly carved out state.
6. Circle Inspector of Police, Repalle Urban lauded our students for their involvement in the promotion of wide publicity on 'DISHA' app developed by Police Department to rescue girls and women during times of emergency. He has also applauded the institution for its care to ensure ragging free campus by educating the students on the consequences of this evil practice besides promoting awareness on 'drugs and their negative impact' on public.
7. Our NCC cadets have received laurels from the Executive Officer of Sri Bala Koteswara Swamy

Temple, Aravapalli for their voluntary service to keep the devotees disciplined during darshan on the eve of Mahashivarathri.

8. Our students and staff participated in several programmes in connection with 'Azadika Amruth Mahotsav' with exuberance sporting and patriotic fervor. The active involvement of our students and staff in the programmes conducted to commemorate the 75 years of glorious Indian Independence has been taken notice of by Ministry of Culture, Government of India.

9. Our faculty Dr. A Gangadhara Rao, Department of Mathematics recognised as best research supervisor for his outstanding contributions in the field of research

10. Panchayat Secretaries of adopted villages Bethapudi and Uppudi lauded the services rendered by our students through various extension activities organised in these villages as part of 'Janmabhumi maavooru' and NSS special camps.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 59

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
15	04	09	11	20

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 18

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Sri ABR Govt. Degree College was established in the year 1972. Built in 9.85 acres of land, it has a total plinth area of 33682 sft. Since the date of its inception it has been offering yeoman service by catering to the higher educational needs of the poor and under privileged rural students. The college has sufficient physical infrastructure to accommodate effective teaching and learning activity. The amenities are constantly upgraded and maintained.

Spacious and Well-Ventilated Classrooms:

The institution has a pleasant academic ambience. We have 18 spacious and well ventilated class rooms, facilitated with public address system. out of which 11 rooms are ICT enabled. Two Seminar Halls are equipped with LCD projectors. The college accommodates Principal's Chamber, Administrative Office, Staff Rooms, IQAC Room, Examination Cell, NCC and NSS Rooms.

Computing Equipment:

There are two well-equipped Computer Laboratories with power backup facility consisting 81 computers, e-class room with smart board.

Science Laboratories:

Science departments have well-equipped eight laboratories for conducting practical sessions.

Library:

The college library houses 24986 volumes on various subjects, reference books, periodical magazines and news papers and has access to N-LIST. The library is automated with SOUL3.0 Software and Barcode Mechanism is also implemented. There are 5 desktops with internet connectivity. The college has its own institutional **G-Suite** Domain.

Virtual Classroom:

The college has a virtual classroom with audio-visual support to have access to remote lectures being aired.

Other Physical Facilities:

The solar energy plant generates and transmits approximately 11000 units of electricity per annum to the power grid. RO drinking water facility is available to provide safe drinking water to the students. Divyangan friendly toilets, Ramps & Wheelchair are available for differently abled persons.

For holistic development of students, the college strives for nurturing their physical abilities. Such activities develop team spirit and interpersonal relationships. Department of Physical Education provides facilities such as Sport Kits, Play Ground, 200mts Athletic Running track and indoor games such as Chess, Caroms, etc. Interested and best performing players are encouraged to participate in university and state level competitions by providing them adequate support and training. The college has a vast open ground which is used by our college students for playing and organizing various sports and games such as Volley ball, Kho-Kho, Kabaddi, Shuttle, Tennikoit and athletics. The college has a well equipped Gymnasium.

Cultural Activities:

College Cultural Committee regularly organizes competitions in various categories such as elocution, dance, mime, drama, mimicry, group discussion, essay writing etc. Students have represented the college and bagged several accolades in the state level literary and cultural competitions during 'YUVATARANGAM' event organized by Department of Youth Services. We have an open dais 'LalithaKalathoranam' for conducting cultural activities and events.

Yoga:

The students participate in yoga for their physical and spiritual well being. The healthy practice is carried out in Yoga room. The college celebrates International Yoga Day to inculcate the spirit of Yoga among the youth.

Other facilities:

Parking sheds for boys and girls separately, Napkin Vending and incinerator Machine for girls, Vermi Compost Pit and Rain water Harvesting Pits.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 52.07

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
19.59	0.67	28	80.24	13.54

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Sri ABR Government Degree College Library (Learning Resource Centre) is a well-established library located in Old Building Block with a plinth area of 3806 square feet. It boasts two spacious and well-ventilated reading rooms, a magazine room, and a computer room. One of the reading rooms is air-conditioned with two air conditioners to provide maximum comfort for its users. A separate magazine room is available for students preparing for competitive examinations. The library can accommodate up to 100 students in the two reading rooms, 20 students in the magazine room, and another 20 students in the reference book section. The library has two separate sections for text and reference books, and it houses a total of 24,986 books, including textbooks, reference books, PG entrance exam books, APPSC and UPSC examination books and books useful for other competitive examinations. The tally of reference books is 9882.

The library is equipped with five computers that are connected to the internet with a 300 Mbps high speed internet connection. These computers enable students to search for book availability, read e-books, e-journals and provide access to open resources. In addition, the library has a subscription to N-list since 2014, which enable students and faculty to access 6,000+ e-journals and 1,99,500+ e-books. They can also access 600,000+ e-books through NDL.

The library's advisory committee monitors its functions, chaired by the Principal, with a Convenor Lecturer, members, and student representatives. This committee finalizes the library's annual budget. All students and staff members are subscribed to infolibnet and can access e-books and e-journals through N-list. The library is fully automated and uses the state-of-the-art integrated library management software,

SOUL 3.0, developed by INFLIBNET center. This software supports the digital library's needs and facilitates complete automation of the library. Additionally, the software provides OPAC (Online Public Access Catalogue) service, allowing users to search for books by title, author and publisher.

To ensure speedy and reliable circulation of books, the library uses bar code technology. The library is open from 9:30 AM to 5:30 PM, and students and staff members can enter and utilize its resources in their leisure hours. The library conducts orientation programs for students at the beginning of each academic year to inform them about the library's facilities, e-resources, and code of conduct to be followed while using the library. Students can be issued up to five books at a time and retain them for 15 days.

Free Wi-Fi is available in the library for students to access open e-resources. The library also provides a reprographic service, where students can use the Xerox machine to make photocopies of study materials and old question papers by paying a minimal fee. The library regularly upgrades itself by purchasing necessary textbooks and reference books to meet the needs of its users. Monthly magazines in English and Telugu and newspapers are available in the library, which are helpful to students in preparing for competitive examinations.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

Sri ABR Government Degree College,Repalle always strives to fulfill the academic needs of the students.The institution constantly upgrades its IT facilities such as the number of computers and internet facility to be provided for ICT enabled class rooms for making the state of the art IT infrastructure available for staff and students for effective e-teaching and learning.The e-content is developed by staff using the available facilities and it is made accessible to the students through CCE LMS portal.

Two spacious and well ventilated computer labs consisting of 81 computers with 15 KV power backup are effectively used in academics in addition to the computers available in the departments.For administration purpose five computers are available in office and principal's chamber.ICT tools are used in teaching learning process, routine administrative tasks and library.The plans for infrastructural development are prioritized as the college acknowledges the correlation between adequate infrastructure and effective teaching and learning process.LCD Roof Mounted and Mobile Projectors make curricular transaction more effective.

The institution has one virtual class room and one e-class room.Virtual class room confers video

conferencing facilities to other Government Colleges in the State wherein virtual lectures, video conferences addressed by CCE and other resource persons can be attended by the students.

The institution is constantly upgrading ICT facilities as per the requirements. Internet bandwidth is increased from 9 Mbps to 300 Mbps in five years. To provide high bandwidth and free Wi-Fi access to staff and students, three internet connections of 300 Mbps each with 10 access points are installed. The access points are periodically monitored and augmented as per additional requirements.

The process of upgrading the required infrastructure at the beginning of academic year is carried out based on the suggestions from the in-charges of the departments. The Department of Computer Science takes stock of the need for the maintenance, replacement, up-gradation or addition of the existing ICT infrastructural facility keeping in view the budgetary constraints. There is regular maintenance of IT facilities on the campus.

The Department of Computer Science uses software such as Windows, MS-Office, Oracle 10G, JAVA, Dev C&C++, Web Browser, R-Programming, WordPress, phpMyAdmin, Python, Hadoop, Scala and MySQL. Since 2017-18 students' & staff attendance has been marked online using Integrated Attendance Management System till 2021-22. From 2022-23 onwards it has been upgraded to Facial Recognition System. Commissioner of Collegiate Education, with a view to ensure seamless teaching learning process during covid-19 pandemic, has initiated Online Teaching Learning Process (OTLP) as an alternative tool to transact the curriculum online which has been supported by institute's dedicated G-Suite domain. The safety of the entire campus is ensured by installing Closed Circuit Digital Surveillance Cameras in the corridors, Library, Principal's Chamber, Office Room and at all prominent places across the campus.

IT Facilities in Library

The College Library is fully automated with soul software and barcode system has been introduced. The Library consists of five computers for searching books and access to digital library, N-List, one printer and one photocopier for reprographic facility.

During the year 2018-19, we had an influx of lab infrastructure with contribution of 30 laptops by Andhra Pradesh State Skill Development Corporation.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 8.6

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 81

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 32.05

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

2021-22	2020-21	2019-20	2018-19	2017-18
31.96	2.16	14.01	36.71	2.59

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 80.75

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
440	610	446	389	460

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.2 Following capacity development and skills enhancement activities are organised for improving students' capability

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 84.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
620	503	513	399	409

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4 *The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

<p>5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>Response: 48.87</p>														
<p>5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>79</td> <td>68</td> <td>76</td> <td>49</td> <td>51</td> </tr> </tbody> </table>					2021-22	2020-21	2019-20	2018-19	2017-18	79	68	76	49	51
2021-22	2020-21	2019-20	2018-19	2017-18										
79	68	76	49	51										
<p>5.2.1.2 Number of outgoing students year wise during the last five years</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>121</td> <td>119</td> <td>124</td> <td>147</td> </tr> </tbody> </table>					2021-22	2020-21	2019-20	2018-19	2017-18	150	121	119	124	147
2021-22	2020-21	2019-20	2018-19	2017-18										
150	121	119	124	147										

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 2.96

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

2021-22	2020-21	2019-20	2018-19	2017-18
05	2	1	0	2

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 57

5.3.1.1 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 wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
17	13	16	10	01

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response: 40.4

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
44	32	43	44	39

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

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

Response:

'Sri AnaganiBhagavantha Rao prabhutva degree kalasalapoorvavidhyardhulasangham', a registered alumni association for our college, was established in 2006. It comprises of people from almost all walks of life such as politicians, teachers, lawyers, business persons and persons pursuing various other occupations. Its goal is to establish a network of Sri ABR students who will support among themselves. All the outgoing students are encouraged to take membership in the association by contributing at least hundred rupees towards the registration fee and take part in the development of their alma mater. The opinions and suggestions made by the Association are taken to enrich the institution in all ways. Alumni also help the institution to get information regarding the performance and contribution of the students to the society in various ways. It is going to bring in professional and personal growth as well as actively participating in the institution's development programmes. The college website contains a link for online registration of alumni. In addition to providing financial support, the alumni and alumnae will also help the students develop intellectual pondering on college campus. So far, around 250 students have got themselves registered in the Alumni Association. Annually, at least one Alumni Meet is planned to be held for keeping abreast of what has been at the institution and it also provides a forum for the exchange of ideas on academic, cultural and social issues. The registration form is prepared in such a manner that the registration form includes a slot for eliciting alumni and Alumnae's feedback on the facilities made available for students. The Alumni Association has established its presence spread across the world through social media platforms such as WhatsApp group that help our alumni and alumnae maintain long-lasting relationships with our Institution. Through this online community access and on social media platforms, the alumni will communicate and remain in touch with our institution apart from out-reaching their professional obligations. Our alumni association ever since it came into existence has been in the forefront to providing financial assistance to our institute. The major contribution is levelling the ground and clearing the bushes to enhance the ambience of the college which worth almost 14 Lakhs and laying of walking track around old block. They provided bicycles for the needy poor students. Sri D Venkateswara Rao, an alumni of our Institution helped a student who lost his parents during pandemic with financial assistance. Some of alumni donated books to the Library. Not only do alumni and alumnae come for assistance but they also put their good efforts to work with our institute at the time of need and necessity and they do inspire students currently pursuing at their alma mater. The alumni association will also be engaged to interact with the students by conducting awareness programmes on job prospects and career opportunities. The alumni association is always all set to broaden the scope of their services apart from being occasionally philanthropic.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 *The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

Response:

Sri ABR Government Degree College Repalle is committed to provide quality education to its students and fostering their overall development. Various measures are taken by the institution to ensure that its institutional governance and leadership align with its vision and mission.

NEP Implementation:

The institution has taken several measures to implement the National Education Policy (NEP)2020. The NEP implementation has been sustained over time and the institution is committed to achieve its objectives by promotion of skill enhancement Online/Distance Learning, Outcome Based Education, Integrating Indian Language and Culture. The college is a multi-disciplinary institution, has introduced new courses and revised the existing ones to align them with the NEP. The curriculum has been revamped focussing experiential learning. The institution has also set up committees to oversee the implementation of NEP and monitor its progress. The NEP implementation has been visible in the institution's overall academic growth.

Decentralization:

The college has adopted a decentralized approach to institutional governance. The institution has delegated decision-making authority to various departments, ensuring that each department has a say in the decision-making process. This approach has enabled the institution to become more responsive to the needs of students and faculty members. The decentralized approach has also led to greater participation in the institutional governance, creating a sense of ownership among the stakeholders.

Participation in Institutional Governance:

The college has established a robust system of institutional governance, which involves participation from all stakeholders. The institution has set up various committees, including the Academic Council, Financial Committees, College planning and Development Council, Grievance Redressal Committee, etc to take place its planned activities smoothly contributing to the holistic development of the college. The members of these committees include faculty members, students and representatives from the administration. The committees meet regularly to discuss and make decisions on various issues related to the institution. The participation of all stakeholders in the institutional governance has ensured that the decisions taken are in the best interests of the institution and its stakeholders.

Short-term and Long-term Institutional Growth:

The college has identified specific goals and objectives for the short-term and long-term and has devised strategies to achieve them. The short-term goals include improving the quality of education, increasing

student enrolment and enhancing research activities. The long-term goals include establishing new courses, developing partnerships, autonomy status for the college and becoming a center of excellence in various fields.

Constructional Growth:

The institution has made significant progress in terms of constructional growth. The college has constructed new building to accommodate the more number of students. The institution has also upgraded its infrastructure to provide a better learning experience to the students. The constructional growth has been aligned with the institution's vision and mission of providing quality education to its students.

Conclusion:

Sri ABR Government Degree College has taken several measures to ensure that its institutional governance and leadership align with its vision and mission. The NEP implementation, sustained institutional growth, decentralization, participation in institutional governance, and constructional growth are some of the measures that the institution has taken. The institution's commitment to achieving its short-term and long-term goals has enabled it to become one among the reputed educational institutions in this state.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 *The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*

Response:

Sri ABR Government Degree College is an institution offering undergraduate courses in Arts, Commerce and Science streams. The college has been committed to provide quality education to its students. One of the key factors contributing to the institution's success is the formulation and effective deployment of its institutional perspective plan and efficient functioning of institutional bodies.

The institutional Perspective Plan (IPP) is a document that outlines the institution's long-term vision, mission, goals, and objectives. It is an essential tool for institutional planning, development, and evaluation. Sri ABR Government Degree College has a well-defined IPP that is based on the principles of inclusivity, diversity and excellence. The plan has been developed through a consultative and participatory process involving all stakeholders, including faculty, staff, students, alumni, and the community. The college has identified its Strengths, Weaknesses, Opportunities, and Challenges (SWOC) and has aligned its goals and objectives with the vision and mission.

The IPP has been effectively deployed through a systematic and coordinated approach. The college has set up various committees and cells to oversee the implementation of the plan. The committees include academic council, research committee, examination committee, library committee, sports committee, cultural committee, placement committee, Financial committees etc. Each committee is responsible for a specific aspect of the college's functioning, and they work together to ensure that the college achieves its goals and objectives.

The college's administrative setup is transparent, efficient, and effective. The college has a well-defined organizational structure that clearly defines the roles and responsibilities of faculty, staff and administration. The college has developed policies and strategies with specific modus operandi and these policies are executed through various committees to achieve its desired objectives. The college has also implemented a grievance redressal mechanism, which allows stakeholders to provide feedback and suggestions for improvement.

The college's appointment and service rules are based on merit and promote fairness and transparency in recruitment. The college follows the guidelines issued by the University Grants Commission (UGC) and the Government of Andhra Pradesh for appointment and promotion of faculty and staff. The commissioner of Collegiate Education is the appointing authority for the teaching faculty and Non-teaching staff will be appointed by the Regional Joint Director of Collegiate Education, Guntur. The college has a well-defined code of conduct for faculty and staff, which ensures that they maintain high ethical and professional standards.

The college's procedures are streamlined and well-documented. The college has a well-defined process for admission, examination, evaluation etc. The college follows the guidelines issued by the UGC and the Government of Andhra Pradesh for Academic and Administrative Procedures. The college has also implemented an online student feedback system, which allows students to provide feedback on various aspects of college life.

Sri ABR Government Degree College has effectively deployed its institutional perspective plan, and the functioning of institutional bodies is efficient and effective.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2 Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Sri A.B.R. Government Degree College ensures the extension of various welfare measures to the teaching and non-teaching staff for their dedicated service. The following welfare schemes are extended to the staff as per the rules and regulations enshrined in the statutes of the State and Central Governments.

- **APGLI & GIS** are special security measures for the welfare of the government employees and a mandatory contribution from the employees' salary is deducted towards their subscription.
- Employees who were appointed before September 2004 are eligible for **GPF (Government Provident Fund)** and Old Pension Scheme. Employees who appointed from September 2004 come under the ambit of **CPS** Contributory Pension Scheme.
- Medical reimbursement facility under **EHS (Employee Health Scheme)** scheme is available for the employees and their dependents as per existing government norms.
- Gratuity and earned leave encashment is made available at the time of superannuation.
- Medical Leaves, Child Care Leave, Maternity leave, Paternity leave facility may be utilized by employees as per norms.
- Festival advance scheme for non-teaching employees is sanctioned upon request.
- Housing Loan facility is available to the employees as per the official guidelines.
- The institution has an active Grievance Redressal Cell which addresses the grievances if any of staff and students
- The campus is under 24 hours' surveillance through 16 CCTV Cameras
- There is pure RO water facility in the campus.
- Staff, students, stakeholders and visitors avail themselves of the spacious parking facility.
- There are 10 Wi-Fi access points with 300 mbps speed available for staff and students for facilitating e-learning.

Institutional Performance Appraisal System for Teaching and Non-Teaching Staff

The institution implements following performance appraisal system to evaluate the performances of Teaching and Non-Teaching Staff.

Performance Appraisal of the Teaching Staff:

The IQAC assesses the performance of the teaching staff by adopting two methods- Feedback system and Self Appraisal submitted by individual faculty members along with supporting documentary evidence.

Feedback System: The performance of the teachers is assessed based on the feedback received from the students. This is collected annually through a structured questionnaire, covering desired teaching quality parameters. It is analyzed and suggests necessary action.

Self Appraisal Reports: The staff has to submit Annual Self Appraisal Reports with evaluation to the Principal. IQAC and Principal analyze the API score and submit it to the CCE for suggestive action. The performance of faculty working on contract and temporary basis gets assessed and evaluated through the pass percentage achieved in their respective subjects.

Performance Appraisal of the Non-Teaching Staff:

Continuous Monitoring: The non-teaching staff members are monitored on a continuous basis through informal inquiry and observation and work under the supervision of Office Superintendent.

Avenues for Career Development/Progression:

For teaching staff who are drawing UGC Pay Scales are entitled for progression if they fulfil the conditions as stipulated by UGC from time to time and other staff who are under state government scales will be progressed as per the service rules in vogue.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 39.06

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	0	25	1	7

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 99.47

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
25	18	104	24	15

6.3.3.2 Number of non-teaching staff year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
15	10	9	11	14

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The Institution has a structural mechanism to estimate the financial requirements pertaining to annual budget. The chief resource of funds is fee collected from students at the time of enrolment and institution ensures its effective and efficient use. Our Institution, being a public – funded entity, working under the aegis of the Commissioner of Collegiate Education, Govt. of Andhra Pradesh, has been self reliant for its operation and it has also been vivacious enough to elevate itself to the level of becoming one of the sought after government colleges in the Bapatla district of Andhra Pradesh.

With the growing strength of students, the college is on positive note. However, the college is in necessity of augmenting infrastructure which can add an additional advantage to the students who have been admitted in large number to college in recent years. As truth prevails, there are very few brighter means of mobilization of funds and hence an optimal utilization of resources is practiced in letter and spirit.

The Principal, as the Head of the Institution, supervises the mobilization of funds. Under his chairmanship the constituted committees discuss the resources of the college to meet financial requirements. Finally, resolutions are passed for the proper utilization of funds. The major financial resource of the institution is the Additional Special Fee collected for Restructured Programmes. All the major requirements are met from this source only. Depending on the need, amount is spent on the maintenance of intuitional infrastructure and paying of wages to contingent staff and teachers engaged on hourly basis for non- sanctioned posts.

The Institution is diligent in streamlining and regulating the Government funding for its specific objectives. Fund, being mobilized though various agencies, is utilized for the intended purpose. The Institution provides financial aid to library, laboratory Equipment, chemicals, ICT Infrastructure, software

and internet charges, repair and maintenance work, printing & stationery. The College receives UGC Funding for augmenting infrastructure, research Initiatives, procuring laboratory equipment and for the purchase of books. RUSA funds released under component 5, for up-gradation of existing colleges to Model Degree Colleges (UMDC) are being utilized for infrastructural up-gradation, modernization and digitalization of the academic environment. Additional funds may be mobilized from CPDC, Alumni Association, Philanthropists and nongovernmental organizations for taking up further developmental activities, if need warrants.

The accounts are regularly audited internally and externally by three agencies, A.G. Audit (Accountant General) Team, L.F. Audit (Local Fund) Team and by RJDCE office (Regional Joint Director of Collegiate Education). The budgetary allocation and the expenditure are audited by all the inspecting teams. If any deviation in utilization of funds is noticed, it is brought to the notice of the Principal as Audit objections. The Principal and the committee concerned will be held responsible to clear and fix these lapses in a specified time.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

IQAC has focussed mainly on institutionalizing the processes for holistic development of the students. All newly admitted students attend the Induction Programme conducted by IQAC, in which they are sensitised on the Continuous Internal Assessment (CIA), core subjects, Skill Development and Life Skill courses, co-curricular activities and student support facilities available on the campus. They are instructed to follow institutional code of conduct.

The IQAC regularly keeps a track of students' learning outcomes through periodic analysis of their performance during each semester. Slow learners and advanced learners are identified. Remedial classes are conducted for slow learners while the advanced learners are further enriched through the programmes such as group discussions, seminars, quiz and debates.

The college has inked 26 MOUs, collaborations and linkages with various outstanding organisations, industries and academic institutions over a period of five years to garner tremendous opportunities of partnership. The institution has been declared an ISO certified for Quality (2021), Environmental and Energy Standards (2022).

The IQAC approach has always been focused on effective teaching –learning process, structures and established methodologies of operation. The institution formulates an academic calendar of its own in consonance with the almanacs of the affiliating university. IQAC encourages all the members of faculty to inform the students about Program outcomes, Program Specific Outcomes and Course Outcomes in order to provide a thorough awareness on the programs and courses. The CIA has been strengthened and it is monitored by IQAC.

The IQAC launches a periodical review of teaching –learning activities such as Departmental activities, Annual Academic Plans, Teaching Diaries, Teaching Notes, Bridge courses, Remedial Programs and implementation of ICT based pedagogical methods.

Commissionerate of Collegiate Education(CCE), AP with its academic audit wing, ensures and monitors quality in academics through periodical reviews on the teaching –learning process and their outcomes at the college level. CCE deputed a team of two lecturers from other colleges to conduct an audit of all the records, reports, evaluation processes, outcomes, implementation of curricular, co-curricular, extension and outreach programs and related academic activities. Finally a copy of the Audit Report containing gaps to be capped and suggestive measures to be taken is submitted to the CCE,AP and the Principal in turn initiates appropriate measures and prepares action taken report for further improvement in consultation with staff council and submits Action Taken Report to the CCE.

Feedback mechanism: Every year feedback is collected from various stake holders such as students, faculty, parents, alumni and employees. It is analysed and suitable action is initiated to cap the lacunas if any in teaching-learning, evaluation and other issues plaguing academic ambience surge.

During IQAC meetings with the staff council a conscious effort is made that quality policy never breaks away from the front line importance keeping the future of the students in view. Virtual class room, SOUL software in Library, LCD and smart boards, free PG Entrance coaching, syllabus completion control and follow up, add-on and certificate courses, student progression and placement opportunities are considered and resolutions are taken for radical improvement.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The institution has taken several measures to promote gender equity and sensitization in curricular and co-curricular activities, as well as provide facilities for women on campus.

One of the most significant measures taken by the institution to promote gender equity is the gender audit, which is an evaluation of gender-related policies and practices within the institution. This audit helps identify areas that require improvement and ensures that the institution is providing equal opportunities to all students, regardless of their gender.

The institution has also taken measures to promote gender awareness and sensitization through various awareness programs. These programs aim to educate students and staff about gender-related issues and promote an inclusive environment for all. Additionally, the institution has created awareness on the Disha app, which allows students to report incidents of harassment or discrimination anonymously.

To ensure the safety and well-being of female students on campus, the institution has implemented several initiatives, including anti-ragging measures, health awareness programs, orientation programs, Sanitary Napkin Vending Machine and CCTV surveillance. The anti-ragging measures ensure that female students are not subjected to any form of harassment or discrimination. The health awareness programs provide information and support for female students to maintain their physical and mental well-being. The orientation programs aim to provide a safe and welcoming environment for female students and help them transition smoothly into college life.

The institution also organizes various co-curricular activities, such as sports, cultural activities, blood donation programs, and other social responsibility awareness programs. These activities are organized in a way that promotes gender equity and provides equal opportunities for male and female students. Further, the institution celebrates events such as Girls Child Day, Women's Day, Women Equality Day and Malala Day to raise awareness about gender-related issues and celebrate the achievements of women.

The institution has also provided various facilities for women on campus. These facilities include **gender-specific washrooms, Women waiting hall and Yoga classes**. The gender-specific washrooms ensure the safety and privacy of female students. The safe spaces for women, such as the women's waiting hall, provide a relaxing and inclusive environment for female students to interact with one another. The yoga classes provide a means for female students to maintain their physical and mental well-being.

The institution has also organized various programs specifically for female students, such as college-level programs for girls, Selfcombat techniques, disaster management training and and Spandana (instantaneous grievance redressal program for girls). These programs provide female students with opportunities to showcase their talents, express their views, and acquire new skills.

In conclusion, the institution has taken significant measures to promote gender equity and sensitization in curricular and co-curricular activities, as well as provide facilities for women on campus. These measures have created a safe and inclusive environment for all students, regardless of their gender. The institution's commitment to promoting gender equity and sensitization is evident through its various initiatives and programs. The institution will continue to work towards ensuring gender equity and promoting gender sensitization in all aspects of campus life.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2 The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. Green audit / Environment audit
2. Energy audit
3. Clean and green campus initiatives
4. Beyond the campus environmental promotion activities

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Sri ABR Government Degree College, Repalle has students and staff hailing from diverse socio, religious and lingual backgrounds hence it is essential to create a sense of belongingness and congenial atmosphere amongst all on the campus. The institution has imbibed the cardinal principles of secular and social inclusivity woven in 'Unity in Diversity' since its inception. The college follows an egalitarian policy irrespective of caste, creed, religion and gender. Socio economic diversity at our institution is preserved and well balanced by giving equal opportunities to the students to participate in all curricular, co-curricular and extra-curricular activities. The students' support services-NCC, NSS, YRC and WEC help to create an ambience of harmony. Cultural camaraderie and tolerance is upheld by observing Sadhbhavana Diwas, National Integration Day and GandhiJayanthi. The college annually organizes International Mother Language Day and Telugu Language Day to disseminate knowledge on the importance of mother tongue while not ignoring other languages.

Students of our college showcased their talents by participating in zonal-level, district-level, and state-level folklore exhibition competitions. Seven students of our college participated in the Youth cultural exchange organized by CCE, STEP, AP at Chandigarh University, Chandigarh. Our students T. Jessi Kumar and J. Akhil participated in the National integration camp. It is a matter of pride that such programs extract a wide range of skills inherent in students and glorify the college reputation at the National level. Our college believes in developing a holistic personality of the students by instilling in them the core values of empathy, morality, truth, nonviolence, social responsibility and patriotism. Visiting the old age homes and orphanages sensitizes the students to the social problems. Programmes on suicide prevention, drug abuse and illicit trafficking signify our social concern. Our values and responsibilities towards the mother earth are channelized by undertaking programmes such as Ozone Day, Vanamohotsav, World Water Day, World Earth Day, Swatchhata programmes and Vehicle Free Days.

Republic Day and Independence Day are celebrated with great enthusiasm and patriotic fervor. Awareness is created about the principles of the Indian constitution. Students are reminded of the sacrifices of freedom fighters of the Nation.

National Voters' Day: It not only encourages the youth to participate in the electoral process but also focuses that the Right to vote is the basic right of citizenship.

NCC unit of this college strives to transform students into disciplined, responsible and patriotic citizens, upholding the tenet of 'Unity and Discipline'.

Constitution Day is observed on 26th of November to infuse the constitutional obligations and values among the students and it also promotes awareness on fundamental duties and fundamental rights as enshrined in the Indian Constitution.

Rashtriya Ekta Diwas is observed to provide an opportunity to re-affirm the inherent strength and resilience of our nation to withstand the actual and potential threats to the unity, integrity, and security of our country.

Birth Anniversary of Subhash Chandra Bose: On this day Students are made aware of Bose's love towards mother India and his indelible contribution to India's freedom struggle.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

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

Response:

Best Practice 1:

Title of the Practice:-

Skills for Success :: Capability Enhancement Initiatives

Objectives of the Practice:

- To improve the employability skills and life skills of the students
- To enlighten the students about the importance of Personality Development in their lives
- To provide bridge course and remedial course for the slow learners.
- To create health and hygiene awareness among the students

- To extend Career Counseling to students.
- To empower girl students with self defense techniques to save themselves at the need of hour
- To enable students to cope and respond effectively to disasters

Context:

Efficiency is doing things right, effectiveness is doing the right things. Sri ABR Government Degree College, Repalle is no where inferior to other college. These qualities are inseparable in students' lives. Therefore, it is committed to the overall development of the students. In this regard, the college leaves no stone unturned to groom students for capability enhancement programs. Specialized programs are conducted by inviting external resource persons to improve communication skills, soft skills, employability skills among students.

Practice:

Capability Enhancement initiatives include various programmes arranged for the all-round development of the students. Every programme has a faculty coordinator. The coordinator maintains the details of students enrolled under each programme.

Special wings like JKC, Placement Cell, NCC, NSS, WEC, IYRC of College and APSSDC are part of the capability enhancement initiatives of the college. They have undertaken various programs which are aimed at capacity building of the students. Some of them are Bridge Courses, Remedial Coaching, Career Counseling and Guidance for competitive exams, personality development, communication and soft skills, Campus Recruitment Training, Analytical Skills, Digital Skills, Health Awareness Programmes, Self Combat Techniques for girls and Free PG entrance coaching for students.

Evidence of Success:-

The following are the testimonials of successful capability enhancement initiatives of the college-

1. Over the last five years, around 260 students of our college have got placements in various companies through on campus drives and off campus drives that offer lucrative packages
2. 63 students have got admitted to various PG programmes during the last five years.

Problems Encountered and Resources Required:

1. Majority of students prefer marks to knowledge acquisition.
2. Reluctance of students to put extra effort to undergo these trainings.
3. The Poor back ground of students lets them get engaged in hand to mouth existence. They are eking out their existence as day wage labourers.
4. As the skill enhancement activities are normally conducted on campus out of the college hours, the students hailing from surrounding villages find it difficult to reach their homes after training sessions due to lack of transportation during the late hours. Efforts are on to liaison with RTC to cooperate.
5. Extra efforts are to be made as the required communication skills are a challenge among the students.
6. Paucity of resource persons is more for conducting some skill enhancement courses as the college is not in considerable reach as it is located in rural area.

Best Practice 2:

Title of the Practice:-

Empowering The Next Generation :: Fostering Social Responsibility Among Students

Objectives of the Practice:

- The primary goal of this practice is to instill a sense of social responsibility in students, encouraging them to give back to society and build a better community.
- The practice aims to involve students in various activities, including organizing blood donation camps, offering voluntary service during local festivals, participating in clean and green activities, creating awareness among villagers on agriculture, sanitation, nutrition, personal hygiene, AIDS, preventive measures against diseases and encouraging visits to orphanages and hospitals.

Context:

Today's competitive and mechanized education system often fails to offer opportunities for students to actively participate in community service. Consequently, the primary objective of this practice is to foster social values among students and encourage them to become future citizens who prioritize humanitarianism. There is a growing tendency among students to view education solely as a means to obtain high-paying jobs, earn money, and settle abroad without any regard for community development. This practice aims to address these issues and highlight the importance of social responsibility.

Practice:

The college has adopted two villages, Uppudi and Bethapudi, and encourages students to visit them regularly to promote cleanliness, sanitation, and hygiene. The students offer simple, cost-effective solutions such as safe disposal of wet and dry waste and access to clean drinking water. Further, the students have donated nearly 200 units of blood to date in the Blood donation camps. During major local festivals, the NCC and NSS teams from the college offer voluntary services to the local police to help manage the crowds.

Evidence of Success:

The Swatch Bharat program organized by the students in the adopted villages has brought change in the attitudes of villagers towards Environment. The NCC cadets and NSS volunteers have received appreciation from local police officers for their selfless services. The students' leadership qualities, self-confidence, public speaking, problem-solving, and teamwork have all improved through participation in social responsibility activities. The practice has also resulted in a positive change in the students' attitude towards cleanliness, hygiene, and the environment.

Problems Encountered and Resources Required:

1. The older generation is often conservative and needs more time to change their mindset.
2. Reluctance of some students to donate blood due to some apprehensions.
3. The long hours of service during fairs and festivals have caused some NCC cadets to become ill due to a lack of facilities.

4. Due to security concerns, Girls participation is limited.
5. The college requires more guidance from resource persons to deal these challenges. Additionally, more funds are required to facilitate the students with food and shelter while organizing more social responsible programs, involving an increased number of students.

Conclusion: Overall, the practice of fostering a sense of social responsibility among students has been successful in creating a positive impact on the community. The college's involvement in various activities has encouraged students to give back to society and take ownership of community development. While some challenges remain, the practice continues to inspire and motivate the younger generation to become socially responsible citizens.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

Nation Building through Holistic Education

Sri ABR Government Degree College, Repalle, was established in 1972. Since its inception, it has been working with a noble vision of ensuring quality education and has been catering to the educational needs of the economically poor, socially backward and marginalized rural youth of this area. The institution started with a vision to transform rural youth into intellectually competent, socially committed, environment conscious and responsible citizens with holistic and exemplary personality. The academic departments and students' support wings such as NSS, NCC, JKC, and WEC have been relentlessly striving hard to promote cardinal values such as Intellectual Competency, Social Commitment, and Environmental Consciousness among youth to realize the institutional vision.

The Academic Departments have been endeavoring to promote and tap intellectual competency among the students by conducting Seminars, Group Discussions, Quizzes and Assignments as part of regular curriculum transaction. Along with these core activities, the college offers Add-On and Certificate Courses for further enrichment of subjects to make students more competent.

Employability Skills, Communication Skills, Analytical Skills, Digital Skills, Presentation and Interview Skills which the students must equip themselves with, while entering the competitive world, are given prominence in the campus. These life and social skills act as propellant for advancement in their career. Jawahar Knowledge Centre and Placement Cell of the institution, in collaboration with Andhra Pradesh State Skill Development Corporation (APSSDC) offer extensive training in these skills.

National Cadet Corps (NCC) is one of the vibrant units of the college. It has emerged as an organization under the aegis of the Ministry of Defence. As second line of Defence, it has been playing a significant role in grooming the youth with the noble objectives of nation-building since its inception in the year 1948. The institutional NCC Unit 117(C) 22(A) came into existence in the year 2010 and since then it has been playing a vital role with its motto 'Unity and Discipline' in making the students socially committed, environmentally conscious and responsible citizens. It has been significantly contributing to groom young cadets and nurture and channelize their energy towards the noble objective of nation building through their holistic development. The cadets who have undergone training equip themselves with self-discipline, industrious attitude, leadership qualities and desired value system. NCC also helps in shaping them into dynamic and responsible citizens of India.

Physical Training and Drills are carried out regularly on the college ground. Theoretical periods, both for Common subjects and specialized subjects of the DGNCC syllabus are being jointly engaged by the Associate NCC Officer (ANO) of the college and by the Permanent Instructional Staff (PI). Cadets take part in National Integration Camp (NIC), Special National Integration Camp (SNIC), Ek Bharat Shrestha Bharat (EBSB), Army Attachment Camp (AAC), Annual Training Camps (ATC), Trekking Camps etc. They are trained to act as Para-Disaster Management Rescuers at the time of calamities.

The cadets devotedly engage themselves in community service activities. These activities are formulated in such a way that they promote and imbibe patriotism, social responsibility, community service, and environment consciousness.

The NCC unit of our college takes lead in organizing and celebrating Independence Day and Republic Day with patriotic fervor. The unit is highly appreciated for its vigorous exhibition of drill and cultural performance on these august occasions. Besides, NCC Day is also being observed and celebrated with full fervor and enthusiasm. National and International Days of importance such as International Day of Yoga, National Unity Day, World AIDS day, Constitutional Day too are celebrated by NCC unit to promote universal values and egalitarian nature among the fellow students and public.

As a measure of social responsibility, our NCC unit conducts Blood Donation camps and Awareness Programs, Personal Health and Hygiene Programs such as Anti Drug Day, Covid Awareness Rallies, FIT India Campaign etc. Cadets of NCC undergo First Aid training and Disaster Management training imparted by qualified personnel and serve the neighboring community in times of need or in the event of calamities.

Now a days, one of the most important intimidations the mankind facing is the environmental pollution. It is primary obligation of each and every individual on the earth to act promptly to deal with the environmental effects that are posing serious threats to his or her very existence. As a part of the responsibility, the institution seriously undertakes the promotion of environmental consciousness among its stake holders. It helps understand the relationship between man and the environment. The primary purpose of these activities is to impart knowledge about the environmental importance for inculcating responsibility towards its protection and maintenance. Besides this, it also fosters the skills that enable the attitude and expertise to understand the natural environment, its limitations and the quintessential ways to prevent it from harming humanity. To contribute and promote environmental consciousness, our NCC unit organizes cleanliness drives on the campus in addition to conducting off campus cleanliness drives at Government Hospitals, Schools, Statues of National Leaders, Bus Station, Railway Station, Beaches, etc. Plantation programmes are regularly undertaken by NCC and are particularly organized on the occasions of National and International Days' observation. In order to make the students understand the importance of water in the human civilization and the ill effects of polluted water, the NCC Unit conducted Awareness

Programmes on Jal Shakthi Abhiyan with MIME play.

Our NCC cadets imbibed the '**Janani Janmabhumischa Swargadapi Gareeyasi**' Which means Janani (Mother) and Janmabhumi (Motherland) (Birth Place) are superior to Swargam (heaven). It is quite evident from the activities done by our NCC Unit. Cadets are deployed at crowded places during festivals and holy days at temples to regulate smooth movement avoiding any stampedes. They led a rally in solidarity with our soldiers during surgical strikes, Har Ghar tiranga, and campaign for raising a flag fund. Some of our NCC cadets repaid their debt through serving the Nation by joining Indian Army, Paramilitary Forces and State Police jobs. They are pivotal in internal discipline on college campus.

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

5. CONCLUSION

Additional Information :

Over the past five years, our college has achieved various milestones and made significant progress. The institution has aligned itself with the National Education Policy (NEP) 2020 by providing opportunities for internships and community service projects, integrating Indian languages and culture into the curriculum, promoting online/distance learning.

Furthermore, the college has introduced new market-oriented courses like BA(HEFT), BSc(MCIC) and B.Com(Computer Applications) to meet the needs of students. The institution has also emphasized skill enhancement by offering courses such as HVPE, Solar Energy, Electrical appliances, ICT, dairy technology etc to improve the knowledge and skills of students.

The infrastructure of the college has been augmented with the help of funds sanctioned by RUSA, which allowed for the construction of a new building, creation of ICT facilities and the renovation of the old building. In addition, the college has established a virtual classroom, e-classroom, and enabled Wi-Fi access points throughout the campus, blossoming of landscape in the campus and increasing the use of technology in the teaching-learning process.

The college has created a research and innovation ecosystem by promoting quality research culture among staff and students which enabled 4 faculty members to complete their Doctoral degrees while 5 others are pursuing. In 2021-22, Our faculty Dr.A.Gangadhara Rao, Department of Mathematics was adjudged as the 'Best Research supervisor'. Seminars, workshops and IPRs have been conducted to disseminate knowledge and promote ethics in research. The institution has also fostered social responsibility by involving students in extension and outreach activities, which has been recognized by government agencies and the Governor of Andhra Pradesh. It is worth mention that Dr.T.John Kiran Babu, ANO of our NCC wing honoured with 'Best NCC Officer' for his outstanding contributions to the society through NCC activities.

To contribute to the green environment, the college has installed a 20 KV on-grid solar power plant, constructed vermi compost sheds, water harvesting pits and introduced online collection of feedback, e-administration. Women's welfare and safety measures have been prioritised with establishment of Women Empowerment Cell, Internal complaints committee and CCTV surveillance etc. The college is also proactive in upgradation of Library with SOUL3.0 and use of barcode system. Faculty are encouraged to undergo FDPs and provided financial assistance to attend seminars/conferences.

Concluding Remarks :

Sri ABR Government Degree College Repalle, since its inception in 1972, has been dedicated to the noble cause of providing quality education to the rural students of the backward region. The college has always strived to empower the students with knowledge, skills, and a sense of responsibility towards the society and environment. The motto of the college, 'Savidya Ya Vimuktaye', reflects its commitment to imparting education for liberation, and enabling the students to realize their full potential and grasp the opportunities that come their way.

The college's mission statement is focused on the holistic development of the students, and various

initiatives have been undertaken in line with this objective. These initiatives have had a positive impact on the enrollment of students, academic activities conducted, integration of ICT in the teaching-learning process, curriculum enrichment with skill-imparting courses and securing good results in academics. The college has also promoted social responsibility and concern for the environment among the students and has provided them with hands-on experience through internships, field trips, and other activities.

The college has made significant progress in improving employment opportunities for students in higher education, and has come up with policies for the use of infrastructural facilities to ensure transparency and participatory governance. The college has also developed a green cover and landscaping on the campus, making it environmental friendly.

The college's efforts towards the welfare of students and staff have been noteworthy, and its commitment to creating a conducive learning environment has been reflected in the enhanced participation of students in sports and cultural activities. The college has been striving to ensure maximum satisfaction of the students and has taken cognizable measures to achieve this objective.

The college is now submitting a report comprising all the improvements that have taken place during the last five years to the NAAC for the third cycle of re-accreditation. The college's commitment to quality education and its efforts towards the holistic development of the students are evident from the initiatives and programs that have been undertaken. The college is poised to continue its journey towards excellence in education and to create intellectually competent and responsible citizens who are committed to the socio-environmental well-being of the society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 61 Answer After DVV Verification :45</p>																																								
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>174</td> <td>168</td> <td>138</td> <td>140</td> <td>133</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>174</td> <td>168</td> <td>138</td> <td>140</td> <td>133</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>197</td> <td>197</td> <td>165</td> <td>165</td> <td>165</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>197</td> <td>197</td> <td>165</td> <td>165</td> <td>165</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	174	168	138	140	133	2021-22	2020-21	2019-20	2018-19	2017-18	174	168	138	140	133	2021-22	2020-21	2019-20	2018-19	2017-18	197	197	165	165	165	2021-22	2020-21	2019-20	2018-19	2017-18	197	197	165	165	165
2021-22	2020-21	2019-20	2018-19	2017-18																																					
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197	197	165	165	165																																					
2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>38</td> <td>26</td> <td>26</td> <td>26</td> <td>24</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>38</td> <td>26</td> <td>26</td> <td>26</td> <td>24</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	38	26	26	26	24	2021-22	2020-21	2019-20	2018-19	2017-18	38	26	26	26	24																				
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2021-22	2020-21	2019-20	2018-19	2017-18																																					
38	26	26	26	24																																					

36	23	25	24	20
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Remark : Library science and physical education teachers will not be considered. Hence input edited accordingly.

2.4.2 **Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)**

2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
32	21	22	21	15

Remark : Input edited from supporting documents.

2.6.3 **Pass percentage of Students during last five years (excluding backlog students)**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
102	75	96	93	113

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
103	75	96	93	113

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
150	121	119	124	147

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
150	121	119	124	147

Remark : Input edited from supporting documents.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	2.23

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
07	06	0	0	0

Remark : One program is not in assessment period, hence input edited accordingly.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	2	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
05	2	0	0	0

3.4.3 ***Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.***

3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
42	6	19	17	24

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	04	09	11	20

3.5.1 ***Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.***

Answer before DVV Verification :

Answer After DVV Verification :18

Remark : Some MoUs are not in assessment period, Hence input edited accordingly.

4.1.2 ***Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years***

4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
20	1	28	80	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
19.59	0.67	28	80.24	13.54

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

4.3.2.1. Number of computers available for students usage during the latest completed academic year:

Answer before DVV Verification : 81

Answer after DVV Verification: 81

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
32	2	14	37	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
31.96	2.16	14.01	36.71	2.59

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years**5.2.2.1. Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	2	1	2	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
05	2	1	0	2

Remark : JRF fellowship award will not be considered, also the admit card will not be considered, Hence input edited accordingly.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	14	7	6	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	13	16	10	01

Remark : Input edited from supporting documents provided for clarification.

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

5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
49	33	47	48	42

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
44	32	43	44	39

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	0	26	1	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	0	25	1	7

Remark : Input edited from supporting documents.

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes

(FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Answer before DVV Verification:

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

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	10	9	11	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	10	9	11	14

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Audits are not in assessment period, hence input edited accordingly.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>697</td> <td>639</td> <td>525</td> <td>488</td> <td>555</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>697</td> <td>639</td> <td>525</td> <td>488</td> <td>555</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	697	639	525	488	555	2021-22	2020-21	2019-20	2018-19	2017-18	697	639	525	488	555
2021-22	2020-21	2019-20	2018-19	2017-18																	
697	639	525	488	555																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
697	639	525	488	555																	
2.1	Number of teaching staff / full time teachers during the last five years (Without repeat count):																				

Answer before DVV Verification : 64

Answer after DVV Verification : 60

2.2 Number of teaching staff / full time teachers year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
38	25	27	26	22

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
36	23	25	24	20

3.1 Expenditure excluding salary component year wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
73	7	47	123	22

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
73.21	7.33	47.28	122.70	22.27