



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution

Sri A.B.R. Government Degree College, Repalle

- Name of the Head of the institution **Dr. T C Ravi Chandra Kumar**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Phone no./Alternate phone no. **9866575008**
- Mobile No: **7673928069**
- Registered e-mail **sriabrgdcrepalle@gmail.com**
- Alternate e-mail **repalle.jkc@gmail.com**
- Address **Sri A.B.R. Government Degree College, Repalle, Isukapalli**
- City/Town **Repalle**
- State/UT **Andhra Pradesh**
- Pin Code **522265**

2.Institutional status

- Affiliated / Constitution Colleges **Affiliated**
- Type of Institution **Co-education**
- Location **Rural**

- Financial Status **UGC 2f and 12(B)**
- Name of the Affiliating University **Acharya Nagarjuna University**
- Name of the IQAC Coordinator **R Yesupadamu**
- Phone No. **9866575008**
- Alternate phone No. **8520974257**
- Mobile **9493448483**
- IQAC e-mail address **iqac@abrgdcrepalle.ac.in**
- Alternate e-mail address **sriabrgdcrepalle@gmail.com**

3. Website address (Web link of the AQAR (Previous Academic Year))

https://abrgdcrepalle.ac.in/IOAC/AQAR_2021-2022.pdf

4. Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

https://abrgdcrepalle.ac.in/Academic%20Calendars/ABR_AC_2022-23.pdf

5. Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|----------------|-----------|--------------|-----------------------|-------------------|-------------------|
| Cycle 3 | A+ | 3.28 | 2023 | 27/09/2023 | 26/09/2028 |
| Cycle 2 | B | 2.31 | 2015 | 15/11/2015 | 14/11/2020 |
| Cycle 1 | B | 70.75 | 2006 | 17/10/2006 | 16/10/2011 |

6. Date of Establishment of IQAC

31/03/2010

7. Provide the list of funds by Central / State Government

UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|-----------------------------------|-------------|----------------|-----------------------------|-----------------|
| Institutional 1 | RUSA | MHRD | 2017 | 40000000 |

8. Whether composition of IQAC as per latest

Yes

NAAC guidelines

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year 04

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- If No, please upload the minutes of the meeting(s) and Action Taken Report [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

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

1. Preparation of Annual Academic Plan & conduct of orientation Programmes 2. Promotion of research activity among staff and students 3. Steps have been initiated to institutionalise the quality culture in the institution by periodical review 4. Undertaken Academic & Administrative audit. 5. Enhanced collaborative quality initiatives with other institutions

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

| Plan of Action | Achievements/Outcomes |
|--|---|
| Establishment of E-Class Room | Established e- Class room |
| NAAC Accreditation | Preparing for Submission of SSR |
| Organisation of Webinars and Workshops | Organised webinars and workshops to enlighten staff on various issues of NAAC Accreditation Process |
| Offer more Add on/Certificate Courses | 12 Add on or certificate courses were introduced during the AY 2022-23 |
| Career Guidance Programs | Organised Career Guidance programs and Placement Drives |
| Procurement of Computers | Purchased 24 Computers for computer lab |
| Installation of CCTV Surveillance. | installed CCTV surveillance |
| Academic and Administrative Audit | Conducted Academic and Administrative Audits |

13. Whether the AQAR was placed before statutory body? Yes

- Name of the statutory body

| Name | Date of meeting(s) |
|---------------|--------------------|
| Staff Council | 19/10/2024 |

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

| | |
|--|---|
| 1.Name of the Institution | Sri A.B.R. Government Degree College, Repalle |
| • Name of the Head of the institution | Dr. T C Ravi Chandra Kumar |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 9866575008 |
| • Mobile No: | 7673928069 |
| • Registered e-mail | sriabrgdcrepalle@gmail.com |
| • Alternate e-mail | repalle.jkc@gmail.com |
| • Address | Sri A.B.R. Government Degree College, Repalle, Isukapalli |
| • City/Town | Repalle |
| • State/UT | Andhra Pradesh |
| • Pin Code | 522265 |
| 2.Institutional status | |
| • Affiliated / Constitution Colleges | Affiliated |
| • Type of Institution | Co-education |
| • Location | Rural |
| • Financial Status | UGC 2f and 12(B) |
| • Name of the Affiliating University | Acharya Nagarjuna University |
| • Name of the IQAC Coordinator | R Yesupadamu |

| | | | | | |
|--|---|----------------|-----------------------------|---------------|-------------|
| • Phone No. | 9866575008 | | | | |
| • Alternate phone No. | 8520974257 | | | | |
| • Mobile | 9493448483 | | | | |
| • IQAC e-mail address | iqac@abrgdcrepalle.ac.in | | | | |
| • Alternate e-mail address | sriabrgdcrepalle@gmail.com | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year)) | https://abrgdcrepalle.ac.in/IOAC/AQAR_2021-2022.pdf | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://abrgdcrepalle.ac.in/Academic%20Calendars/ABR_AC_2022-23.pdf | | | | |
| 5.Accreditation Details | | | | | |
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| Cycle 2 | B | 2.31 | 2015 | 15/11/2015 | 14/11/2020 |
| Cycle 1 | B | 70.75 | 2006 | 17/10/2006 | 16/10/2011 |
| 6.Date of Establishment of IQAC | | | 31/03/2010 | | |
| 7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc., | | | | | |
| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount | |
| Institutional | RUSA | MHRD | 2017 | 40000000 | |
| 8.Whether composition of IQAC as per latest NAAC guidelines | | | Yes | | |
| • Upload latest notification of formation of IQAC | | | View File | | |

| | | |
|--|---------------------------|--|
| 9.No. of IQAC meetings held during the year | 04 | |
| <ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes | |
| <ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report | View File | |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | No | |
| <ul style="list-style-type: none"> If yes, mention the amount | | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | | |
| <p>1. Preparation of Annual Academic Plan & conduct of orientation Programmes 2. Promotion of research activity among staff and students 3. Steps have been initiated to institutionalise the quality culture in the institution by periodical review 4. Undertaken Academic & Administrative audit. 5. Enhanced collaborative quality initiatives with other institutions</p> | | |
| 12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year | | |
| | | |

| | |
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| Plan of Action | Achievements/Outcomes |
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| Installation of CCTV Surveillance. | installed CCTV surveillance |
| Academic and Administrative Audit | Conducted Academic and Administrative Audits |
| 13.Whether the AQAR was placed before statutory body? | Yes |
| <ul style="list-style-type: none"> Name of the statutory body | |
| Name | Date of meeting(s) |
| Staff Council | 19/10/2024 |
| 14.Whether institutional data submitted to AISHE | |
| Year | Date of Submission |
| 2022-23 | 05/02/2024 |
| 15.Multidisciplinary / interdisciplinary | |
| <p>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,</p> | |

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.

16. Academic bank of credits (ABC):

Ours is an affiliated College. So we are sharing the APAR IDs Created in NAD Portal for our Students with the affiliating university to enable it to transfer the Academic Credits earned by the students

17. Skill development:

To address the increasing demand for a skilled workforce with multidisciplinary capabilities, Sri ABR Government Degree College is actively promoting digital, communication, and analytical skills through its skill training initiative, JKC (Jawaharlal Knowledge Centre). The college has established partnerships with APSSDC (Andhra Pradesh State Skill Development Corporation) and various industries to provide employability and interview skills, along with other advanced cognitive skills. It has incorporated four life skill courses (LSCs) and seventeen skill development courses (SDCs) into its curriculum, encourages students to take advantage of skill enhancement courses offered by numerous accredited higher education institutions through online and distance learning, and plans to launch a Capacity/Competency Building Centre (CBC) to develop "21st Century Skills" among students, such as critical thinking, creative thinking, problem-solving, and digital literacy.

18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Sri ABR Government Degree College, Repalle, is committed to fostering a holistic educational environment that reflects the rich heritage of the Indian Knowledge System (IKS). This integration not only enriches the learning experience but also cultivates an appreciation for Indian languages, culture, and traditional wisdom.

1. Teaching in Indian Languages: The college promotes instruction in regional languages, particularly Telugu, to enhance comprehension and engagement among students. By incorporating Indian languages into the curriculum, the institution aims to:

Facilitate Better Understanding: Teaching core subjects in students' native languages helps them grasp complex concepts more effectively.

Cultural Relevance:

Instruction in Indian languages promotes cultural relevance and contextual understanding, linking academic content to students' lived experiences. Preservation of Language: This approach contributes to the preservation and promotion of regional languages and dialects, ensuring that students remain connected to their cultural roots. 2. Integration of Indian Culture: The college recognizes the importance of integrating Indian cultural elements into the educational framework. This is achieved through: Curricular Activities: Courses that explore Indian philosophy, literature, and history are included in the curriculum, providing students with insights into their cultural heritage. Festivals and Events: The college organizes events and celebrations of Indian festivals, encouraging students to participate actively and fostering a sense of community and cultural pride. Extracurricular Activities: Workshops, seminars, and cultural programs focused on traditional arts, crafts, and performing arts are organized to promote cultural awareness and appreciation. 3. Utilization of Online Courses: To broaden access to the Indian Knowledge System, the college leverages online platforms to offer courses that highlight various aspects of Indian culture and philosophy. Integration of IKS in Digital Learning: The online courses emphasize the relevance of traditional knowledge in contemporary contexts, fostering critical thinking and innovation while respecting traditional practices. 4. Community Engagement and Outreach: The college actively engages with the local community to promote the Indian Knowledge System.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The college has initiated the implementation of Outcome Based Education (OBE) by revising the curriculum for all undergraduate programs. This revision includes essential modules such as Communication Skills, Life Skills, Professional Skills, and Indian Culture and Values, which are mandatory for all students. Additionally, the college has established an academia-industry interface to facilitate student training and placement, partnering with APSSDC to incorporate industry-developed courses into the curriculum, thereby ensuring high-quality placement opportunities. The curriculum also features industry internships, field projects, and field visits, which enhance participatory and experiential learning in real-world contexts, fostering collaboration with local communities and industries during project work

20.Distance education/online education:

Although there are challenges in providing online and open distance learning (ODL) courses due to state higher education regulations, our institution is ready to enhance its offerings in this area. Several faculty members have been trained in developing e-content and using learning management systems (LMS), and their materials, including LMS videos, are accessible on both the institution's and CCE's websites. The college is proactive and enthusiastic about delivering ODL courses and online education in line with NEP-2020 operational standards. These educational modalities can greatly help improve the overall Gross Enrolment Ratio (GER) in higher education.

Extended Profile

1.Programme

| | |
|--|-----|
| 1.1 | 438 |
| Number of courses offered by the institution across all programs during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.Student

| | |
|------------------------------------|-----|
| 2.1 | 701 |
| Number of students during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|--|-----|
| 2.2 | 216 |
| Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|---|-----|
| 2.3 | 185 |
| Number of outgoing/ final year students during the year | |

| File Description | Documents |
|--|---------------------------|
| Data Template | View File |
| 3.Academic | |
| 3.1 Number of full time teachers during the year | 24 |
| File Description | Documents |
| Data Template | View File |
| 3.2 Number of Sanctioned posts during the year | 25 |
| File Description | Documents |
| Data Template | View File |
| 4.Institution | |
| 4.1 Total number of Classrooms and Seminar halls | 19 |
| 4.2 Total expenditure excluding salary during the year (INR in lakhs) | 40.87 |
| 4.3 Total number of computers on campus for academic purposes | 81 |

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

Sri ABR Government Degree College, Repalle, has been dedicated to transforming rural youth from economically disadvantaged backgrounds into intellectually capable and responsible citizens with well-rounded personalities. The institution also emphasizes instilling human values in students to help them become informed

and compassionate individuals. The core of our institution is to integrate academic activities with co-curricular and extracurricular opportunities. Academic work at our college is conducted in alignment with the academic calendar provided by the affiliating university. To ensure the smooth execution of academic activities, the IQAC conducts meetings with departmental heads and faculty to offer guidance on preparing individual academic plans that comply with the university's academic calendar and the holiday schedule of the Government of Andhra Pradesh. Based on IQAC's instructions, departmental heads develop their respective departmental academic plans, which are then incorporated into the college's overall annual academic plan, prepared by the IQAC. The staff council reviews the annual academic plan, makes any necessary adjustments, and gives its approval. Once approved, the plan is implemented with regular evaluations to ensure the achievement of the desired goals. The college has implemented the CBCS (Choice Based Credit System) in all programs since the 2015-16 academic year.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://abrgdcrepalle.ac.in/IQAC/AQAR_2022-23/C1/1.1.1/AQAR_2022-23_1.1.1.pdf |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

As per the Choice Based Credit System (CBCS), the ratio of internal to external assessment is 25:75. The internal assessment, conducted by the college, contributes 25 marks. This assessment encompasses not only the prescribed curricular elements but also includes co-curricular and extracurricular activities such as assignments, group discussions, seminars, quizzes and project work. Previously, internal assessment was distributed with 15 marks for mid-semester examinations, 5 marks for assignments, seminars, quizzes or group discussions and 5 marks for attendance, totaling 25 marks.

However, from 2022 onwards, following the guidelines from the Commissionerate of Collegiate Education (CCE), the internal assessment is now structured as follows: 17.5 marks for two mid-semester exams, 5 marks for assignments, seminars, group discussions, quizzes, or project work, and 2.5 marks for attendance and student

involvement in clean and green initiatives.

For practical courses, internal assessment is conducted by the respective departments during the I/III/V semesters, while external evaluation is carried out by examiners appointed by the university during the II/IV/VI semesters. Internal assessments are scheduled in accordance with the calendar provided by the affiliating university.

To ensure a smooth internal assessment process, a committee, headed by a senior lecturer, is responsible for overseeing the process. This committee monitors and ensures that all necessary measures are taken to facilitate the evaluation process for internal examinations.

| File Description | Documents |
|--------------------------------------|---|
| Upload relevant supporting documents | View File |
| Link for Additional information | https://abrgdcrepalle.ac.in/examcell.php |

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | No File Uploaded |

1.2 - Academic Flexibility

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

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

9

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Add on /Certificate programs offered during the year**1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)**

9

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template) | View File |

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

373

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

373

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

1.3 - Curriculum Enrichment

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

Sri ABR Government Degree College, Repalle, actively integrates crosscutting issues such as Professional Ethics, Gender, Human Values, Environment, and Sustainability into its curriculum to foster holistic development. Courses across various disciplines are designed to promote awareness and sensitivity to these issues, ensuring students develop a balanced perspective.

Professional ethics are emphasized through seminars, workshops, and courses that address ethical decision-making, integrity, and accountability. Gender equality is promoted via sensitization programs, discussions, and the incorporation of gender-related topics into the curriculum, helping to create an inclusive campus culture.

Human values are instilled through various academic and co-curricular activities that encourage empathy, respect, and responsibility. The college also fosters environmental awareness and sustainability by offering courses related to environmental science and organizing activities like tree planting, clean and green drives, and awareness campaigns on sustainable practices.

By integrating these essential issues into the learning process, the college aims to equip students with the necessary skills and mindset to become responsible citizens who contribute positively to society, while also adhering to ethical principles and sustainable living.

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum | View File |

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

09

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | No File Uploaded |
| Number of courses that include experiential learning through project work/field work/internship (Data Template) | View File |

1.3.3 - Number of students undertaking project work/field work/ internships

119

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders
Students
Teachers
Employers
Alumni

A. All of the above

| File Description | Documents |
|--|---------------------------|
| URL for stakeholder feedback report | View File |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View File |
| Any additional information(Upload) | No File Uploaded |

1.4.2 - Feedback process of the Institution may be classified as follows

A. Feedback collected, analyzed and action taken and feedback available on website

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| URL for feedback report | https://abrgdcrepalle.ac.in/feedback.php |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

400

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

114

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

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

At Sri ABR Government Degree College, Repalle, the institution assesses students' learning levels to cater to their individual academic needs effectively. The college identifies both advanced learners and slow learners through continuous evaluation methods such as internal assessments, classroom participation, and feedback from faculty. Based on these assessments, the college organizes tailored programs to support their academic growth.

For slow learners, the institution offers remedial classes, personalized attention, and bridge courses to strengthen their understanding of fundamental concepts. Faculty members adopt simplified teaching techniques, provide extra learning materials, and encourage active engagement to help these students progress at their own pace.

Advanced learners, on the other hand, are encouraged to participate in enrichment activities such as seminars, workshops, and group discussions that challenge their abilities. They are given opportunities to engage in research projects, competitive exams, and leadership roles in co-curricular activities to further enhance their academic and personal development.

By addressing the diverse learning needs of its students, the college ensures that both advanced and slow learners receive the necessary guidance and resources to excel in their studies and reach their full potential.

| File Description | Documents |
|-----------------------------------|---------------------------|
| Link for additional Information | Nil |
| Upload any additional information | View File |

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

| | |
|--------------------|--------------------|
| Number of Students | Number of Teachers |
| 701 | 24 |

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

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

Sri ABR Government Degree College, Repalle, employs student-centric methods such as experiential learning, participative learning, and problem-solving methodologies to enhance the learning experience. These approaches place students at the core of the educational process, encouraging active engagement and deeper understanding.

Experiential learning emphasizes hands-on activities and real-world applications, allowing students to learn through direct experience. This includes field visits, lab work, internships, and project-based learning, which help bridge the gap between theoretical knowledge and practical application.

Participative learning fosters collaboration and active involvement in the classroom. Group discussions, seminars, role plays, and peer learning sessions encourage students to share ideas, engage in critical thinking, and develop communication skills. This collaborative environment helps build teamwork and leadership qualities.

Problem-solving methodologies challenge students to think critically and apply their knowledge to solve complex problems. Through case studies, problem-based assignments, and scenario analysis, students are encouraged to analyze situations, explore solutions, and make informed decisions, thereby enhancing their analytical and decision-making skills.

These student-centered methods not only deepen subject understanding but also promote creativity, critical thinking, and self-confidence, preparing students for real-world challenges and lifelong learning.

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| Link for additional information | Nil |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The use of ICT-enabled tools significantly enhances the teaching-learning process, especially as the classroom dynamic shifts from a conventional teacher-centric approach to a more student-centric model. These tools create a conducive learning environment for both teachers and students, encouraging self-directed learning. The faculty at our college effectively employs various ICT tools such as PowerPoint presentations, video clips, podcasts, and expert video lessons to enrich curriculum delivery.

The college provides desktops with high-speed internet connectivity (300 Mbps), and the campus is Wi-Fi enabled. ICT-enabled classrooms are available for academic purposes. Recognizing that having ICT tools alone is insufficient, the college offers training programs to equip teachers with the skills to use these tools effectively. The use of ICT has increased significantly since the pandemic, with faculty utilizing platforms such as Zoom, Google Meet, WebEx, Skype, Cisco, Teachmint, and WhatsApp to facilitate teaching and learning.

Students are encouraged to use online resources, including N-list, to enhance their academic performance. Additionally, our staff has developed web content to further support student learning and ensure the continuity of education in the digital age.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | https://www.abrgdcrepalle.ac.in/infra.php |

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

2.3.3.1 - Number of mentors

24

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

2.4 - Teacher Profile and Quality**2.4.1 - Number of full time teachers against sanctioned posts during the year**

24

| File Description | Documents |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | No File Uploaded |
| List of the faculty members authenticated by the Head of HEI | View File |

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)**2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year**

8

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template) | View File |

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

2.4.3.1 - Total experience of full-time teachers

70

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The internal assessment mechanism at Sri ABR Government Degree College, Repalle, is transparent and robust, ensuring fairness and consistency. It operates on a structured schedule, aligned with the academic calendar issued by the affiliating university. The frequency of assessments includes periodic mid-semester examinations, assignments, quizzes, group discussions, and seminars, providing students with multiple opportunities to demonstrate their understanding.

The mode of assessment is diverse and student-centric, incorporating both curricular and co-curricular elements. Marks are allocated not only for written examinations but also for assignments, project work, and active participation in classroom activities. Attendance and involvement in clean and green initiatives also contribute to the assessment.

To maintain transparency, the assessment criteria are clearly communicated to students at the beginning of each semester. Results are shared promptly, and students are given the opportunity to review their performance and seek clarification if needed. Additionally, a committee led by a senior lecturer oversees the internal assessment process, ensuring that it is conducted smoothly and in accordance with established guidelines.

Regular feedback from faculty and continuous monitoring ensure the robustness of the system, helping students improve their academic performance and overall development.

| File Description | Documents |
|---------------------------------|---------------------------|
| Any additional information | View File |
| Link for additional information | Nil |

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

The mechanism to address internal examination-related grievances at Sri ABR Government Degree College, Repalle, is transparent, time-bound, and efficient. Students are informed about the grievance redressal process at the beginning of each academic session, ensuring they are aware of their rights and the steps involved in raising concerns.

If students have any grievances regarding internal examinations, such as issues with marks, evaluation, or other concerns, they can formally submit their complaints to the concerned faculty or department head. The college has a dedicated examination grievance committee, headed by senior faculty members, to handle these complaints promptly.

The grievance committee reviews the submitted cases in a fair and unbiased manner. Any discrepancies in evaluation are re-examined, and if necessary, the student's performance is reassessed. The entire process is designed to be time-bound, with resolutions typically provided within a set period to ensure that academic progress is not delayed.

This efficient system, coupled with transparent communication at each step, ensures that students' grievances are handled fairly, ensuring trust in the internal assessment process and providing a platform for students to voice concerns without hesitation.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://www.abrgdcrepalle.ac.in/SSR/2/2.5/2.5.1/Exam%20Policy.pdf |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

At Sri ABR Government Degree College, Repalle, both teachers and students are well-informed about the stated Programme and Course Outcomes (POs and COs) of the various programs offered by the institution. These outcomes are clearly defined at the beginning of each academic session and are communicated through multiple channels to ensure awareness and understanding.

Teachers play a crucial role in disseminating this information to students. During orientation sessions, departmental meetings, and in-class discussions, faculty members explain the objectives, expected outcomes, and relevance of each course. Course syllabi, which include the POs and COs, are made available to students via the college website, academic handbooks, and Learning Management Systems (LMS).

For students, this clear communication of outcomes helps them understand the skills, knowledge, and competencies they are expected to acquire throughout the program. It also provides them with a roadmap to align their academic efforts with these goals.

Faculty members are also trained and updated regularly on the importance of outcomes-based education through workshops and internal meetings, ensuring that they consistently integrate these objectives into their teaching methods and assessments.

This collective awareness fosters a shared commitment between students and teachers to achieve the desired educational goals effectively.

| File Description | Documents |
|--|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://www.abrgdcrepalle.ac.in/popsoco.php |
| Upload COs for all courses (exemplars from Glossary) | View File |

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

Sri ABR Government Degree College, Repalle has a well-structured mechanism for evaluating the attainment of Programme Outcomes (POs) and Course Outcomes (COs). This process ensures that the institution's academic goals are met effectively and that students acquire the intended skills and knowledge.

The evaluation of POs and COs is conducted through a combination of direct and indirect assessment methods. Direct assessments include internal exams, assignments, practicals and project work, which are aligned with the stated outcomes. These assessments help measure students' understanding of the course content and their ability to apply concepts in practical situations.

Indirect assessments involve student feedback, alumni surveys and employer feedback, which provide insights into how well the program prepares students for higher education, employment or other career pursuits. This holistic approach ensures that both academic performance and practical application are considered when evaluating outcomes.

The institution analyzes the results of these assessments at the end of each academic cycle. The data collected is reviewed by faculty and the Internal Quality Assurance Cell (IQAC) to determine the level of attainment for each outcome. Based on this evaluation, necessary revisions to the curriculum, teaching methods, assessment processes are made to continuously improve the quality of education and ensure alignment with the desired outcomes.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for Additional information | Nil |

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

139

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

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

https://abrgdcrepalle.ac.in/IOAC/AOAR_2022-23/C2/2.7/Graph.pdf

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 year (INR in Lakhs)

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

0

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| e-copies of the grant award letters for sponsored research projects /endowments | No File Uploaded |
| List of endowments / projects with details of grants(Data Template) | View File |

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year

0

| File Description | Documents |
|---|---------------------------|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | No File Uploaded |
| Supporting document from Funding Agency | No File Uploaded |
| Paste link to funding agency website | Nil |

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

5

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

2

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

0

| File Description | Documents |
|---|------------------|
| Any additional information | No File Uploaded |
| List books and chapters edited volumes/ books published (Data Template) | No File Uploaded |

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Sri ABR Government Degree College, Repalle, actively engages students in various extension activities within the local community, aiming to raise awareness of social issues and contribute to their holistic development. These activities are organized through the National Service Scheme (NSS) units, Eco-club, and other student organizations, encouraging students to connect with societal needs beyond the classroom.

During the year, students participate in initiatives like cleanliness drives, tree plantation programs, blood donation camps, health awareness campaigns, and educational outreach for underprivileged children. These activities not only address pressing social and environmental issues but also instill in students a sense of civic responsibility and community service.

By engaging in these programs, students are sensitized to real-world challenges such as environmental conservation, public health, and social inequality. They develop empathy, leadership, teamwork, and problem-solving skills, which are essential for their overall personal and professional growth.

The impact of these extension activities is significant, as they foster a spirit of volunteerism and social responsibility among students. Moreover, the college's involvement in community development helps build a stronger relationship between the institution and the local community, contributing to sustainable social development and positive societal change.

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

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

4

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Number of awards for extension activities in last 5 year(Data Template) | View File |
| e-copy of the award letters | View File |

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

12

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | No File Uploaded |
| Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template) | View File |

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/

NCC/ Red Cross/ YRC etc., during the year

832

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

3.4 - Collaboration**3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year**

12

| File Description | Documents |
|---|---------------------------|
| e-copies of linkage related Document | View File |
| Details of linkages with institutions/industries for internship (Data Template) | View File |
| Any additional information | No File Uploaded |

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year**3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year**

9

| File Description | Documents |
|--|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | No File Uploaded |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institution is well-equipped with adequate infrastructure and physical facilities to support effective teaching and learning. Classrooms are spacious, well-lit, and ventilated, creating a conducive environment for student engagement. Most classrooms are equipped with modern teaching aids like projectors, whiteboards, and audio-visual systems to facilitate interactive learning.

The laboratories are designed to provide hands-on experience in various disciplines, such as physics, chemistry, biology, and computer science. These labs are furnished with up-to-date equipment and tools, enabling students to perform experiments and practical work under the guidance of skilled instructors.

Additionally, the institution has advanced computing facilities with a sufficient number of computers, high-speed internet, and relevant software for student use. The computing labs support courses in computer science, IT, and other disciplines requiring technical skills.

A well-stocked library with both print and digital resources further enhances the learning experience, providing access to books, journals, and e-resources. The institution also ensures continuous maintenance and upgrading of its infrastructure to meet the evolving needs of students and faculty, promoting an efficient and productive educational environment.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.abrgdcrepalle.ac.in/infra.php |

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

The institution provides comprehensive facilities for cultural activities, sports, and physical well-being, fostering holistic development for students. For cultural activities, a spacious auditorium equipped with sound and lighting systems is available,

enabling students to showcase their talents in music, dance, drama, and other performing arts. The institution frequently organizes cultural events, fests, and competitions, promoting creativity and participation.

Sports and games facilities include well-maintained indoor and outdoor spaces. Outdoor sports facilities consist of playgrounds for cricket, football, volleyball, and athletics. Courts for Hand ball and shuttle are also available, ensuring that students can engage in a variety of sports. Indoor facilities include tables for games like table tennis, chess, and carrom, catering to students interested in mind games and recreational activities.

For physical fitness, the institution has a well-equipped gymnasium with modern equipment for strength training and cardiovascular exercises, encouraging students to stay fit and healthy. Additionally, a dedicated yoga centre offers a peaceful environment for practicing yoga and meditation, helping students manage stress and improve mental wellness. The institution also organizes regular sports tournaments, fitness programs, and cultural events, fostering both physical and cultural growth among students.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.abrgdcrepalle.ac.in/infra.php |

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

09

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

09

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.abrgdcrepalle.ac.in/infra.php |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

23.64

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Upload audited utilization statements | No File Uploaded |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource

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

The library is fully automated using the Integrated Library Management System (ILMS) SOUL 3.0, a comprehensive software developed by INFLIBNET for efficient library management. SOUL 3.0 offers modules for cataloging, circulation, acquisition, serial control, and generating reports, all of which help streamline library operations. It ensures centralized management of library resources, providing easy access to information about books, journals, and digital content.

To further enhance efficiency, the library employs a barcode system for book issue and return processes. Each book is tagged with a unique barcode, and library members receive barcoded ID cards. This allows for quick, accurate transactions, as staff can simply scan the barcodes to update the system. The barcode system

reduces manual entry errors and speeds up the process of borrowing and returning books, improving overall user experience and operational efficiency. It also enables precise tracking of borrowed materials and better inventory management.

In addition, the library provides five desktop systems for users to access online resources such as e-books, journals, and databases. These systems enable students and faculty to explore a wide range of digital content, enhancing research and learning opportunities. Together, the ILMS, barcode system, and online access contribute to a modern, user-friendly library environment.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional Information | https://www.abrgdcrepalle.ac.in/SSR/4/4.1.1/4.1.1 Addtl Info.pdf |

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources A. Any 4 or more of the above

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

.09

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Audited statements of accounts | No File Uploaded |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

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

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

139

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Details of library usage by teachers and students | View File |

4.3 - IT Infrastructure

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

The institution is committed to providing state-of-the-art IT infrastructure and regularly updates its facilities to meet the evolving needs of students, faculty, and staff. A key aspect of this commitment is the provision of high-speed Wi-Fi access across the campus, ensuring seamless connectivity for academic and research activities. The institution periodically upgrades its Wi-Fi infrastructure to ensure optimal coverage, speed, and security, allowing users to access educational resources, online learning platforms, and research databases from anywhere on campus.

In addition to Wi-Fi, the institution continuously enhances its computer labs and IT resources by upgrading hardware and software systems. The labs are equipped with modern desktop systems, high-speed internet, and the latest versions of essential software, catering to a wide range of academic disciplines. Regular maintenance and updates to antivirus software and security protocols ensure a safe and secure online environment for users.

Furthermore, the institution adopts emerging technologies such as cloud-based platforms, smart classrooms, and online collaboration tools, enabling innovative teaching methods and efficient

administrative operations. With these frequent updates, the institution strives to create a robust digital ecosystem that supports learning, research, and overall academic excellence, providing students and staff with the latest technological tools and resources.

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

4.3.2 - Number of Computers

81

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| Student – computer ratio | View File |

4.3.3 - Bandwidth of internet connection in the Institution A. ? 50MBPS

| File Description | Documents |
|--|---------------------------|
| Upload any additional Information | View File |
| Details of available bandwidth of internet connection in the Institution | View File |

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

17.23

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Audited statements of accounts. | No File Uploaded |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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

The institution has well-established systems and procedures for the effective maintenance and utilization of its physical, academic, and support facilities, ensuring an optimal learning environment for students and staff. These facilities include laboratories, libraries, sports complexes, computers, and classrooms, all of which are regularly maintained to support academic and extracurricular activities.

Laboratories are equipped with the latest equipment and tools, with periodic maintenance schedules to ensure proper functioning and safety. The laboratory staff follows standard operating procedures for equipment usage and calibration, ensuring that students have access to well-maintained, fully functional lab resources.

The library is managed through an automated Integrated Library Management System (ILMS) like SOUL 3.0, which helps streamline book circulation, cataloging, and inventory management. The library staff ensures timely updates of resources, including books, journals, and digital content, while maintaining a conducive environment for reading and research.

The sports complex is regularly inspected and maintained to ensure it meets safety standards. Trained staff oversee the proper utilization of sports facilities, promoting physical fitness and extracurricular engagement.

Computer labs and IT infrastructure are frequently upgraded and monitored to ensure uninterrupted access to digital resources. The institution also ensures that classrooms are well-maintained, equipped with audio-visual aids, and designed to provide a conducive environment for learning. These established systems collectively ensure the smooth operation and optimal utilization

of all institutional resources.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

462

| File Description | Documents |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | No File Uploaded |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

0

| File Description | Documents |
|--|---------------------------|
| Upload any additional information | No File Uploaded |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

| File Description | Documents |
|---|---------------------------|
| Link to institutional website | Nil |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

409

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

409

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

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

A. All of the above

grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

114

| File Description | Documents |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

14

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of student progression to higher education | View File |

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

0

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | No File Uploaded |

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 year

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

7

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | No File Uploaded |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

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

The institution actively encourages student representation and engagement in various administrative, co-curricular, and extracurricular activities to nurture leadership and holistic development. By providing platforms such as the Student Council, students are given opportunities to take part in the governance of the college. This council is democratically elected, allowing students to express their views, contribute to institutional decisions, and address issues concerning their welfare.

Student representation extends to key committees like the Internal Quality Assurance Cell (IQAC), Anti-Ragging Committee, and Grievance Redressal Committee, where students play a pivotal role in shaping policies and creating a positive academic environment. Their participation ensures that student needs are considered in administrative decisions.

Beyond administration, the institution promotes active involvement in co-curricular and extracurricular activities. Students organize and participate in cultural events, seminars, workshops, sports, and competitions, which help in developing their communication, organizational, and teamwork skills. These experiences prepare them for future leadership roles and enhance their personal and professional growth.

By facilitating student engagement across these areas, the institution fosters a collaborative environment where students contribute to the institution's growth while enhancing their own educational experience and skillsets.

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

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

36

| File Description | Documents |
|--|---------------------------|
| Report of the event | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | View File |

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

Sri A.B.R. Government Degree College, Repalle, has a registered Alumni Association that plays a vital role in the development of the institution. The association serves as a bridge between the alumni and the college, fostering a sense of belonging and responsibility towards the institution. The alumni contribute significantly through both financial support and other services, aiding in the overall growth and enhancement of the college.

In the current year, the Alumni Association has contributed a total of ₹1,03,500 in financial support. This amount has been utilized for various developmental activities, including infrastructure improvements. These financial contributions help the institution provide better facilities for current students and improve the quality of education.

Besides monetary donations, the Alumni Association actively engages in other activities that benefit the institution. Alumni members regularly participate in mentoring sessions, career guidance programs, and workshops, offering valuable insights and expertise to students. They also assist in organizing events and provide support in maintaining academic and cultural linkages with the wider community.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://abrgdcrepalle.ac.in/ABR%20Alumni%20Reg.pdf |
| Upload any additional information | View File |

5.4.2 - Alumni contribution during the year D. 1 Lakhs - 3Lakhs (INR in Lakhs)

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The governance of Sri ABR Government Degree College, Repalle, is structured to align closely with the institution's vision and mission, fostering academic excellence and holistic development. The college's leadership, including the principal, vice-principal, and various departmental heads, works collaboratively to ensure that the policies and practices reflect the institution's commitment to providing quality education, skill development, and fostering ethical values in students.

The college's vision of empowering students with knowledge and skills for their overall development is supported through well-planned academic and extracurricular programs. Governance ensures that curriculum design, teaching methodologies, and evaluation systems are all geared towards enhancing student learning and growth, in line with the college's mission to nurture critical thinking, innovation, and social responsibility.

The various committees and councils, including the IQAC (Internal Quality Assurance Cell), work continuously to monitor and improve institutional performance. Regular feedback from stakeholders—students, faculty, and the community—is integrated into governance decisions, ensuring responsiveness and transparency. Furthermore, initiatives such as skill-based training, seminars, and community outreach programs are

implemented to uphold the mission of contributing to societal development.

Overall, the governance structure of Sri ABR Government Degree College remains focused on achieving its long-term goals while remaining adaptive to the needs of its students and community.

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

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

At Sri ABR Government Degree College, Repalle, effective leadership is evident through its commitment to decentralization and participative management, fostering an inclusive and collaborative environment. The leadership, including the principal and department heads, adopts a decentralized approach by distributing responsibilities across various levels of the institution, empowering faculty and staff to actively contribute to decision-making processes.

This decentralized governance is seen in the formation of different committees such as the Internal Quality Assurance Cell (IQAC), Examination Committee and Student Grievance Redressal Committee. Each committee is given the autonomy to handle specific areas of the college's functioning, promoting ownership and accountability among its members. Faculty members, non-teaching staff and students are encouraged to participate in discussions and provide input on academic, administrative, and extracurricular matters.

Participative management is further reflected in the regular meetings held with stakeholders, where decisions regarding curriculum development, student welfare, and institutional growth are made collectively. The institution also values student involvement in governance by including them in feedback processes, which influence improvements in teaching, learning, and infrastructure.

Through this leadership style, Sri ABR Government Degree College ensures that all voices are heard, promoting transparency,

collective responsibility, and continuous improvement, all of which contribute to achieving the institution's broader goals.

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

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Sri ABR Government Degree College, Repalle, has effectively deployed its institutional strategic and perspective plan, which serves as a roadmap for the college's development and growth. This plan focuses on enhancing academic quality, improving infrastructure, fostering research, and promoting community engagement. It is designed with clear objectives aligned with the institution's vision and mission, ensuring that all initiatives are purposeful and goal-oriented.

Key components of the strategic plan include curriculum enhancement, faculty development programs, student support systems, and the expansion of ICT-enabled learning. These initiatives are implemented through structured timelines and continuous monitoring. The college ensures that faculty members receive the necessary training to integrate innovative teaching methods, thus improving the overall learning experience for students.

The strategic plan also emphasizes infrastructure development, such as upgrading laboratories, classrooms, and libraries, as well as improving digital resources to create a conducive learning environment. Furthermore, the institution's commitment to community engagement is evident in its outreach programs, seminars, and workshops, which involve both students and faculty in contributing to social and local development.

By adhering to this strategic and perspective plan, Sri ABR Government Degree College effectively manages its resources and initiatives, ensuring sustainable growth, academic excellence, and fulfilling its mission to empower students and serve the community.

| File Description | Documents |
|--|---------------------------|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

The functioning of institutional bodies at Sri ABR Government Degree College, Repalle, is both effective and efficient, as reflected in its well-structured policies, administrative setup, appointment processes, and service rules. The college operates with a transparent and organized governance framework, ensuring smooth administrative and academic management.

Key bodies such as the Principal's Office, the Internal Quality Assurance Cell (IQAC), Examination Cell, Staff Council and various academic and administrative committees work collaboratively to implement institutional policies and decisions. The IQAC, for instance, ensures that quality standards are maintained in all academic and administrative activities through regular monitoring and evaluation. The administrative setup is streamlined, with clear roles and responsibilities defined for faculty, staff, and management, ensuring accountability at every level.

Appointment and service rules follow government norms, ensuring that recruitment is merit-based and transparent. Regular reviews of these procedures ensure they remain updated and in compliance with higher education regulations. Additionally, the college has a structured grievance redressal mechanism to address concerns of faculty, staff and students, promoting a supportive environment.

The institution's bodies function efficiently by adhering to well-defined procedures for decision-making, resource allocation, and performance evaluation, contributing to the overall success and smooth functioning of the college. This structured approach reflects strong governance, enabling the institution to meet its goals effectively.

| File Description | Documents |
|---|---------------------------|
| Paste link for additional information | Nil |
| Link to Organogram of the Institution webpage | Nil |
| Upload any additional information | View File |

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

| File Description | Documents |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Document | View File |
| Screen shots of user interfaces | View File |
| Any additional information | No File Uploaded |
| Details of implementation of e-governance in areas of operation, Administration etc (Data Template) | View File |

6.3 - Faculty Empowerment Strategies

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

Sri ABR Government Degree College, Repalle, has implemented a range of effective welfare measures for both teaching and non-teaching staff, fostering a supportive and conducive work environment. These welfare initiatives reflect the institution's commitment to ensuring the well-being and professional growth of its employees.

For teaching staff, the college provides access to various professional development opportunities, such as participation in seminars, workshops, and training programs, enhancing their teaching skills and academic expertise. Additionally, staff members benefit from provisions like medical leave, maternity and paternity leave, and other government-sanctioned welfare schemes that ensure their health and personal needs are met. Faculty members are also encouraged to pursue higher studies, research, and faculty exchange programs, supporting their academic

advancement.

For non-teaching staff, the college ensures job security, timely promotions, and professional development opportunities through skills training programs. Welfare schemes such as employee provident funds, group insurance, and medical benefits contribute to their financial security and health. The college also maintains a healthy work-life balance through flexible work arrangements and support for family-oriented needs.

The institution's efforts in implementing these welfare measures create a positive and productive atmosphere, where both teaching and non-teaching staff feel valued, motivated, and equipped to contribute effectively to the institution's success.

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

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

8

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

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

0

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | No File Uploaded |
| Reports of Academic Staff College or similar centers | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

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

31

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | No File Uploaded |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | No File Uploaded |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

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

Sri ABR Government Degree College, Repalle, has a well-structured Performance Appraisal System for both teaching and non-teaching staff, ensuring continuous professional growth and accountability. This system is designed to evaluate the contributions of staff

members in a transparent and objective manner, aligning their performance with institutional goals and standards.

For teaching staff, the appraisal system includes both self-assessment and peer reviews, along with student feedback. Teaching performance is evaluated based on several criteria, such as subject knowledge, teaching methodology, student outcomes, participation in research, and involvement in extracurricular activities. Faculty members are also assessed on their contributions to institutional development through committee work and participation in academic events like seminars and workshops. The appraisal results are used to identify areas for improvement and to recommend promotions, training, or awards.

For non-teaching staff, the appraisal focuses on administrative efficiency, adherence to institutional protocols, and the quality of support provided to faculty and students. Supervisors regularly assess their performance based on task completion, problem-solving abilities, and teamwork. Constructive feedback is provided to help improve their skills and productivity.

This systematic approach to performance appraisal promotes professional development, rewards excellence, and ensures that both teaching and non-teaching staff remain aligned with the institution's objectives, fostering a culture of excellence and accountability.

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

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

Sri ABR Government Degree College, Repalle, conducts both internal and external financial audits regularly to ensure transparency, accountability, and efficient financial management. These audits help verify that funds are used appropriately, in compliance with institutional and government norms.

Internal Financial Audits are carried out by an internal audit

committee comprising designated faculty and administrative staff. The committee reviews all financial transactions, including budget allocation, expenditure, and fund utilization for various projects. The internal audit focuses on ensuring compliance with financial procedures and identifying discrepancies at an early stage. Any issues or irregularities are addressed through corrective measures, and the audit report is submitted to the principal for approval.

External Financial Audits are conducted by government-appointed auditors or certified external auditors. These audits review the college's financial records for accuracy and compliance with state and central government regulations. They focus on verifying the utilization of grants, salaries, and funds allocated for academic and administrative purposes. External auditors also ensure that procurement processes and expenditure are aligned with government policies.

In case of audit objections, the institution follows a systematic approach to resolving them. The audit committee works closely with the principal and administrative staff to provide clarifications, rectify errors, and implement corrective actions, ensuring that all objections are settled promptly and the financial system remains transparent.

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

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

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

1.03

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | View File |
| Any additional information | View File |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Sri ABR Government Degree College, Repalle, employs strategic approaches for the mobilization of funds and ensures the optimal utilization of resources to support its academic and infrastructural development. The institution actively seeks financial support from various sources, including government grants, donations and contributions from alumni and philanthropic organizations. Government grants are primarily utilized for infrastructure development, faculty training, research initiatives, and the enhancement of learning resources. The college also applies for special grants under schemes like RUSA (Rashtriya Uchchatar Shiksha Abhiyan) to strengthen its facilities and academic programs.

For fund mobilization, the institution maintains strong relationships with alumni and local community members, encouraging them to contribute to the college's development projects. Additionally, funds generated from self-financed courses and consultancy services also support the college's financial health.

In terms of resource utilization, the college adopts a systematic approach to ensure that available funds are used efficiently. Resource allocation is done based on institutional priorities, with a focus on maintaining academic quality, upgrading infrastructure, and promoting student welfare. The budget is carefully planned and monitored by the finance committee to ensure that expenditures are justified and aligned with institutional goals. Regular internal and external audits ensure transparency and accountability in fund utilization, maximizing the impact of financial resources for institutional growth.

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

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

The Internal Quality Assurance Cell (IQAC) at Sri ABR Government Degree College, Repalle, has played a pivotal role in institutionalizing quality assurance strategies and processes, significantly enhancing the academic and administrative functioning of the institution. Since its establishment, the IQAC has continuously worked towards promoting a culture of quality by setting benchmarks for academic and administrative excellence.

One of the key contributions of the IQAC is its involvement in the development and monitoring of the institution's quality enhancement initiatives. It regularly organizes workshops, seminars, and training programs to improve teaching methodologies, update faculty on the latest developments in their fields, and encourage the adoption of ICT-enabled learning. These efforts ensure that the faculty remains well-equipped to provide high-quality education to students.

The IQAC also plays a critical role in designing and implementing the institution's strategic plan, focusing on continuous improvement in curriculum, research, and infrastructure. It oversees the collection and analysis of feedback from students, faculty, and other stakeholders, using this data to drive reforms in teaching practices and institutional processes.

By institutionalizing quality assurance mechanisms, the IQAC ensures that the college consistently adheres to its standards of excellence, contributing to the overall development of both students and faculty, and aligning the institution with national quality benchmarks like NAAC.

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

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

At Sri ABR Government Degree College, Repalle, the Internal Quality Assurance Cell (IQAC) plays a crucial role in periodically reviewing the teaching-learning process, operational structures and learning outcomes. As per established norms, the IQAC conducts regular assessments to ensure the college meets its academic goals and maintains high standards of education.

The IQAC facilitates the review of teaching methodologies by gathering feedback from students, faculty, and stakeholders. This feedback is analyzed to identify areas of improvement in instructional approaches, curriculum delivery, and the integration of technology in classrooms. The cell encourages faculty to adopt innovative teaching practices, such as flipped classrooms, online resources, and interactive sessions to enhance student engagement and learning outcomes.

Additionally, the IQAC periodically reviews the structure and functioning of academic and administrative operations, ensuring that the college's policies align with current educational trends and regulatory standards. The review process also includes an evaluation of infrastructure, library resources, and student support services to ensure they meet the needs of the academic community.

The institution records incremental improvements in various activities through internal audits and self-assessments. These continuous reviews help in tracking progress, implementing corrective actions, and fostering a culture of excellence, ultimately contributing to the overall enhancement of teaching, learning, and institutional performance.

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

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Paste web link of Annual reports of Institution | Nil |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Our College has been taking following initiatives to promote gender equity and sensitivity on our campus.

We conducted a gender audit to identify areas where gender bias and discrimination may exist. The audit helped to identify areas where corrective measures were needed, such as the implementation of the Women Empowerment Cell (WEC) and the Internal Complaints Committee (ICC) Grievance Redressal Cell.

To promote gender equity, the institution has implemented various measures such as the Disha App, which is a safety app for

women, anti-ragging programs and health awareness programs, Orientation programs .

The institution has implemented Spandana, an instantaneous grievances redressal system to address grievances related to gender discrimination and harassment.

The institution has ensured that all activities, including sports, cultural activities, blood donation programs, social responsibility awareness programs are gender-inclusive. Celebrations of girls child day, women's day, and Malala day are held to raise awareness about gender-related issues and celebrate the achievements of women. The institution has organized college-level programs specifically for girls to empower them and provide them with opportunities to showcase their talents and skills.

The institution has provided various facilities for women on campus such as Gender-specific washrooms, Nursing rooms Safe spaces for women, women's lounge. Yoga classes have been organized to promote physical and mental well-being among women.

| File Description | Documents |
|--|---|
| Annual gender sensitization action plan | https://www.abrgdcrepalle.ac.in/IOAC/AQAR_2022-23/Annual_Gender_Sens_Plan.pdf |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://abrgdcrepalle.ac.in/wec.php |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

B. Any 3 of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo tagged Photographs | View File |
| Any other relevant information | No File Uploaded |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The College considers sustainability promotion as an essential component of education apart from the basic teaching and learning. Waste management is one of the prime concerns of the institution. This institution has a permanent mechanism for eliminating or minimizing the wastage on the campus, be it of time, power, paper or water. However, where wastage is inevitable and unavoidable, it is managed quite effectively. It is either deposited safely or recycled successfully for the benefit of nature and community. Mainly, the institution manages three types of wastes.

Solid Waste Management: The main solid wastes on the campus include waste paper and disposables. Students are created awareness by arranging signboards in important locations. Municipal authorities are collected solid waste and disposed it safely. Dry leaves and decomposable organic matter is made valuable manure in in-house vermi compost pit.

E-waste Management: Not much e waste is generated in the institution. The electronic waste in the college includes discarded electrical or electronic devices such as used electronic parts, burned electric bulbs, wires, computer peripherals certified broken or unusable. This material is usually set apart for disposal. The condemned e-waste in the college is disposed through Andhra Pradesh Technology Services Ltd, Government of Andhra Pradesh.

Liquid waste Management: Liquid waste generated in the campus is either sent to water soaking pits or directly to the plants

| File Description | Documents |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | View File |
| Geo tagged photographs of the facilities | https://www.abrgdcrepalle.ac.in/SSR/7/7.1.2/7.1.2 The Institution has facilities for Geo tagged Photographs.pdf |
| Any other relevant information | No File Uploaded |

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus **B. Any 3 of the above**

| File Description | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | No File Uploaded |

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: **A. Any 4 or All of the above**

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

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Any other relevant documents | No File Uploaded |

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities **A. Any 4 or all of the above**

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | View File |
| Certificates of the awards received | View File |
| Any other relevant information | No File Uploaded |

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms.

Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment

5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

B. Any 3 of the above

| File Description | Documents |
|--|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | View File |
| Details of the Software procured for providing the assistance | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

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.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | No File Uploaded |

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

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 reaffirm 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 | Documents |
|--|---------------------------|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | View File |
| Any other relevant information | No File Uploaded |

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff

4. Annual awareness programmes on Code of Conduct are organized

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | View File |
| Any other relevant information | No File Uploaded |

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

To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated in the college.

Independence Day, Republic Day: The entire college is decorated on these days by the students. College invites the alumni, the

members of College Planning and Development Council and other associations in the town. The Principal participates in the guard of honor presented by NCC. This is followed by a parade by NCC Students. The Principal hoists the national flag from the stage and delivers his message to the gathering.

Birth/Death anniversaries of the great Indian Personalities: The institution celebrates the birth and death anniversaries of great freedom fighters, reformers and great Indian personalities not only to commemorate their services and sacrifices but also to inculcate the same spirit of courage and commitment among the youth. Further, academic competitions like Elocution, Essay Writing and Quiz are conducted for students. On all these occasions, a special meeting is called for in the Seminar Hall. A veteran leader, patriot or public representative is invited on the occasion to address the gathering followed by distribution of prizes and singing of patriotic songs.

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | View File |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

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

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

Context:

Specialized programs are conducted by inviting external resource persons to improve communication skills, soft skills, employability skills among students.

Practice:

College special wings like JKC, Placement Cell, NCC, NSS, WEC, IYRC of College and APSSDC are part of the capability enhancement initiatives of the college.

Evidence of Success:-

1. Last year, around 56 students of our college have got placements in various companies
2. 14 students have got admitted

to various PG programmes during the last year

Problems Encountered and Resources Required:

1. Majority of students prefer marks to knowledge acquisition.

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.

Context:

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.

Practice: Our College students have donated nearly 47 units of blood donated in the Blood donation camps.

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.

Problems Encountered and Resources Required: 1. The older generation is often conservative and needs more time to change

their mindset.

| File Description | Documents |
|--|---------------------------|
| Best practices in the Institutional web site | View File |
| Any other relevant information | No File Uploaded |

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Sri ABR Government Degree College, Repalle, 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. National Cadet Corps (NCC) is one of the vibrant units of the college. The institutional NCC Unit 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.

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

Sri ABR Government Degree College, Repalle, has been dedicated to transforming rural youth from economically disadvantaged backgrounds into intellectually capable and responsible citizens with well-rounded personalities. The institution also emphasizes instilling human values in students to help them become informed and compassionate individuals. The core of our institution is to integrate academic activities with co-curricular and extracurricular opportunities. Academic work at our college is conducted in alignment with the academic calendar provided by the affiliating university. To ensure the smooth execution of academic activities, the IQAC conducts meetings with departmental heads and faculty to offer guidance on preparing individual academic plans that comply with the university's academic calendar and the holiday schedule of the Government of Andhra Pradesh. Based on IQAC's instructions, departmental heads develop their respective departmental academic plans, which are then incorporated into the college's overall annual academic plan, prepared by the IQAC. The staff council reviews the annual academic plan, makes any necessary adjustments, and gives its approval. Once approved, the plan is implemented with regular evaluations to ensure the achievement of the desired goals. The college has implemented the CBCS (Choice Based Credit System) in all programs since the 2015-16 academic year.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://abrgdcrepalle.ac.in/IQAC/AQAR_2022-23/C1/1.1.1/AQAR_2022-23_1.1.1.pdf |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

As per the Choice Based Credit System (CBCS), the ratio of internal to external assessment is 25:75. The internal

assessment, conducted by the college, contributes 25 marks. This assessment encompasses not only the prescribed curricular elements but also includes co-curricular and extracurricular activities such as assignments, group discussions, seminars, quizzes and project work. Previously, internal assessment was distributed with 15 marks for mid-semester examinations, 5 marks for assignments, seminars, quizzes or group discussions and 5 marks for attendance, totaling 25 marks.

However, from 2022 onwards, following the guidelines from the Commissionerate of Collegiate Education (CCE), the internal assessment is now structured as follows: 17.5 marks for two mid-semester exams, 5 marks for assignments, seminars, group discussions, quizzes, or project work, and 2.5 marks for attendance and student involvement in clean and green initiatives.

For practical courses, internal assessment is conducted by the respective departments during the I/III/V semesters, while external evaluation is carried out by examiners appointed by the university during the II/IV/VI semesters. Internal assessments are scheduled in accordance with the calendar provided by the affiliating university.

To ensure a smooth internal assessment process, a committee, headed by a senior lecturer, is responsible for overseeing the process. This committee monitors and ensures that all necessary measures are taken to facilitate the evaluation process for internal examinations.

| File Description | Documents |
|--------------------------------------|---|
| Upload relevant supporting documents | View File |
| Link for Additional information | https://abrgdcrepalle.ac.in/examcell.php |

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of

A. All of the above

**Curriculum for Add on/ certificate/
Diploma Courses Assessment /evaluation
process of the affiliating University**

| File Description | Documents |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | No File Uploaded |

1.2 - Academic Flexibility
1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented
1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

9

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Add on /Certificate programs offered during the year
1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

9

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template) | View File |

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

373

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

373

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

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

Sri ABR Government Degree College, Repalle, actively integrates crosscutting issues such as Professional Ethics, Gender, Human Values, Environment, and Sustainability into its curriculum to foster holistic development. Courses across various disciplines are designed to promote awareness and sensitivity to these issues, ensuring students develop a balanced perspective.

Professional ethics are emphasized through seminars, workshops, and courses that address ethical decision-making, integrity, and accountability. Gender equality is promoted via sensitization programs, discussions, and the incorporation of gender-related topics into the curriculum, helping to create an inclusive campus culture.

Human values are instilled through various academic and co-curricular activities that encourage empathy, respect, and responsibility. The college also fosters environmental awareness and sustainability by offering courses related to environmental science and organizing activities like tree planting, clean and green drives, and awareness campaigns on sustainable practices.

By integrating these essential issues into the learning process, the college aims to equip students with the necessary skills and mindset to become responsible citizens who contribute positively to society, while also adhering to ethical principles and sustainable living.

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum | View File |

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

09

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | No File Uploaded |
| Number of courses that include experiential learning through project work/field work/internship (Data Template) | View File |

1.3.3 - Number of students undertaking project work/field work/ internships

119

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

| | |
|---|---|
| 1.4 - Feedback System | |
| 1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni | A. All of the above |
| File Description | Documents |
| URL for stakeholder feedback report | View File |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View File |
| Any additional information(Upload) | No File Uploaded |
| 1.4.2 - Feedback process of the Institution may be classified as follows | A. Feedback collected, analyzed and action taken and feedback available on website |
| File Description | Documents |
| Upload any additional information | View File |
| URL for feedback report | https://abrgdcrepalle.ac.in/feedback.php |
| TEACHING-LEARNING AND EVALUATION | |
| 2.1 - Student Enrollment and Profile | |
| 2.1.1 - Enrolment Number Number of students admitted during the year | |
| 2.1.1.1 - Number of sanctioned seats during the year | |
| 400 | |
| File Description | Documents |
| Any additional information | View File |
| Institutional data in prescribed format | View File |
| 2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, | |

Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

114

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

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

At Sri ABR Government Degree College, Repalle, the institution assesses students' learning levels to cater to their individual academic needs effectively. The college identifies both advanced learners and slow learners through continuous evaluation methods such as internal assessments, classroom participation, and feedback from faculty. Based on these assessments, the college organizes tailored programs to support their academic growth.

For slow learners, the institution offers remedial classes, personalized attention, and bridge courses to strengthen their understanding of fundamental concepts. Faculty members adopt simplified teaching techniques, provide extra learning materials, and encourage active engagement to help these students progress at their own pace.

Advanced learners, on the other hand, are encouraged to participate in enrichment activities such as seminars, workshops, and group discussions that challenge their abilities. They are given opportunities to engage in research projects, competitive exams, and leadership roles in co-curricular activities to further enhance their academic and personal development.

By addressing the diverse learning needs of its students, the college ensures that both advanced and slow learners receive the necessary guidance and resources to excel in their studies and reach their full potential.

| File Description | Documents |
|-----------------------------------|---------------------------|
| Link for additional Information | Nil |
| Upload any additional information | View File |

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

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 701 | 24 |

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

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

Sri ABR Government Degree College, Repalle, employs student-centric methods such as experiential learning, participative learning, and problem-solving methodologies to enhance the learning experience. These approaches place students at the core of the educational process, encouraging active engagement and deeper understanding.

Experiential learning emphasizes hands-on activities and real-world applications, allowing students to learn through direct experience. This includes field visits, lab work, internships, and project-based learning, which help bridge the gap between theoretical knowledge and practical application.

Participative learning fosters collaboration and active involvement in the classroom. Group discussions, seminars, role plays, and peer learning sessions encourage students to share ideas, engage in critical thinking, and develop communication skills. This collaborative environment helps build teamwork and leadership qualities.

Problem-solving methodologies challenge students to think critically and apply their knowledge to solve complex problems. Through case studies, problem-based assignments, and scenario analysis, students are encouraged to analyze situations, explore solutions, and make informed decisions, thereby

enhancing their analytical and decision-making skills.

These student-centered methods not only deepen subject understanding but also promote creativity, critical thinking, and self-confidence, preparing students for real-world challenges and lifelong learning.

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| Link for additional information | Nil |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The use of ICT-enabled tools significantly enhances the teaching-learning process, especially as the classroom dynamic shifts from a conventional teacher-centric approach to a more student-centric model. These tools create a conducive learning environment for both teachers and students, encouraging self-directed learning. The faculty at our college effectively employs various ICT tools such as PowerPoint presentations, video clips, podcasts, and expert video lessons to enrich curriculum delivery.

The college provides desktops with high-speed internet connectivity (300 Mbps), and the campus is Wi-Fi enabled. ICT-enabled classrooms are available for academic purposes. Recognizing that having ICT tools alone is insufficient, the college offers training programs to equip teachers with the skills to use these tools effectively. The use of ICT has increased significantly since the pandemic, with faculty utilizing platforms such as Zoom, Google Meet, WebEx, Skype, Cisco, Teachmint, and WhatsApp to facilitate teaching and learning.

Students are encouraged to use online resources, including N-list, to enhance their academic performance. Additionally, our staff has developed web content to further support student learning and ensure the continuity of education in the digital age.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | https://www.abrgdcrepalle.ac.in/infra.php |

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

2.3.3.1 - Number of mentors

24

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

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

24

| File Description | Documents |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | No File Uploaded |
| List of the faculty members authenticated by the Head of HEI | View File |

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

8

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template) | View File |

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

2.4.3.1 - Total experience of full-time teachers

70

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The internal assessment mechanism at Sri ABR Government Degree College, Repalle, is transparent and robust, ensuring fairness and consistency. It operates on a structured schedule, aligned with the academic calendar issued by the affiliating university. The frequency of assessments includes periodic mid-semester examinations, assignments, quizzes, group discussions, and seminars, providing students with multiple opportunities to demonstrate their understanding.

The mode of assessment is diverse and student-centric, incorporating both curricular and co-curricular elements. Marks are allocated not only for written examinations but also for assignments, project work, and active participation in classroom activities. Attendance and involvement in clean and green initiatives also contribute to the assessment.

To maintain transparency, the assessment criteria are clearly communicated to students at the beginning of each semester. Results are shared promptly, and students are given the opportunity to review their performance and seek clarification if needed. Additionally, a committee led by a senior lecturer oversees the internal assessment process, ensuring that it is conducted smoothly and in accordance with established guidelines.

Regular feedback from faculty and continuous monitoring ensure the robustness of the system, helping students improve their academic performance and overall development.

| File Description | Documents |
|---------------------------------|---------------------------|
| Any additional information | View File |
| Link for additional information | Nil |

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

The mechanism to address internal examination-related grievances at Sri ABR Government Degree College, Repalle, is transparent, time-bound, and efficient. Students are informed about the grievance redressal process at the beginning of each academic session, ensuring they are aware of their rights and the steps involved in raising concerns.

If students have any grievances regarding internal examinations, such as issues with marks, evaluation, or other concerns, they can formally submit their complaints to the concerned faculty or department head. The college has a dedicated examination grievance committee, headed by senior faculty members, to handle these complaints promptly.

The grievance committee reviews the submitted cases in a fair and unbiased manner. Any discrepancies in evaluation are re-examined, and if necessary, the student's performance is reassessed. The entire process is designed to be time-bound, with resolutions typically provided within a set period to ensure that academic progress is not delayed.

This efficient system, coupled with transparent communication at each step, ensures that students' grievances are handled fairly, ensuring trust in the internal assessment process and

providing a platform for students to voice concerns without hesitation.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://www.abrgdcrepalle.ac.in/SSR/2/2.5/2.5.1/Exam%20Policy.pdf |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

At Sri ABR Government Degree College, Repalle, both teachers and students are well-informed about the stated Programme and Course Outcomes (POs and COs) of the various programs offered by the institution. These outcomes are clearly defined at the beginning of each academic session and are communicated through multiple channels to ensure awareness and understanding.

Teachers play a crucial role in disseminating this information to students. During orientation sessions, departmental meetings, and in-class discussions, faculty members explain the objectives, expected outcomes, and relevance of each course. Course syllabi, which include the POs and COs, are made available to students via the college website, academic handbooks, and Learning Management Systems (LMS).

For students, this clear communication of outcomes helps them understand the skills, knowledge, and competencies they are expected to acquire throughout the program. It also provides them with a roadmap to align their academic efforts with these goals.

Faculty members are also trained and updated regularly on the importance of outcomes-based education through workshops and internal meetings, ensuring that they consistently integrate these objectives into their teaching methods and assessments.

This collective awareness fosters a shared commitment between students and teachers to achieve the desired educational goals effectively.

| File Description | Documents |
|--|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://www.abrgdcrepalle.ac.in/popsoco.php |
| Upload COs for all courses (exemplars from Glossary) | View File |

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

Sri ABR Government Degree College, Repalle has a well-structured mechanism for evaluating the attainment of Programme Outcomes (POs) and Course Outcomes (COs). This process ensures that the institution's academic goals are met effectively and that students acquire the intended skills and knowledge.

The evaluation of POs and COs is conducted through a combination of direct and indirect assessment methods. Direct assessments include internal exams, assignments, practicals and project work, which are aligned with the stated outcomes. These assessments help measure students' understanding of the course content and their ability to apply concepts in practical situations.

Indirect assessments involve student feedback, alumni surveys and employer feedback, which provide insights into how well the program prepares students for higher education, employment or other career pursuits. This holistic approach ensures that both academic performance and practical application are considered when evaluating outcomes.

The institution analyzes the results of these assessments at the end of each academic cycle. The data collected is reviewed by faculty and the Internal Quality Assurance Cell (IQAC) to determine the level of attainment for each outcome. Based on this evaluation, necessary revisions to the curriculum, teaching methods, assessment processes are made to continuously improve the quality of education and ensure alignment with the desired outcomes.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for Additional information | Nil |

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

139

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

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

https://abrgdcrepalle.ac.in/IOAC/AOAR_2022-23/C2/2.7/Graph.pdf

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 year (INR in Lakhs)

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

0

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| e-copies of the grant award letters for sponsored research projects /endowments | No File Uploaded |
| List of endowments / projects with details of grants(Data Template) | View File |

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year

0

| File Description | Documents |
|---|---------------------------|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | No File Uploaded |
| Supporting document from Funding Agency | No File Uploaded |
| Paste link to funding agency website | Nil |

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

5

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

2

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

0

| File Description | Documents |
|---|------------------|
| Any additional information | No File Uploaded |
| List books and chapters edited volumes/ books published (Data Template) | No File Uploaded |

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Sri ABR Government Degree College, Repalle, actively engages students in various extension activities within the local community, aiming to raise awareness of social issues and contribute to their holistic development. These activities are organized through the National Service Scheme (NSS) units, Eco-club, and other student organizations, encouraging students to connect with societal needs beyond the classroom.

During the year, students participate in initiatives like cleanliness drives, tree plantation programs, blood donation camps, health awareness campaigns, and educational outreach for

underprivileged children. These activities not only address pressing social and environmental issues but also instill in students a sense of civic responsibility and community service.

By engaging in these programs, students are sensitized to real-world challenges such as environmental conservation, public health, and social inequality. They develop empathy, leadership, teamwork, and problem-solving skills, which are essential for their overall personal and professional growth.

The impact of these extension activities is significant, as they foster a spirit of volunteerism and social responsibility among students. Moreover, the college's involvement in community development helps build a stronger relationship between the institution and the local community, contributing to sustainable social development and positive societal change.

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

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

4

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Number of awards for extension activities in last 5 year(Data Template) | View File |
| e-copy of the award letters | View File |

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red

| Cross/ YRC etc., during the year | |
|--|---------------------------|
| 12 | |
| File Description | Documents |
| Reports of the event organized | View File |
| Any additional information | No File Uploaded |
| Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template) | View File |
| 3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year | |
| 3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year | |
| 832 | |
| File Description | Documents |
| Report of the event | View File |
| Any additional information | No File Uploaded |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |
| 3.4 - Collaboration | |
| 3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year | |
| 12 | |
| File Description | Documents |
| e-copies of linkage related Document | View File |
| Details of linkages with institutions/industries for internship (Data Template) | View File |
| Any additional information | No File Uploaded |

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

9

| File Description | Documents |
|--|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | No File Uploaded |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institution is well-equipped with adequate infrastructure and physical facilities to support effective teaching and learning. Classrooms are spacious, well-lit, and ventilated, creating a conducive environment for student engagement. Most classrooms are equipped with modern teaching aids like projectors, whiteboards, and audio-visual systems to facilitate interactive learning.

The laboratories are designed to provide hands-on experience in various disciplines, such as physics, chemistry, biology, and computer science. These labs are furnished with up-to-date equipment and tools, enabling students to perform experiments and practical work under the guidance of skilled instructors.

Additionally, the institution has advanced computing facilities with a sufficient number of computers, high-speed internet, and relevant software for student use. The computing labs support courses in computer science, IT, and other disciplines requiring technical skills.

A well-stocked library with both print and digital resources

further enhances the learning experience, providing access to books, journals, and e-resources. The institution also ensures continuous maintenance and upgrading of its infrastructure to meet the evolving needs of students and faculty, promoting an efficient and productive educational environment.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.abrgdcrepalle.ac.in/infra.php |

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

The institution provides comprehensive facilities for cultural activities, sports, and physical well-being, fostering holistic development for students. For cultural activities, a spacious auditorium equipped with sound and lighting systems is available, enabling students to showcase their talents in music, dance, drama, and other performing arts. The institution frequently organizes cultural events, fests, and competitions, promoting creativity and participation.

Sports and games facilities include well-maintained indoor and outdoor spaces. Outdoor sports facilities consist of playgrounds for cricket, football, volleyball, and athletics. Courts for Hand ball and shuttle are also available, ensuring that students can engage in a variety of sports. Indoor facilities include tables for games like table tennis, chess, and carrom, catering to students interested in mind games and recreational activities.

For physical fitness, the institution has a well-equipped gymnasium with modern equipment for strength training and cardiovascular exercises, encouraging students to stay fit and healthy. Additionally, a dedicated yoga centre offers a peaceful environment for practicing yoga and meditation, helping students manage stress and improve mental wellness. The institution also organizes regular sports tournaments, fitness programs, and cultural events, fostering both physical and cultural growth among students.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.abrgdcrepalle.ac.in/infra.php |

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

09

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

09

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.abrgdcrepalle.ac.in/infra.php |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

23.64

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Upload audited utilization statements | No File Uploaded |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource

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

The library is fully automated using the Integrated Library Management System (ILMS) SOUL 3.0, a comprehensive software developed by INFLIBNET for efficient library management. SOUL 3.0 offers modules for cataloging, circulation, acquisition, serial control, and generating reports, all of which help streamline library operations. It ensures centralized management of library resources, providing easy access to information about books, journals, and digital content.

To further enhance efficiency, the library employs a barcode system for book issue and return processes. Each book is tagged with a unique barcode, and library members receive barcoded ID cards. This allows for quick, accurate transactions, as staff can simply scan the barcodes to update the system. The barcode system reduces manual entry errors and speeds up the process of borrowing and returning books, improving overall user experience and operational efficiency. It also enables precise tracking of borrowed materials and better inventory management.

In addition, the library provides five desktop systems for users to access online resources such as e-books, journals, and databases. These systems enable students and faculty to explore a wide range of digital content, enhancing research and learning opportunities. Together, the ILMS, barcode system, and online access contribute to a modern, user-friendly library environment.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional Information | https://www.abrgdcrepalle.ac.in/SSR/4/4.1.1/4.1.1_Addtl_Info.pdf |

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

A. Any 4 or more of the above

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

.09

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Audited statements of accounts | No File Uploaded |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

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

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

139

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Details of library usage by teachers and students | View File |

4.3 - IT Infrastructure

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

The institution is committed to providing state-of-the-art IT infrastructure and regularly updates its facilities to meet the evolving needs of students, faculty, and staff. A key aspect of this commitment is the provision of high-speed Wi-Fi access across the campus, ensuring seamless connectivity for academic

and research activities. The institution periodically upgrades its Wi-Fi infrastructure to ensure optimal coverage, speed, and security, allowing users to access educational resources, online learning platforms, and research databases from anywhere on campus.

In addition to Wi-Fi, the institution continuously enhances its computer labs and IT resources by upgrading hardware and software systems. The labs are equipped with modern desktop systems, high-speed internet, and the latest versions of essential software, catering to a wide range of academic disciplines. Regular maintenance and updates to antivirus software and security protocols ensure a safe and secure online environment for users.

Furthermore, the institution adopts emerging technologies such as cloud-based platforms, smart classrooms, and online collaboration tools, enabling innovative teaching methods and efficient administrative operations. With these frequent updates, the institution strives to create a robust digital ecosystem that supports learning, research, and overall academic excellence, providing students and staff with the latest technological tools and resources.

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

4.3.2 - Number of Computers

81

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| Student – computer ratio | View File |

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

| File Description | Documents |
|--|---------------------------|
| Upload any additional Information | View File |
| Details of available bandwidth of internet connection in the Institution | View File |

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

17.23

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Audited statements of accounts. | No File Uploaded |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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

The institution has well-established systems and procedures for the effective maintenance and utilization of its physical, academic, and support facilities, ensuring an optimal learning environment for students and staff. These facilities include laboratories, libraries, sports complexes, computers, and classrooms, all of which are regularly maintained to support academic and extracurricular activities.

Laboratories are equipped with the latest equipment and tools, with periodic maintenance schedules to ensure proper functioning and safety. The laboratory staff follows standard operating procedures for equipment usage and calibration, ensuring that students have access to well-maintained, fully functional lab resources.

The library is managed through an automated Integrated Library Management System (ILMS) like SOUL 3.0, which helps streamline book circulation, cataloging, and inventory management. The library staff ensures timely updates of resources, including books, journals, and digital content, while maintaining a conducive environment for reading and research.

The sports complex is regularly inspected and maintained to ensure it meets safety standards. Trained staff oversee the proper utilization of sports facilities, promoting physical fitness and extracurricular engagement.

Computer labs and IT infrastructure are frequently upgraded and monitored to ensure uninterrupted access to digital resources. The institution also ensures that classrooms are well-maintained, equipped with audio-visual aids, and designed to provide a conducive environment for learning. These established systems collectively ensure the smooth operation and optimal utilization of all institutional resources.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

462

| File Description | Documents |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | No File Uploaded |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

0

| File Description | Documents |
|--|---------------------------|
| Upload any additional information | No File Uploaded |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

| File Description | Documents |
|---|---------------------------|
| Link to institutional website | Nil |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

409

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

409

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

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

5.2 - Student Progression**5.2.1 - Number of placement of outgoing students during the year****5.2.1.1 - Number of outgoing students placed during the year**

| 114 | |
|---|---------------------------|
| File Description | Documents |
| Self-attested list of students placed | View File |
| Upload any additional information | View File |
| 5.2.2 - Number of students progressing to higher education during the year | |
| 5.2.2.1 - Number of outgoing student progression to higher education | |
| 14 | |
| File Description | Documents |
| Upload supporting data for student/alumni | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of student progression to higher education | View File |
| 5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations) | |
| 5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year | |
| 0 | |
| File Description | Documents |
| Upload supporting data for the same | View File |
| Any additional information | No File Uploaded |
| 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 year | |
| 5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year. | |

7

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | No File Uploaded |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

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

The institution actively encourages student representation and engagement in various administrative, co-curricular, and extracurricular activities to nurture leadership and holistic development. By providing platforms such as the Student Council, students are given opportunities to take part in the governance of the college. This council is democratically elected, allowing students to express their views, contribute to institutional decisions, and address issues concerning their welfare.

Student representation extends to key committees like the Internal Quality Assurance Cell (IQAC), Anti-Ragging Committee, and Grievance Redressal Committee, where students play a pivotal role in shaping policies and creating a positive academic environment. Their participation ensures that student needs are considered in administrative decisions.

Beyond administration, the institution promotes active involvement in co-curricular and extracurricular activities. Students organize and participate in cultural events, seminars, workshops, sports, and competitions, which help in developing their communication, organizational, and teamwork skills. These experiences prepare them for future leadership roles and enhance their personal and professional growth.

By facilitating student engagement across these areas, the institution fosters a collaborative environment where students contribute to the institution's growth while enhancing their

own educational experience and skillsets.

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

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

36

| File Description | Documents |
|---|---------------------------|
| Report of the event | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template) | View File |

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

Sri A.B.R. Government Degree College, Repalle, has a registered Alumni Association that plays a vital role in the development of the institution. The association serves as a bridge between the alumni and the college, fostering a sense of belonging and responsibility towards the institution. The alumni contribute significantly through both financial support and other services, aiding in the overall growth and enhancement of the college.

In the current year, the Alumni Association has contributed a total of ₹1,03,500 in financial support. This amount has been utilized for various developmental activities, including infrastructure improvements. These financial contributions help

the institution provide better facilities for current students and improve the quality of education.

Besides monetary donations, the Alumni Association actively engages in other activities that benefit the institution. Alumni members regularly participate in mentoring sessions, career guidance programs, and workshops, offering valuable insights and expertise to students. They also assist in organizing events and provide support in maintaining academic and cultural linkages with the wider community.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://abrgdcrepalle.ac.in/ABR%20Alumni%20Reg.pdf |
| Upload any additional information | View File |

5.4.2 - Alumni contribution during the year (INR in Lakhs) D. 1 Lakhs - 3Lakhs

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The governance of Sri ABR Government Degree College, Repalle, is structured to align closely with the institution's vision and mission, fostering academic excellence and holistic development. The college's leadership, including the principal, vice-principal, and various departmental heads, works collaboratively to ensure that the policies and practices reflect the institution's commitment to providing quality education, skill development, and fostering ethical values in students.

The college's vision of empowering students with knowledge and skills for their overall development is supported through well-planned academic and extracurricular programs. Governance ensures that curriculum design, teaching methodologies, and

evaluation systems are all geared towards enhancing student learning and growth, in line with the college's mission to nurture critical thinking, innovation, and social responsibility.

The various committees and councils, including the IQAC (Internal Quality Assurance Cell), work continuously to monitor and improve institutional performance. Regular feedback from stakeholders—students, faculty, and the community—is integrated into governance decisions, ensuring responsiveness and transparency. Furthermore, initiatives such as skill-based training, seminars, and community outreach programs are implemented to uphold the mission of contributing to societal development.

Overall, the governance structure of Sri ABR Government Degree College remains focused on achieving its long-term goals while remaining adaptive to the needs of its students and community.

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

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

At Sri ABR Government Degree College, Repalle, effective leadership is evident through its commitment to decentralization and participative management, fostering an inclusive and collaborative environment. The leadership, including the principal and department heads, adopts a decentralized approach by distributing responsibilities across various levels of the institution, empowering faculty and staff to actively contribute to decision-making processes.

This decentralized governance is seen in the formation of different committees such as the Internal Quality Assurance Cell (IQAC), Examination Committee and Student Grievance Redressal Committee. Each committee is given the autonomy to handle specific areas of the college's functioning, promoting ownership and accountability among its members. Faculty members, non-teaching staff and students are encouraged to participate in discussions and provide input on academic,

administrative, and extracurricular matters.

Participative management is further reflected in the regular meetings held with stakeholders, where decisions regarding curriculum development, student welfare, and institutional growth are made collectively. The institution also values student involvement in governance by including them in feedback processes, which influence improvements in teaching, learning, and infrastructure.

Through this leadership style, Sri ABR Government Degree College ensures that all voices are heard, promoting transparency, collective responsibility, and continuous improvement, all of which contribute to achieving the institution's broader goals.

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

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Sri ABR Government Degree College, Repalle, has effectively deployed its institutional strategic and perspective plan, which serves as a roadmap for the college's development and growth. This plan focuses on enhancing academic quality, improving infrastructure, fostering research, and promoting community engagement. It is designed with clear objectives aligned with the institution's vision and mission, ensuring that all initiatives are purposeful and goal-oriented.

Key components of the strategic plan include curriculum enhancement, faculty development programs, student support systems, and the expansion of ICT-enabled learning. These initiatives are implemented through structured timelines and continuous monitoring. The college ensures that faculty members receive the necessary training to integrate innovative teaching methods, thus improving the overall learning experience for students.

The strategic plan also emphasizes infrastructure development, such as upgrading laboratories, classrooms, and libraries, as

well as improving digital resources to create a conducive learning environment. Furthermore, the institution's commitment to community engagement is evident in its outreach programs, seminars, and workshops, which involve both students and faculty in contributing to social and local development.

By adhering to this strategic and perspective plan, Sri ABR Government Degree College effectively manages its resources and initiatives, ensuring sustainable growth, academic excellence, and fulfilling its mission to empower students and serve the community.

| File Description | Documents |
|--|---------------------------|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

The functioning of institutional bodies at Sri ABR Government Degree College, Repalle, is both effective and efficient, as reflected in its well-structured policies, administrative setup, appointment processes, and service rules. The college operates with a transparent and organized governance framework, ensuring smooth administrative and academic management.

Key bodies such as the Principal's Office, the Internal Quality Assurance Cell (IQAC), Examination Cell, Staff Council and various academic and administrative committees work collaboratively to implement institutional policies and decisions. The IQAC, for instance, ensures that quality standards are maintained in all academic and administrative activities through regular monitoring and evaluation. The administrative setup is streamlined, with clear roles and responsibilities defined for faculty, staff, and management, ensuring accountability at every level.

Appointment and service rules follow government norms, ensuring that recruitment is merit-based and transparent. Regular reviews of these procedures ensure they remain updated and in

compliance with higher education regulations. Additionally, the college has a structured grievance redressal mechanism to address concerns of faculty, staff and students, promoting a supportive environment.

The institution's bodies function efficiently by adhering to well-defined procedures for decision-making, resource allocation, and performance evaluation, contributing to the overall success and smooth functioning of the college. This structured approach reflects strong governance, enabling the institution to meet its goals effectively.

| File Description | Documents |
|---|---------------------------|
| Paste link for additional information | Nil |
| Link to Organogram of the Institution webpage | Nil |
| Upload any additional information | View File |

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

| File Description | Documents |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Document | View File |
| Screen shots of user interfaces | View File |
| Any additional information | No File Uploaded |
| Details of implementation of e-governance in areas of operation, Administration etc (Data Template) | View File |

6.3 - Faculty Empowerment Strategies

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

Sri ABR Government Degree College, Repalle, has implemented a range of effective welfare measures for both teaching and non-teaching staff, fostering a supportive and conducive work environment. These welfare initiatives reflect the

institution's commitment to ensuring the well-being and professional growth of its employees.

For teaching staff, the college provides access to various professional development opportunities, such as participation in seminars, workshops, and training programs, enhancing their teaching skills and academic expertise. Additionally, staff members benefit from provisions like medical leave, maternity and paternity leave, and other government-sanctioned welfare schemes that ensure their health and personal needs are met. Faculty members are also encouraged to pursue higher studies, research, and faculty exchange programs, supporting their academic advancement.

For non-teaching staff, the college ensures job security, timely promotions, and professional development opportunities through skills training programs. Welfare schemes such as employee provident funds, group insurance, and medical benefits contribute to their financial security and health. The college also maintains a healthy work-life balance through flexible work arrangements and support for family-oriented needs.

The institution's efforts in implementing these welfare measures create a positive and productive atmosphere, where both teaching and non-teaching staff feel valued, motivated, and equipped to contribute effectively to the institution's success.

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

6.3.2 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

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

8

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

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

0

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | No File Uploaded |
| Reports of Academic Staff College or similar centers | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

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

31

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | No File Uploaded |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | No File Uploaded |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

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

Sri ABR Government Degree College, Repalle, has a well-structured Performance Appraisal System for both teaching and non-teaching staff, ensuring continuous professional growth and accountability. This system is designed to evaluate the contributions of staff members in a transparent and objective manner, aligning their performance with institutional goals and standards.

For teaching staff, the appraisal system includes both self-assessment and peer reviews, along with student feedback. Teaching performance is evaluated based on several criteria, such as subject knowledge, teaching methodology, student outcomes, participation in research, and involvement in extracurricular activities. Faculty members are also assessed on their contributions to institutional development through committee work and participation in academic events like seminars and workshops. The appraisal results are used to identify areas for improvement and to recommend promotions, training, or awards.

For non-teaching staff, the appraisal focuses on administrative efficiency, adherence to institutional protocols, and the quality of support provided to faculty and students. Supervisors regularly assess their performance based on task completion, problem-solving abilities, and teamwork. Constructive feedback is provided to help improve their skills and productivity.

This systematic approach to performance appraisal promotes

professional development, rewards excellence, and ensures that both teaching and non-teaching staff remain aligned with the institution's objectives, fostering a culture of excellence and accountability.

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

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

Sri ABR Government Degree College,Repalle,conducts both internal and external financial audits regularly to ensure transparency, accountability,and efficient financial management.These audits help verify that funds are used appropriately,in compliance with institutional and government norms.

Internal Financial Audits are carried out by an internal audit committee comprising designated faculty and administrative staff.The committee reviews all financial transactions,including budget allocation, expenditure, and fund utilization for various projects.The internal audit focuses on ensuring compliance with financial procedures and identifying discrepancies at an early stage.Any issues or irregularities are addressed through corrective measures,and the audit report is submitted to the principal for approval.

External Financial Audits are conducted by government-appointed auditors or certified external auditors. These audits review the college's financial records for accuracy and compliance with state and central government regulations. They focus on verifying the utilization of grants, salaries, and funds allocated for academic and administrative purposes.External auditors also ensure that procurement processes and expenditure are aligned with government policies.

In case of audit objections,the institution follows a systematic approach to resolving them.The audit committee works closely with the principal and administrative staff to provide

clarifications,rectify errors, and implement corrective actions,ensuring that all objections are settled promptly and the financial system remains transparent.

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

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

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

1.03

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | View File |
| Any additional information | View File |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Sri ABR Government Degree College,Repalle,employs strategic approaches for the mobilization of funds and ensures the optimal utilization of resources to support its academic and infrastructural development. The institution actively seeks financial support from various sources, including government grants,donations and contributions from alumni and philanthropic organizations.Government grants are primarily utilized for infrastructure development,faculty training,research initiatives,and the enhancement of learning resources. The college also applies for special grants under schemes like RUSA (Rashtriya Uchchar Shiksha Abhiyan) to strengthen its facilities and academic programs.

For fund mobilization,the institution maintains strong relationships with alumni and local community

members, encouraging them to contribute to the college's development projects. Additionally, funds generated from self-financed courses and consultancy services also support the college's financial health.

In terms of resource utilization, the college adopts a systematic approach to ensure that available funds are used efficiently. Resource allocation is done based on institutional priorities, with a focus on maintaining academic quality, upgrading infrastructure, and promoting student welfare. The budget is carefully planned and monitored by the finance committee to ensure that expenditures are justified and aligned with institutional goals. Regular internal and external audits ensure transparency and accountability in fund utilization, maximizing the impact of financial resources for institutional growth.

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

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

The Internal Quality Assurance Cell (IQAC) at Sri ABR Government Degree College, Repalle, has played a pivotal role in institutionalizing quality assurance strategies and processes, significantly enhancing the academic and administrative functioning of the institution. Since its establishment, the IQAC has continuously worked towards promoting a culture of quality by setting benchmarks for academic and administrative excellence.

One of the key contributions of the IQAC is its involvement in the development and monitoring of the institution's quality enhancement initiatives. It regularly organizes workshops, seminars, and training programs to improve teaching methodologies, update faculty on the latest developments in their fields, and encourage the adoption of ICT-enabled learning. These efforts ensure that the faculty remains well-equipped to provide high-quality education to students.

The IQAC also plays a critical role in designing and implementing the institution's strategic plan, focusing on continuous improvement in curriculum, research, and infrastructure. It oversees the collection and analysis of feedback from students, faculty, and other stakeholders, using this data to drive reforms in teaching practices and institutional processes.

By institutionalizing quality assurance mechanisms, the IQAC ensures that the college consistently adheres to its standards of excellence, contributing to the overall development of both students and faculty, and aligning the institution with national quality benchmarks like NAAC.

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

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

At Sri ABR Government Degree College, Repalle, the Internal Quality Assurance Cell (IQAC) plays a crucial role in periodically reviewing the teaching-learning process, operational structures and learning outcomes. As per established norms, the IQAC conducts regular assessments to ensure the college meets its academic goals and maintains high standards of education.

The IQAC facilitates the review of teaching methodologies by gathering feedback from students, faculty, and stakeholders. This feedback is analyzed to identify areas of improvement in instructional approaches, curriculum delivery, and the integration of technology in classrooms. The cell encourages faculty to adopt innovative teaching practices, such as flipped classrooms, online resources, and interactive sessions to enhance student engagement and learning outcomes.

Additionally, the IQAC periodically reviews the structure and functioning of academic and administrative operations, ensuring that the college's policies align with current educational trends and regulatory standards. The review process also

includes an evaluation of infrastructure, library resources, and student support services to ensure they meet the needs of the academic community.

The institution records incremental improvements in various activities through internal audits and self-assessments. These continuous reviews help in tracking progress, implementing corrective actions, and fostering a culture of excellence, ultimately contributing to the overall enhancement of teaching, learning, and institutional performance.

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

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Paste web link of Annual reports of Institution | Nil |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Our College has been taking following initiatives to promote gender equity and sensitivity on our campus.

We conducted a gender audit to identify areas where gender bias and discrimination may exist. The audit helped to identify areas where corrective measures were needed, such as the implementation of the Women Empowerment Cell (WEC) and the Internal Complaints Committee (ICC) Grievance Redressal Cell.

To promote gender equity, the institution has implemented various measures such as the Disha App, which is a safety app for women, anti-ragging programs and health awareness programs, Orientation programs .

The institution has implemented Spandana, an instantaneous grievances redressal system to address grievances related to gender discrimination and harassment.

The institution has ensured that all activities, including sports, cultural activities, blood donation programs, social responsibility awareness programs are gender-inclusive. Celebrations of girls child day, women's day, and Malala day are held to raise awareness about gender-related issues and celebrate the achievements of women. The institution has organized college-level programs specifically for girls to empower them and provide them with opportunities to showcase their talents and skills.

The institution has provided various facilities for women on campus such as Gender-specific washrooms, Nursing rooms Safe spaces for women, women's lounge. Yoga classes have been organized to promote physical and mental well-being among women.

| File Description | Documents |
|--|---|
| Annual gender sensitization action plan | https://www.abrgdcrepalle.ac.in/IOAC/AQAR_2022-23/Annual_Gender_Sens_Plan.pdf |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://abrgdcrepalle.ac.in/wec.php |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

B. Any 3 of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo tagged Photographs | View File |
| Any other relevant information | No File Uploaded |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The College considers sustainability promotion as an essential component of education apart from the basic teaching and learning. Waste management is one of the prime concerns of the institution. This institution has a permanent mechanism for eliminating or minimizing the wastage on the campus, be it of time, power, paper or water. However, where wastage is inevitable and unavoidable, it is managed quite effectively. It is either deposited safely or recycled successfully for the benefit of nature and community. Mainly, the institution manages three types of wastes.

Solid Waste Management: The main solid wastes on the campus include waste paper and disposables. Students are created awareness by arranging signboards in important locations. Municipal authorities are collected solid waste and disposed it safely. Dry leaves and decomposable organic matter

is made valuable manure in in-house vermi compost pit.

E-waste Management:Not much e waste is generated in the institution.The electronic waste in the college includes discarded electrical or electronic devices such as used electronic parts,burned electric bulbs,wires,computer peripherals certified broken or unusable.This material is usually set apart for disposal.The condemned e-waste in the college is disposed through Andhra Pradesh Technology ServicesLtd,Government of Andhra Pradesh.

Liquid waste Management:Liquid waste generated in the campus is either sent to water soaking pits or directly to the plants

| File Description | Documents |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | View File |
| Geo tagged photographs of the facilities | https://www.abrgdcrepalle.ac.in/SSR/7/7.1.2/7.1.2_The_Institution_has_facilities_for_Geo_tagged_Photos.pdf |
| Any other relevant information | No File Uploaded |

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

B. Any 3 of the above

| File Description | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | No File Uploaded |

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles

A. Any 4 or All of the above

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

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Any other relevant documents | No File Uploaded |

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

A. Any 4 or all of the above

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | View File |
| Certificates of the awards received | View File |
| Any other relevant information | No File Uploaded |

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of

B. Any 3 of the above

| reading material, screen | reading |
|---|---------------------------|
| File Description | Documents |
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | View File |
| Details of the Software procured for providing the assistance | No File Uploaded |
| Any other relevant information | No File Uploaded |
| 7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words). | |
| <p>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.</p> | |

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | No File Uploaded |

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

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 reaffirm 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 | Documents |
|--|---------------------------|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | View File |
| Any other relevant information | No File Uploaded |

7.1.10 - The Institution has a prescribed code of conduct for students, teachers,

A. All of the above

administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

| File Description | Documents |
|--|---------------------------|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | View File |
| Any other relevant information | No File Uploaded |

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

To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated in the college.

Independence Day, Republic Day: The entire college is decorated on these days by the students. College invites the alumni, the members of College Planning and Development Council and other associations in the town. The Principal participates in the guard of honor presented by NCC. This is followed by a parade by NCC Students. The Principal hoists the national flag from the stage and delivers his message to the gathering.

Birth/Death anniversaries of the great Indian Personalities: The institution celebrates the birth and death anniversaries of great freedom fighters, reformers and great Indian personalities not only to commemorate their services and sacrifices but also to inculcate the same spirit of courage and commitment among the youth. Further, academic competitions like Elocution, Essay Writing and Quiz are conducted for students.

On all these occasions, a special meeting is called for in the Seminar Hall. A veteran leader, patriot or public representative is invited on the occasion to address the gathering followed by distribution of prizes and singing of patriotic songs.

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | View File |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

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

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

Context:

Specialized programs are conducted by inviting external resource persons to improve communication skills, soft skills, employability skills among students.

Practice:

College special wings like JKC, Placement Cell, NCC, NSS, WEC, IYRC of College and APSSDC are part of the capability enhancement initiatives of the college.

Evidence of Success:-

1. Last year, around 56 students of our college have got placements in various companies
2. 14 students have got admitted

to various PG programmes during the last year

Problems Encountered and Resources Required:

1. Majority of students prefer marks to knowledge acquisition.

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.

Context:

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.

Practice: Our College students have donated nearly 47 units of blood donated in the Blood donation camps.

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.

Problems Encountered and Resources Required: 1. The older generation is often conservative and needs more time to change their mindset.

| File Description | Documents |
|--|---------------------------|
| Best practices in the Institutional web site | View File |
| Any other relevant information | No File Uploaded |

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Sri ABR Government Degree College, Repalle, 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. National Cadet Corps (NCC) is one of the vibrant units of the college. The institutional NCC Unit 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.

| File Description | Documents |
|--|---------------------------|
| Appropriate web in the Institutional website | View File |
| Any other relevant information | No File Uploaded |

7.3.2 - Plan of action for the next academic year

1. Introduction of more no. of add on/ certificate courses
2. Strengthening of Career guidance and placement Cell.
3. The college is planning to chalk out a program to improve the student strength of the college
4. It encourages the faculty members to involve actively in research work and also to tap funds from funding agencies like DST etc.
5. Management is keen to extend the infrastructural facilities available in the college by constructing New Class Rooms and laboratories.

6. It has also decided to take necessary steps to sustain the ISO quality standards of an educational institution.

7. It has plans to apply for autonomous status.